

District School Board of Madison County

Madison County High School



2021-22 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: 7/15/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2020-21 ESSA Subgroups Represented (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*
School Grades History	2018-19: D (39%) 2017-18: C (43%) 2016-17: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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.

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>90%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>65%</p>

School Grades History

	2020-21	2019-20	2018-19	2017-18
Year				
Grade		D	D	C

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Madison County High School is to provide a high quality education in a positive school culture that will promote collaboration, parent and community involvement, 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.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Finley, Charles	Principal	<p>Mr. Finley leads the initiatives to assist MCHS with overcoming its current DA status with the FLDOE. 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.</p>
	Assistant Principal	<p>Barbara Pettiford is an Assistant Principal of Curriculum. She oversees the selection of curricula and implementation of curricula throughout the school. Additionally, Dr. Pettiford supervises and leads the teachers in the areas of Math, Reading, Spanish, English and Language Arts. She manages a variety of other administrative duties. 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. She works very closely with the administrative team and guidance department to ensure that students are placed in appropriate courses.</p> <p>Various Administrative Duties; Supervise Students, Custodial, Cafeteria, Discipline, School Safety, Facilities</p>
Agner, Coleen	Staffing Specialist	<p>Ms. Agner is the Exceptional Student Education Specialist on campus. Ms. Agner coordinates services in the ESE Department and oversees all Individual Education Plans and Gifted Plans. She serves as team leader and works 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. Ms. Agner coordinates the Teenage Parent Program. Her goal is to ensure high-level instruction, collaboration, and support is given to students as noted on their Individual Education Plans.</p>
Fletcher, Leslie	Instructional Coach	<p>Ms. Fletcher leads and facilitates all PLC's with our teachers that focus on professional development. She assist with the growth of our instructors through CWT's and feedback. She facilitates data chats with our teachers after each progress monitoring assessment is given and results are gathered. She assist departments with creating Focus Calendars/ Pacing Guides. She will assist with the implementation of the BEST ELA Standards at our school.</p>
Williams, Khambreal	School Counselor	<p>Along with her primary duty of counseling our students, Ms. Williams leads the process in building our master schedule through student course requests, teacher recommendations for appropriate placement, and the use of data. She is over the process of ensuring all of our students are meeting the minimum graduation requirements needed to earn a high school diploma.</p>

Name	Position Title	Job Duties and Responsibilities
		She is over the process of ensuring we are meeting the needs of all of our students through SIT meetings. She promotes Dual Enrollment and Scholarship opportunities to our students that meet the prerequisites to attend NFC and/ or earn academic scholarships. She ensures all of our students have an opportunity to earn an Industry Certification through one of our CTE programs offered here at our school or at NFC.
Meinsen, Timothy	Graduation Coach	Coach Meinsen is over the process of ensuring all of our seniors are meeting the minimum graduation requirements needed to earn a high school diploma. He is over the process of ensuring we are meeting the needs of all of our students through the MTSS process. He promotes Dual Enrollment and Scholarship opportunities to our students that meet the prerequisites to attend NFC and/ or earn academic scholarships. He ensures all of our students have an opportunity to earn an Industry Certification through one of our CTE programs offered here at our school or at NFC.

Demographic Information

Principal start date

Wednesday 7/15/2020, 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.*

3

Total number of teacher positions allocated to the school

28

Total number of students enrolled at the school

473

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data

Early Warning Systems

2021-22

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	104	126	119	124	473
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	32	48	20	20	120
One or more suspensions	0	0	0	0	0	0	0	0	0	15	36	16	11	78
Course failure in ELA	0	0	0	0	0	0	0	0	0	8	32	21	21	82
Course failure in Math	0	0	0	0	0	0	0	0	0	12	26	25	20	83
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	67	64	0	131
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	61	52	0	113
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	119	113	0	232

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	38	35	33	27	133

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	5	4	2	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Sunday 7/18/2021

2020-21 - 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	0	0	134	149	117	115	515
Attendance below 90 percent	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	13	7	4	3	27
Course failure in ELA	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	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	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	3	3	1	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	2	0	0	3

2020-21 - 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	0	0	134	149	117	115	515
Attendance below 90 percent	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	13	7	4	3	27
Course failure in ELA	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	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	
Level 1 on 2019 statewide Math assessment	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	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	3	3	1	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	2	0	0	3

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				28%	40%	56%	34%	45%	56%
ELA Learning Gains				34%	46%	51%	40%	46%	53%
ELA Lowest 25th Percentile				34%	46%	42%	33%	30%	44%
Math Achievement				25%	33%	51%	24%	36%	51%
Math Learning Gains				25%	37%	48%	33%	44%	48%
Math Lowest 25th Percentile				29%	50%	45%	41%	42%	45%
Science Achievement				25%	52%	68%	36%	54%	67%
Social Studies Achievement				50%	65%	73%	55%	59%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019	27%	32%	-5%	55%	-28%
Cohort Comparison						
10	2021					
	2019	24%	33%	-9%	53%	-29%
Cohort Comparison		-27%				

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
2021					
2019	26%	39%	-13%	67%	-41%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	47%	58%	-11%	70%	-23%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	12%	37%	-25%	61%	-49%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	30%	36%	-6%	57%	-27%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Star Reading; Star Math; USA TestPrep (Biology); Canvas (US History)

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17	17	12
	Economically Disadvantaged	17	17	12
	Students With Disabilities	7	9	11
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53	47	53
	Economically Disadvantaged	53	47	53
	Students With Disabilities	15	17	20
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	NA	34	38
	Economically Disadvantaged	NA	34	38
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	18	37	NA
	Economically Disadvantaged	18	37	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15	20	23
	Economically Disadvantaged	15	20	23
	Students With Disabilities	19	21	31
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	58	53	52
	Economically Disadvantaged	58	53	52
	Students With Disabilities	15	18	21
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	NA	34	38
	Economically Disadvantaged	NA	34	38
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	18	37	NA
	Economically Disadvantaged	18	37	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	23	16	17
	Economically Disadvantaged	23	16	17
	Students With Disabilities	0	0	0
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	41	31	37
	Economically Disadvantaged	41	31	37
	Students With Disabilities	0	0	0
	English Language Learners	NA	NA	NA
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	34	38
	Economically Disadvantaged	NA	34	38
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	18	37	NA
	Economically Disadvantaged	18	37	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 12					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		8	5	5
	Economically Disadvantaged		8	5	5
	Students With Disabilities		0	0	0
	English Language Learners		NA	NA	NA
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		17	24	10
	Economically Disadvantaged		17	24	10
	Students With Disabilities		0	0	0
	English Language Learners		NA	NA	NA
		Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		NA	NA	NA
	Economically Disadvantaged		NA	NA	NA
	Students With Disabilities		NA	NA	NA
	English Language Learners		NA	NA	NA
		Number/% Proficiency	Fall	Winter	Spring
US History	All Students		NA	NA	NA
	Economically Disadvantaged		NA	NA	NA
	Students With Disabilities		NA	NA	NA
	English Language Learners		NA	NA	NA
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	17	42	48	29	29	70	29				
BLK	24	36	44	17	33	48	34	19		92	27
HSP	80	70		50	30						
WHT	35	37		46	27		53	37		88	67
FRL	27	39	49	22	30	46	40	24		87	38

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	422
Total Components for the Federal Index	10
Percent Tested	84%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
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%	

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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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	49
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

We performed below 41% in the 2021 Spring State Assessments following areas: ELA Proficiency; ELA LG; Math Proficiency; Math LG; US History EOC

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA Proficiency; ELA LG; Math Proficiency; Math LG; US History EOC

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

We had 109 (64%) 9th graders score below grade level on 2019 FSA ELA and 82 (52%) 10th Graders score below grade level on 2019 FSA ELA. Barriers with remote online learning. Barriers with online curriculum through Canvas (not aligned to standards).

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA LQ LG = improved from 34% to 45%; Math LQ LG = improved from 29% to 44%; Biology EOC = improved from 25% to 45%; Acceleration = improved from 41% (2020) to 65% (2021), the 65% for Acceleration will count for the 2021-22 school grade.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Common planning (with support from state) with ELA team; Data chats with teachers/ students (all subject areas); Scheduled ELA LQ in Intensive Reading classes; Hired a certified teacher for Algebra 1 and provided her with appropriate Support Facilitation; Use of progress monitoring/ formative assessment data to revise Focus Calendars/ drive instruction; Instructional Coach; Appropriate timely adjustments made to master schedule throughout the school year.

What strategies will need to be implemented in order to accelerate learning?

We will continue to schedule our ELA students reading below grade level in our Intensive Reading classes; we have scheduled our students in need of a passing Algebra 1 EOC score in Liberal Arts Math to focus on the Algebra standards for a concordant math score; Teacher recommendations in the spring for appropriate placement of students in the fall; 1 to 1 with laptops; Common planning for all departments; New instructional framework - bell to bell instruction; Differentiated instruction; New bell schedule increased overall instructional minutes for the school year

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

ELA BEST Standards; New ELA Instructional Materials; Close Reading Strategies across all content areas; Math BEST Standards; Avid

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Culturally Responsive Teaching; Restorative Justice Model; After school tutoring; Saturday ACT/ SAT Prep

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: The following data was reviewed to select the area of focus. The proficiency rate for 2021 ELA is 31. The percentage of students making learning gains for 2021 ELA is 38. 45% of students in the Lower Quartile made learning gains for 2021 ELA. During the last graded FSA assessments in 2018-2019, the proficiency rate for ELA was 28. The percentage of students who made learning gains in ELA for 2018-2019 was 34. The students in the Lower Quartile who made learning gains was 34%. Current methods of utilizing an instructional coach and ELA teachers seem to be assisting with growth in proficiency and learning gains. It is necessary to continue to provide teachers with the instructional support to continue making progress.

Measurable Outcome: ELA Proficiency is currently at 31%. Our goal is to be at 41% or higher by the Spring of 2022.

Monitoring: Through the support of our Instructional Coach and our Literacy Leadership Team. Quarterly data chats using K12 Lift/ Star/ Graide Network results. Weekly ELA common planning meetings/ common assessments.

Person responsible for monitoring outcome: Leslie Fletcher (leslie.fletcher@mcsbfl.us)

Evidence-based Strategy: Close Reading Strategies across all content areas. Focus on foundational standards in Intensive Reading classes. Building test stamina with Intensive Reading students using assessments that mirror the FSA.

Rationale for Evidence-based Strategy: The FSA ELA is a Reading Comprehension assessment and we had 69% of our 9th and 10th graders score below grade level on the FSA ELA. We believe our partnership with Kris Bray at Just Read Florida will assist our Literacy Leadership Team with ensuring that we implement this reading comprehension strategy with fidelity across all subject areas.

Action Steps to Implement

1. All school instructional staff and administrators will receive training on Close Reading Strategy through partnership with Just Read Florida.

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

2. Teachers will meet during common planning to develop lessons and layout for use of Close Reading Strategy. (Common planning is expected 3 times weekly from 2:50-3:35 to develop lessons)

Person Responsible Barbara Pettiford (barbara.pettiford@madison.k12.fl.us)

3. Instructional coach, school, and district administrators will conduct informal walk-throughs after training to ensure teachers are implementing the Close Reading Strategy.

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

4. All classroom teachers will receive a Close Reading Strategy poster to put up in their classroom as a visual reminder of steps of the Close Reading Strategy.

Person Responsible Leslie Fletcher (leslie.fletcher@mcsbfl.us)

#2. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale: In 2017-2018 School year, (the last Graduation rate recorded) our graduation rate was 85%.
The Spring 2020 graduation rate was 91%.
The predicted Spring 2021 graduation rate is 92%.

Measurable Outcome: The Spring 2022 graduation rate will be 93%.

Monitoring: Intense graduation tracking process to ensure all students are meeting the minimum graduation requirements set by the state. Quarterly graduation checks through guidance office. Quarterly grade checks through MTSS process.

Person responsible for monitoring outcome: Timothy Meinsen (timothy.meinsen@mcsbfl.us)

Evidence-based Strategy: Concordant scoring opportunities for Reading and Math are given throughout the school year. FSA ELA Retakes, Algebra EOC Retakes, SAT School Day, ACT NCR. Saturday ACT/ SAT Prep. Credit Recovery opportunities for courses failed. SAT/ ACT Prep through Intensive Reading classes; Graduation Coach

Rationale for Evidence-based Strategy: Through our Intensive Reading and Saturday SAT/ ACT Prep sessions, we have a higher success rate for students earning a concordant score for reading and math compared to the FSA/ EOC Retakes.

Action Steps to Implement

1. Instructional staff will provide direct instruction on ACT/SAT prep and small group instruction during 11th and 12th Grade Intensive Reading courses.

Person Responsible Leslie Fletcher (leslie.fletcher@mcsbfl.us)

2. The Graduation/MTSS Coach will work with students in need of a graduation concordant score on developing a plan of action during SIT meetings.

Person Responsible Timothy Meinsen (timothy.meinsen@mcsbfl.us)

3. The Graduation Coach will track student data utilizing a graduation ready spreadsheet and present updated information to administration, parents, and staff on student progress.

Person Responsible Timothy Meinsen (timothy.meinsen@mcsbfl.us)

4. Student graduation data progress will be shared out during leadership meetings.

Person Responsible Timothy Meinsen (timothy.meinsen@mcsbfl.us)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: The following data was reviewed to select the area of focus. The proficiency rate for 2021 Math Fsa is 29. The percentage of students making learning gains for 2021 ELA is 31. 44% of students in the Lower Quartile made learning gains for 2021 Math Fsa. During the last graded FSA assessments in 2018-2019, the proficiency rate for Math was 25. The percentage of students who made learning gains in Math for 2018-2019 was 25. The students in the Lower Quartile who made learning gains was 29%. Current methods of utilizing an instructional coach and subject area certified ESE support staff teachers seem to be assisting with growth in proficiency and learning gains. It is necessary to continue to provide teachers with the instructional support to continue making progress.

Measurable Outcome: Math Proficiency is current at 29%. Our goal is to be at 41% or higher by Spring of 2022.

Monitoring: Through the support of our Instructional Coach and the replacement of star progress monitoring with Usa Test Prep. Quarterly data chats using K12 Lift/Usa Test Prep. Weekly Math common planning meetings/ common assessments.

Person responsible for monitoring outcome: Leslie Fletcher (leslie.fletcher@mcsbfl.us)

Evidence-based Strategy: Close Read Strategies in Math. Teaching and assessing to the complexity of the standards in Algebra and Geometry. Building test stamina with formative assessments that mirror the EOC.

Rationale for Evidence-based Strategy: 69% of our Algebra and Geometry students performed below grade level on the 2021 state assessment.

Action Steps to Implement

1. All school instructional staff and administrators will receive training on Close Reading Strategy through partnership with Just Read Florida.

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

2. Teachers will meet during common planning to develop lessons and layout for use of Close Reading Strategy. (Common planning is expected 3 times weekly from 2:50-3:35 to develop lessons)

Person Responsible Barbara Pettiford (barbara.pettiford@madison.k12.fl.us)

3. Instructional coach, school, and district administrators will conduct informal walk-throughs after training to ensure teachers are implementing the Close Reading Strategy.

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

4. All classroom teachers will receive a Close Reading Strategy poster to put up in their classroom as a visual reminder of steps of the Close Reading Strategy.

Person Responsible Leslie Fletcher (leslie.fletcher@mcsbfl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

During the 2019-2020 school year, Madison County High School ranked #482 out of 505 schools with 7.6 incidents per 100 students (this encompassed violent incidents; property incidents; drug/ public order incidents. MCHS ranked #433 out of 505 schools in suspension incidents during the 2019-2020 school year. We will continue to put safety first with our Supervision Team (we only had 11 referrals for fighting/ altercations during the 2020-2021 school year).

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.

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

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

School Leadership Team/ Team Leaders - will assist with promoting teacher and student efficacy so that we can instill a culture of belief in ourselves to help our students grow in their learning process as students at Madison County High School. We believe ALL students have the ability to learn and we believe ALL of our teachers have the ability to make a positive impact on student growth and achievement.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$83,726.09
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0011 - Madison County High School	UniSIG	1.0	\$45,000.00
			<i>Notes: 1 Reading teacher to support Juniors and Seniors that have not passed a reading test for graduation. Duties include but not limited to, instruction for ACT/SAT and FSA test preparation.</i>			
	5100	210-Retirement	0011 - Madison County High School	UniSIG		\$3,564.00
			<i>Notes: Reading teacher to support Juniors and Seniors that have not passed a reading test for graduation. Duties include but not limited to, instruction for ACT/SAT and FSA test preparation. (Retirement)</i>			
	5100	220-Social Security	0011 - Madison County High School	UniSIG		\$3,465.00
			<i>Notes: Reading teacher to support Juniors and Seniors that have not passed a reading test for graduation. Duties include but limited to, instruction for ACT/SAT and FSA test preparation. (Social Security & Medicare) 7.65%</i>			
	5100	230-Group Insurance	0011 - Madison County High School	UniSIG		\$4,200.00
			<i>Notes: Reading teacher to support Juniors and Seniors that have not passed a reading test for graduation. Duties include but limited to, instruction for ACT/SAT and FSA test preparation. (Group Insurance)</i>			
	5100	240-Workers Compensation	0011 - Madison County High School	UniSIG		\$567.00
			<i>Notes: Reading teacher to support Juniors and Seniors that have not passed a reading test for graduation. Reading teacher to support Juniors and Seniors that have not passed a reading test for graduation. Duties include but limited to, instruction for ACT/SAT and FSA test preparation. (Worker's Compensation)</i>			
	5100	310-Professional and Technical Services	0011 - Madison County High School	UniSIG		\$3,668.09
			<i>Notes: Supplemental curriculum support and training for ACT/SAT preparation for teachers to support juniors and seniors to meet graduation requirements. The professional development will occur prior to 11/30/2021. It will be facilitated by administration through a teacher trainer expert. Expert trained teacher will train additional reading and ELA teachers. Teachers will receive a \$35 per hour for professional development. 5 teachers will participate in Professional Development.</i>			
	5100	520-Textbooks	0011 - Madison County High School	UniSIG		\$13,262.00
			<i>Notes: Supplemental non-adopted curriculum which may include workbooks and textbooks to support Junior and Seniors to meet graduation requirements. Based on FY 2020-2021 ELA and Math FSA scores. Supplemental materials include but may not be limited to Kaplan SAT Prep Plus, Kaplan ACT Prep, SAT Total Prep, Advanced ACT, A Bridge to US History EOC, SAT and ACT Practice test. Quote for supplies is \$13, 205.87 and has been sent to department.</i>			
	5100	510-Supplies	0011 - Madison County High School	UniSIG		\$6,500.00
			<i>Notes: Areas of Focus Other ELA/Math/Graduation Rate Madison County High School - Consumable supplies to support the implementation of the project. Supplies may include but not limited to paper, pens, pencils, binders, and scientific calculators</i>			

	5100	399-Other Technology-Related Purchased Services	0011 - Madison County High School	UniSIG		\$3,500.00
			<i>Notes: Subscription for the Graide Network for writing. ELA teachers will utilize the Graide network for progress monitoring for student writing to drive instruction.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Graduation				\$56,796.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional 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>			
	6400	210-Retirement	0011 - Madison County High School	UniSIG		\$3,564.00
			<i>Notes: Madison County High School - RTI/MTSS, PBIS and Grad coach to help support students at-risk of not graduating on time. (Retirement)</i>			
	6400	220-Social Security	0011 - Madison County High School	UniSIG		\$3,465.00
			<i>Notes: RTI/MTSS, PBIS and Grad coach to help support students at-risk of not graduating on time. (Social Security& Medicare) 7.65%</i>			
	6400	230-Group Insurance	0011 - Madison County High School	UniSIG		\$4,200.00
			<i>Notes: RTI/MTSS, PBIS and Grad coach to help support students at-risk of not graduating on time. (Group Insurance)</i>			
	6400	240-Workers Compensation	0011 - Madison County High School	UniSIG		\$567.00
			<i>Notes: RTI/MTSS, PBIS and Grad coach to help support students at-risk of not graduating on time. (Worker's Compensation)</i>			
3	III.A.	Areas of Focus: Instructional Practice: Math				\$67,261.07
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	0011 - Madison County High School	UniSIG	1.0	\$45,000.00
			<i>Notes: Instructional Coach to support teachers and students to use strategic methods that are highly effective to increase graduation rates and FSA scores. (Ms. Fletcher)</i>			
	6400	210-Retirement	0011 - Madison County High School	UniSIG		\$3,564.00
			<i>Notes: Instructional Coach to support teachers and students to use strategic methods that are highly effective to increase graduation rates and FSA scores. (Retirement)</i>			
	6400	230-Group Insurance	0011 - Madison County High School	UniSIG		\$4,200.00
			<i>Notes: Instructional Coach to support teachers and students to use strategic methods that are highly effective to increase graduation rates and FSA scores. (Group Insurance)</i>			
	6400	220-Social Security	0011 - Madison County High School	UniSIG		\$3,465.00
			<i>Notes: Instructional Coach to support teachers and students to use strategic methods that are highly effective to increase graduation rates and FSA scores. (Social Security)</i>			
	6400	240-Workers Compensation	0011 - Madison County High School	UniSIG		\$567.00
			<i>Notes: Instructional Coach to support teachers and students to use strategic methods that are highly effective to increase graduation rates and FSA scores. (Worker's Compensation)</i>			

	5900	120-Classroom Teachers	0011 - Madison County High School	UniSIG		\$10,465.07
			<i>Notes: Stipends for teachers to implement Restorative Justice interventions before or after school and possibly on Saturdays as a response to school discipline. Reducing number of school suspensions will enable students to have more instructional time. The rate of pay for teachers will be \$35 an hour. The number of teachers needed for this program will vary based on student needs; however, it can include up to 10 teachers at a given time: after school, before school, or on Saturdays.</i>			
Total:						\$217,051.25