

District School Board of Madison County

# Madison County High School



2022-23 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: 7/5/2022

<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>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	92%
<b>2021-22 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>	2021-22: B (56%) 2018-19: D (39%) 2017-18: C (43%)
<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>	N/A
* 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.

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# 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>2021-22 Title I School</b></p> <p>Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>92%</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>62%</p>

## School Grades History

<b>Year</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>
<b>Grade</b>	B	D	D	D

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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 which will prepare students for success post high school.

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

Our vision is to provide all students opportunities to engage in rigorous standard-based instructional programs in order to prepare them for a successful transition into a diverse global society.

### School Leadership Team

#### **Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Brooks, Charles	Principal	<p>Maintains and oversees the daily functioning of the school. Collects and analyze all data pertaining to SIP and school improvement. Mr. Brooks supervises over 70 staff members and oversees an academic institution that prepares its students to be successful post high school. 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>
Hurst, Amanda	Assistant Principal	<p>She oversees the selection of curricula and implementation of curricula throughout the school. Additionally, Mrs. Hurst supervises and leads the teachers in the areas of Math, Reading, Spanish, English and Language Arts. She manages a variety of other administrative duties. She works very closely with the administrative team and guidance department to ensure that students are placed in appropriate courses. 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.</p> <p>Various Administrative Duties; Supervise Students, Discipline, Guidance</p>
Blue, Travis	Dean	<p>Dr. Blue will process student referrals daily and collect data on discipline. Analyze the effectiveness of student discipline. Dr. Blue is the point of reference in "Restorative Practices" and would lead the administrative team in the concept to promote and maintain a school climate and culture that is conducive to teaching and learning.</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. 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.</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</p>

Name	Position Title	Job Duties and Responsibilities
		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.

**Demographic Information**

**Principal start date**

Tuesday 7/5/2022, Charles Brooks Jr

**Number of teachers with a 2022 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 2022 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.*

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

32

**Total number of students enrolled at the school**

463

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

11

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

7

**Demographic Data**

**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	0	0

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	0	0	0
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

Tuesday 7/12/2022

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	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

**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	104	126	119	124	473
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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

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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**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

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	38%	49%	51%				28%	40%	56%
ELA Learning Gains	52%						34%	46%	51%
ELA Lowest 25th Percentile	40%						34%	46%	42%
Math Achievement	47%	42%	38%				25%	33%	51%
Math Learning Gains	60%						25%	37%	48%
Math Lowest 25th Percentile	42%						29%	50%	45%
Science Achievement	80%	44%	40%				25%	52%	68%
Social Studies Achievement	48%	51%	48%				50%	65%	73%

**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

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
2022					
2019	26%	39%	-13%	67%	-41%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	47%	58%	-11%	70%	-23%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	12%	37%	-25%	61%	-49%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	30%	36%	-6%	57%	-27%

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
SWD	27	39	38	48	60			43		100	47
BLK	26	41	34	22	52		64	38		93	63
HSP	75							82			
WHT	54	70		74	66		93	58		82	77
FRL	32	45	32	38	65		69	41		90	64
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

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	562
Total Components for the Federal Index	10
Percent Tested	95%

**Subgroup Data**

Students With Disabilities	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
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	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	79
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
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	72
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	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

**Part III: Planning for Improvement**

**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?**

The percentage of African American students making adequate yearly progress decreased in ELA. The percentage of Students with Disabilities making adequate yearly progress declined. While students in the Lowest Quartile are making learning gains consistently and improving in the number of students making learning gains the overall ELA proficiency remains roughly the same; give or take 1 percentage point. This means are students are growing academically in the content of ELA, however, they are not becoming proficient. Students taking Algebra I EOC or Algebra EOC retake are not doing well. The number of Algebra I retakes is high and those students are not passing the Algebra EOC the second time around. Typically, the Geometry EOC proficiency is 30% or so. This previous year, the Geometry EOC proficiency doubled.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

In the area of Algebra I, the 2022 proficiency was 27%. This is a 13% increase from the 2021 Algebra I EOC proficiency rate. Most of the students scored Level 1 and Level 2 on the Algebra I EOC over the past few years. In the area of ELA, our student proficiency in 9th Grade was 47% in 2022 and is usually mid 30%. The ELA proficiency for 10th grade was 44% and has ranged from 34th to 44% throughout previous years. The US History EOC proficiency in 2022 was 45%, which is an increase from 28% from the previous year.

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

While there were great increases in percentage points in Algebra I and Geometry, the historical data demonstrates the need to continue to work on proficiency. In the area of ELA, students are making learning gains but historical data illustrates the need to continue to work with students on becoming proficiency. Previous contributing factors to student proficiency were student ELA achievement levels entering high school. Many students were deficient in ELA/Reading. One of the action steps implemented in 2021 was implementing close read strategies across all content areas. We will continue to implement and monitor the use of Close Reading Strategies across all content areas to continue improving our student ELA proficiency.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

The Biology EOC Proficiency in 2022 was 80%. This is a 35% increase from the previous year.

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

Close Reading Strategies were also implemented in Biology classes. In Biology courses students were utilizing USA Test Prep for progress monitoring. In addition students were exposed to the item specifications that were similar to those on Biology EOC. Standard based instruction was also an expectation.

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

We will continue to implement and monitor Close Reading Strategies across all curriculum. In addition, we will continue to implement Culturally Responsive Teaching model.

**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.**

Teachers and administration will have the opportunity during Pre-Planning to participate in the Culturally Responsive Teaching Model. ELA teachers and Math teachers will have the opportunity participate in the BEST Standards trainings. Teachers will also work with K-12 Lift on Data Analysis and using data to drive instruction.

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

The Restorative Justice Model will continue to be implemented. Also the strategies and techniques learned in Culturally Responsive Teaching model .

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:



**#1. Instructional Practice specifically relating to ELA**

**Area of Focus**

**Description and Rationale:**

The area of ELA proficiency has been identified as a critical need based on trend data. Our trend data, shows the typical proficiency for ELA is between mid 30s and low 40s percent for 9th and 10th grade students. In addition, students in the Lower Quartile continue to make learning gains but are not reaching proficiency. In 2022 the ELA proficiency for 9th Grade was 47%. The ELA proficiency for 10th grade was 44%.

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

The 9th Grade ELA proficiency will increase from 47% to 60%.  
The 10th Grade ELA proficiency will increase from 44% to 60%. Students in the Lower Quartile ELA proficiency will increase from 40% to 60%.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Weekly ELA Common Planning times will be monitored by Administration and Instructional Coach. We will work with K12 Lift on data analysis after completing progress monitoring assessments.

**Person responsible for monitoring outcome:**

Leslie Fletcher (leslie.fletcher@mcsbfl.us)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

We will implement Close Reading Strategies across all curriculums.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Close Reading Strategy is a proven effective strategy to increase comprehension across all disciplines and subject areas.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Training on Close Reading Strategy through our partnership with Just Read Florida will be attended by administrators and all instructional staff.

**Person Responsible**

Leslie Fletcher (leslie.fletcher@mcsbfl.us)

Teachers will meet in Professional Learning Communities to develop lessons and collaborate resources that will assist in the implementation of Close Read Strategies through standards based instructional methods.

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

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

**Person Responsible** Amanda Hurst (amanda.hurst@mcsbfl.us)

## #2. Instructional Practice specifically relating to Graduation

### Area of Focus Description

#### and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The 2022 Graduation Rate was 89%. Any graduation rate below 90% is a concern. We want our students to graduate and have the capabilities to continue their education or career endeavors.

#### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We want to increase our graduation rate from 89% to 95% or higher.

#### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will use a Graduation Ready Spreadsheet to track student data for Seniors. In addition, the Graduation Coach will meet with students for Graduation Checks, and with parents concerning graduation status. Data from Graduation Ready spreadsheet will be presented during faculty meetings and with administration.

**Person responsible for monitoring outcome:**

[no one identified]

#### Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

We will use credit recovery for students to be able to recover failed courses and grade replacement to improve G.P.A. We will have graduation checks quarterly with Seniors regarding status and progress.

#### Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Using credit recovery provides students with the opportunity to recover courses they have failed. The online program allows students to work at their own pace and be able to complete multiple courses if necessary.

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will shared a list of students that are struggling academically at monthly department meetings. The teachers will then share their plan to address the student's needs whether it be better work completion or increasing success rate on assessments.

**Person Responsible** Charles Brooks (charles.brooks@mcsbfl.us)

**#3. Instructional Practice specifically relating to Math**

**Area of Focus  
Description and  
Rationale:**

The proficiency rate for 2022 Math FSA is 47%, which needs improvement. Proficiency rates went from 29% in 2021 to 47% in 2022, which is a gain of 18%; however, this is still below 50% of our students.

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Current methods such as Close Reading Strategies will be utilized by the instructional coach and subject area certified ESE support staff teachers assist with monitoring proficiency and learning gains. It is necessary to continue to provide teachers with the instructional support to continue making progress toward an increase in student proficiency in math.

**Measurable Outcome:  
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Math proficiency is up 18% from the previous year and is now 47%. Our goal is for 60% of our students to be proficient in math in 2023.

**Monitoring:  
Describe how this Area of Focus will be monitored for the desired outcome.**

Teachers will analyze data from USA Test Prep to identify learning needs in Professional Learning Communities and by implementing quarterly data chats with students.

**Person responsible for monitoring outcome:**

Charles Brooks (charles.brooks@mcsbfl.us)

**Evidence-based Strategy:  
Describe the evidence-based strategy being implemented for this Area of Focus.**

Close Read Strategies in Math. Building testing stamina through formative assessments with USA Test Prep.

**Rationale for Evidence-based Strategy:  
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Student proficiency is still below 50%.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Training on Close Reading Strategies for instructional staff and administrator.

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

Teachers will meet during common planning to develop lesson plans that include close reading through standards based instruction and utilize data from USA Test Prep to monitor student achievement levels.

**Person Responsible** Charles Brooks (charles.brooks@mcsbfl.us)

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

**Person Responsible**

Charles Brooks (charles.brooks@mcsbfl.us)

**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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

**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 on Monday of the first week 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 school culture and environment.**

Stakeholders are present and active in school decisions through SAC and APT monthly meeting. Parents and community members are invited to attend quarterly awards assemblies for honor roll recognition.

Community members help with PBS incentives such as cookouts.