

District School Board of Madison County

# Madison County High School



2020-21 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>17</b>
<b>Positive Culture &amp; Environment</b>	<b>23</b>
<b>Budget to Support Goals</b>	<b>24</b>

# 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: 7/1/2020

<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>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	92%
<b>2019-20 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%)
<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, <a href="#">click here</a> .	

## 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.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>17</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>24</b>

# Madison County High School

2649 W US HIGHWAY 90, Madison, FL 32340

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

## 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>2019-20 Title I School</b></p> <p>Yes</p>	<p><b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>91%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>64%</p>

## School Grades History

<b>Year</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>
<b>Grade</b>	D	D	C	C

## 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <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 research based strategies and technology. This will allow all students 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Finley, Charles	Principal	As the instructional leader of the high school, he supervises over 70 staff members and oversees an academic institution that prepares its students to be college and/ or career ready. He leads the School Based Leadership Team as it ensures teachers prepare and deliver standards based lessons to students in a safe learning environment. Additionally, he collaborates with the SAC team to ensure the needs of all stakeholders are being met.
Fletcher, Jason	Teacher, K-12	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.
Agner, Coleen	Teacher, ESE	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.
Presley, Glyndell	Teacher, K-12	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. 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.



Name	Title	Job Duties and Responsibilities
Latner, Ruth	Teacher, K-12	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.
Williams, Jada	Assistant Principal	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.
Hightower, William	Assistant Principal	Various Administrative Duties; Supervise Social Studies, Science, Custodial, and Cafeteria Departments, Grounds Supervisor, Discipline, School Safety Manager

**Demographic Information**

**Principal start date**

Wednesday 7/1/2020, Charles Brooks Jr

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Total number of teacher positions allocated to the school**

1

**Demographic Data**

<b>2020-21 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>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	92%
<b>2019-20 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%)
<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, <a href="#">click here</a> .	

**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	0	0	0	134	149	117	115	515
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	23	11	17	8	59
One or more suspensions	0	0	0	0	0	0	0	0	0	0	13	7	4	3	27
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	4	4	3	0	11
Course failure in Math	0	0	0	0	0	0	0	0	0	0	4	2	12	6	24
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	0	33	39	32	16	120

**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	0	3	3	1	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	2	0	0	3

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

Thursday 6/25/2020

**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	
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	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

**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	
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	0	43	39	42	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

**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	
	(0)	(0)	(0)	(0)	0 (0)

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

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.

<b>ESSA Federal Index</b>	
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	
Total Points Earned for the Federal Index	390
Total Components for the Federal Index	10
Percent Tested	97%

**Subgroup Data**

**Students With Disabilities**

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%	0

**English Language Learners**

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%	0

**Native American Students**

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%	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	33
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	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial 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	48
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	37
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.**

Spring 2019 - Algebra = 12%  
 Instructor received a Needs Improvement evaluation

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

Spring 2019 - 10th Grade ELA = (-12%) from Spring 2018  
 Beginning teacher for English II



**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.**

Spring 2019 - Algebra = (-49%) in comparison to the state average  
Instructor received a Needs Improvement evaluation

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

Algebra - 2019 = 12%; 2018 = 11%  
Algebra 1A/ 1B during the same school year

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

243 Level 1's on state assessments (with 77 course failures in ELA/ Math)

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

1. Math (Alg/ Geo - Proficiency; LG; LQLG)
2. ELA (Reading - Proficiency; LG; LQLG)
3. Science (Biology - Proficiency)
4. Graduation/ Acceleration (CTE/ Dual Enrollment - successful completion)
5. Social Studies (US History - Proficiency)

## Part III: Planning for Improvement

**Areas of Focus:**

**#1. Other specifically relating to Math**

**Area of Focus Description and Rationale:** Madison County High School will add a new course called Financial Algebra to increase student performance on the Algebra EOC to work with Tier 2 and Tier 3 students. Small group and individualized instruction based on needs determined by data will be a strategy used. The area is a critical need due to the overwhelming number of students that have not mastered the Algebra EOC assessment and have not completed their math requirements for graduation. Seniors who have not passed the Algebra 1 EOC will be placed in Financial Algebra to improve their algebra skills while learning to apply them to real-world situations.

**Measurable Outcome:** The goal is to increase the student's performance on the Algebra EOC and successfully obtain the math credits needed to meet their graduation requirements. The students' growth will show an increase in growth and proficiency for the lower quartile in Math. The measurable outcome is that the students will increase their proficiency levels on the Math assessment. For example, Math learning gains will increase from 25% to 35%.

ESSA Subgroups/ Spring 2019: SWD MATH = 18%; BLK MATH = 17%; HSP MATH= 35%; WHT MATH= 36%; FRL MATH= 20%; Our goal is to bring each of these ESSA Subgroups up to 41% or more on the FSA ELA for proficiency.

**Person responsible for monitoring outcome:** Jada Williams (jada.williams@mcsbfl.us)

**Evidence-based Strategy:** Evidence will be collected from test data of targeted students, such as STAR Math and teacher-made assessments. Targeted pullout sessions for this subject area are expected to increase the student's mathematical proficiency and learning gains. Students selected to take Financial Algebra will have one more opportunity to take and pass Algebra assessment or alternate assessment for graduation.

**Rationale for Evidence-based Strategy:** Small groups will be used because it is necessary for student improvement. The students in this group use their lack of math knowledge to display inappropriate behavior which impacts their attentiveness to the maximum academic opportunities while in the classroom. Students will have another chance to take and pass the Algebra assessment for graduation, which will also improve the school's graduation rate.

**Action Steps to Implement**

1. Identify baseline.
2. Identify students with math deficiencies.
3. Provide math teachers with modeling and individualized student assistance.
4. Provide quarterly review.
5. Progress monitor and revise strategies as necessary.
6. Use real-life situations that make problems functional and applicable to everyday life.
7. Build retention exercises in daily lessons.

**Person Responsible:** Jada Williams (jada.williams@mcsbfl.us)

**#2. Other specifically relating to ELA/Reading**

**Area of Focus**  
**Description and Rationale:** ELA and Reading is the area of focus. The students are not mastering their grade level state Reading assessments. It is a critical need based on the school grade data that shows tier 2 and tier 3 students are not making adequate learning gains.

**Measurable Outcome:** The measurable outcome is that the students will increase their proficiency levels on the ELA assessment. For example, the ELA low-level gains will increase from 34% to 55%.

**Person responsible for monitoring outcome:** ESSA Subgroups/ Spring 2019: SWD ELA = 28%; BLK ELA = 18%; HSP ELA = 29%; FRL ELA = 21%; Our goal is to bring each of these ESSA Subgroups up to 41% or more on the FSA ELA for proficiency  
 Jada Williams (jada.williams@mcsbfl.us)

**Evidence-based Strategy:** Achieve 3000 is one of the evidence-based tools that we will be using. Achieve 3000 will be utilized by the Intensive Reading instructors and English teachers will use as supplementary, and they will follow the pacing guide and curriculum map created by the Springboard Curriculum. First-year students will also access the program in their Research courses to ensure the students have additional reading support. Teachers will provide constant monitoring of the evidence-based strategy. We also have tutoring available for the lower 25% before the state assessment, with highly qualified teachers to teach ELA students.

**Rationale for Evidence-based Strategy:** Students need more practice with ELA standards, comprehension, writing, and other strands that makeup ELA FSA test scores, especially those at the lowest 25%.

**Action Steps to Implement**

1. Establish a baseline is a necessary action step.
2. We will identify the lowest quartile of students.
3. We will identify the specific learning needs of all students.
4. We will have the Instructional Coach assist teachers in creating and targeting small groups.
5. We will use STAR to progress monitor and adjust strategies as necessary to meet goals.
6. Close reading strategies implemented to assist with reading comprehension.

**Person Responsible** Charles Finley (charles.finley@mcsbfl.us)

**#3. Other specifically relating to Graduation Rate**

**Area of Focus**

**Description and Rationale:** The area of focus is on improving but at least maintaining a graduation rate above 85%.

**Measurable Outcome:**

The goal is to improve the graduation rate by checking at least twice per nine-weeks every seniors' ability to complete a dual enrollment course or become a course completer for the program of their choice of a college technical education program offered at the school.

The measurable outcome is that the students will increase or maintain the current graduate rate. For example, the graduation rate will remain at or above 84%.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:**

Evidence and data will be collected by the MTSS/Graduation coach to ensure students are on track for graduation. The data will include academic performance, behavior, attendance, and social/emotional reports.

**Rationale for Evidence-based Strategy:**

ACT-SAT Prep and Graduation Coach are evidence-based strategies that we will be utilizing. Most students have maintained the required 2.0 GPA, met online requirements, have taken and passed all necessary coursework but have not passed the FSA ELA Reading and the Algebra 1 EOC. We should also ask for at least one day of assessment for ACT school day assessment.

**Action Steps to Implement**

1. Identify students who are at-risk of not graduating.
2. Select interventions and staff to accommodate student needs.
3. Provide SAT/ACT practice via English 3 and English 4 teachers.
4. Provide outside tutors/interventionists to assist students with SAT/ACT Math and Reading preparation.
5. Progress monitor and reevaluate throughout the school year.
6. Add additional remediation resources for SAT/ACT prep that will enhance after school tutoring participation.
7. Saturday academies to offer select working students and alternate schedule and time to participate in a crash remediation course.
8. Two SAT school days offered during the 2020/2021 school year
9. One ACT school day offered during the 2020/2021 school year

**Person Responsible**

Jada Williams (jada.williams@mcsbfl.us)

**#4. Other specifically relating to Science**

**Area of Focus Description and Rationale:** Additional support in Science is needed to improve our Biology scores from the Spring 2019 (25%). Standards based planning and instruction will take place with support from Instructional Coaches and School Administrators in Biology as well as other Science courses considered prerequisites offered here (Environmental Science; Marine Science; Ag Science).

**Measurable Outcome:** The goal is to increase the student's performance on the Biology EOC and successfully obtain the Science credits needed to meet graduation requirements. With a highly qualified certified Biology teacher in place along with the appropriate level of support, we plan to increase our Biology EOC scores from 25% to 45% for the 2020-2021 school year.

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:** Progress monitoring will take place quarterly. Common assessments will be developed, administered, and graded bi-weekly to assist with addressing deficient standards. Lab based lessons will be planned and implemented in Biology classes to build background knowledge through experience. Content area vocabulary will be enhanced for Science.

**Rationale for Evidence-based Strategy:** It is essential to use data to determine instruction and we will accomplish this through the quarterly progress monitoring assessments as well as the bi-weekly common assessments. Building background knowledge and strengthening vocabulary are the two most impactful reading strategies for comprehension.

**Action Steps to Implement**

1. Complete baseline assessment.
2. Identify students performing below proficiency level.
3. Provide Science teachers support with planning and instruction.
4. Quarterly data chats with teachers and students.
5. Progress monitor and revise strategies as necessary.
6. Build background knowledge through experience.
7. Strengthen content area vocabulary.

**Person Responsible** Charles Finley (charles.finley@mcsbfl.us)

**#5. Other specifically relating to Social Studies**

MCHS is wishing to adopt the course Vision and Their Pursuits: An AmerTrad – U.S History to 1920 (#2100380 and #2100470 – Honors) into the social studies curriculum. These courses will be replacing World Geography and Culture. World History which is a required Social Studies class for graduation will be moved to a primary 9th grade course with Vision and Their Pursuits being implemented into the 10th grade curriculum.

**Area of Focus Description and Rationale:**

Gateway to US History: The Bridge to Success on Florida’s EOC Test. Florida Transformative Education. This resource focuses on the EOC test and describes successful social studies test-taking strategies. This resource will show students how to take a metacognitive approach by following a series of deliberate steps to answer multiple-choice questions. First, they must examine each question carefully and analyze any data it contains, including tables, graphs, illustrations, maps, and documentary excerpts. Next, they must reflect on the topic that the question covers and what they remember about that topic. Only then should they finally answer the question by carefully reviewing each answer choice and seeing which answer choices (distractors) are wrong and which answer is correct.

**Measurable Outcome:**

Our objective is to improve and increase our US History EOC exam scores. In 2018, MCHS scored 55% on the US History EOC and in 2019, we scored 50% on the exam. Both of these scores were below the district and state averages. It is our goal to increase the passing rate to at least 60% for the 2020-21 school year.

**Person responsible for monitoring outcome:**

William Hightower (william.hightower@mcsbfl.us)

**Evidence-based Strategy:**

Progress monitoring will occur systematically throughout each unit and quarterly. Advancement, re-teaching or remediation will occur by analyzing the data from collected for the progress monitoring. Scaffolding learning allows for students to develop critical higher-order skills of such as analysis, synthesis, and evaluation in a more rigorous and reflective setting. Students will be empowered to perform at higher levels as they engage in higher-learning strategies such as: analyzing historical documents and supplementary readings, becoming proficient in note-taking, actively participating in open-ended discussions emphasizing free-response through evidence-based support, document-based writing, contrasting opposing viewpoints, solving problems, etc. In addition, students will develop and demonstrate their skills through participation in teacher-directed projects.

**Rationale for Evidence-based Strategy:**

Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts. Instructional Practices Teaching from well-written, grade-level instructional materials enhance students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning: 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and re-reading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence). 6. Mathematical skills will also be increased due to the collaboration of mathematical tables, charts, and graphs within the social studies content area.

**Action Steps to Implement**

1. Complete baseline assessment
2. Identify students performing below proficiency level
3. Provide Social Studies teachers with professional development, support and necessary resources
4. Quarterly data chats with teachers and students
5. Progress monitoring, remediation and revise strategies as needed
6. Build background knowledge
7. Strengthen content area knowledge with vocabulary, comprehension and interpreting skills
8. Becoming proficient in note-taking

**Person Responsible** William Hightower (william.hightower@mcsbfl.us)

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**The leadership team will be working directly with the teachers and RTI/MTSS, PBIS Graduation coach to address these needs.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Madison County High School consistently and continually works to build positive relationships with parent, families, and other community stakeholders to increase involvement. Communication is a key factor in this process and will be accomplished this through One Call, Remind 101, marquee, school Face Book page, School website, and hard copy notifications (newsletters, calendars, progress reports, discipline policies, student handbook, report cards, etc) sent home through students. Teachers will communicate directly with parent regarding academic status and schedule parent conferences as needed.

A virtual Orientation/ Open House will take place within the first two weeks of school so parents have an opportunity to meet their child's teacher as we begin the new school year. We will depend heavily on our school FB page to advertise all extracurricular and academic recognition events to keep our parents involved and included with after school activities. We will include our SAC team which is comprised of school community stakeholders for input on parental involvement initiatives and we will rely on our PBS team for input on student rewards initiatives.

### Parent Family and Engagement Plan (PFEP) Link

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

**Part V: Budget**

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

<b>\$55,827.00</b>						
1	III.A.	Areas of Focus: Other: Math				
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0011 - Madison County High School	UniSIG	1.0	\$44,053.50
			<i>Notes: Math/Reading Coach to support teachers and students to use methods that are highly effective.</i>			
	5100	210-Retirement	0011 - Madison County High School	UniSIG		\$3,564.00
			<i>Notes: Retirement for Math/Reading Coach</i>			
	5100	220-Social Security	0011 - Madison County High School	UniSIG		\$3,442.50
			<i>Notes: Social security and FICA for Math/Reading Coach</i>			
	5100	230-Group Insurance	0011 - Madison County High School	UniSIG		\$4,200.00
			<i>Notes: Group Insurance for Math/Reading Coach</i>			
	5100	240-Workers Compensation	0011 - Madison County High School	UniSIG		\$567.00
			<i>Notes: Worker's Compensation for Math/Reading Coach</i>			
<b>\$50,752.00</b>						
2	III.A.	Areas of Focus: Other: ELA/Reading				
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0011 - Madison County High School	UniSIG	1.0	\$39,820.00
			<i>Notes: Reading teacher to support Juniors and Seniors that have not passed a reading test for graduation.</i>			
	5100	210-Retirement	0011 - Madison County High School	UniSIG		\$3,168.00
			<i>Notes: Retirement for Reading teacher</i>			
	5100	220-Social Security	0011 - Madison County High School	UniSIG		\$3,060.00
			<i>Notes: Social Security for Reading teacher</i>			
	5100	230-Group Insurance	0011 - Madison County High School	UniSIG		\$4,200.00
			<i>Notes: Group Insurance for Reading teachers</i>			
	5100	240-Workers Compensation	0011 - Madison County High School	UniSIG		\$504.00
			<i>Notes: Worker's compensation for Reading teachers</i>			
<b>\$56,773.50</b>						
3	III.A.	Areas of Focus: Other: Graduation Rate				



	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	160-Other Support Personnel	0011 - Madison County High School	UniSIG	1.0	\$45,000.00
			<i>Notes: RTI/MTSS, PBIS and Grad Coach to help support students at risk of not graduating on time.</i>			
	5100	210-Retirement	0011 - Madison County High School	UniSIG		\$3,564.00
			<i>Notes: Retirement for RTI/MTSS, PBIS and Grad Coach</i>			
	5100	220-Social Security	0011 - Madison County High School	UniSIG		\$3,442.50
			<i>Notes: Social Security and FICA for RTI/MTSS, PBIS and Grad Coach</i>			
	5100	230-Group Insurance	0011 - Madison County High School	UniSIG		\$4,200.00
			<i>Notes: Group Insurance for RTI/MTSS, PBIS and Grad Coach</i>			
	5100	240-Workers Compensation	0011 - Madison County High School	UniSIG		\$567.00
			<i>Notes: Worker's compensation for RTI/MTSS, PBIS and Grad Coach</i>			
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Other: Science</b>				<b>\$0.00</b>
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: Other: Social Studies</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$163,352.50</b>