

UNISIG APPLICATION

40 - Madison



Dr. Karen Pickles, Superintendent

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Purpose and Outline of the UniSIG Proposal

Under section 1003 of Title I of the Every Student Succeeds Act, Public Law No. 114-95, each state educational agency (SEAs) shall reserve funds for school improvement, no less than 95 percent of which shall be used to make grants to local educational agencies (LEAs) on a formula or competitive basis, to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

For 2017-18, Unified School Improvement Grants (UniSIG) will be awarded on a formula basis. Eligible applicants are local educational agencies (LEAs) with funded Title I schools identified for comprehensive or targeted support and improvement, as well as LEAs with high schools, Title I or non-Title I, that have a four-year adjusted cohort graduation rate of 67 percent or less, regardless of the school grade earned.

Part I: Eligibility and Program Requirements

The district reviews the list of eligible schools and allocations and ensures the requirements of UniSIG are met by providing assurances and summaries as applicable.

Part II: Needs Assessment

For each eligible school, the district demonstrates it has completed a thorough analysis of state-, district-, and school-level data (qualitative and quantitative) in order to identify points of strength and opportunities for growth to inform strategic goal formulation.

Part III: District Problem Solving

The district documents one or more strategic goals for improving the identified schools, anticipates barriers to the goals, identifies strategies to reduce or eliminate the barriers, and creates an implementation plan for each strategy to include both action steps and monitoring activities.

Part IV: Budget

The district incorporates a budget that indicates the amount of UniSIG funds the district will use in each eligible school. Each budget line item, except indirect costs, is directly tied to an action step identified in Part III.

Eligibility and Program Requirements

Eligible Schools

Eligible applicants are local educational agencies (LEAs) with funded Title I schools identified for comprehensive or targeted support and improvement, as well as LEAs with high schools, Title I or non-Title I, that have a four-year adjusted cohort graduation rate of 67 percent or less, regardless of the school grade earned.

Funding amounts were calculated based on the most recently released school grades and 2016-17 Survey 3 preliminary data containing student enrollment. The per-pupil allocation also takes into account the percent of economically disadvantaged students.

School ID	School Name	Per-Pupil Allocation	Graduation Rate Allocation	Total Allocation
0041	Madison County Central School	\$412,300.00	\$0.00	\$412,300.00
Total LEA Allocation				\$412,300.00

Assurances

Request for Applications

We have read the Request for Applications (RFA) in its entirety and understand the intent and requirements of the Unified School Improvement Grant (UniSIG) program.

YES

General Terms, Assurances, and Conditions

We understand the LEA must have a signed statement by the agency head certifying applicant adherence to FDOE's General Terms, Assurances, and Conditions for Participation in Federal and State Programs.

YES

Risk Analysis

We have read the Request for Applications (RFA) in its entirety and understand the intent and requirements of the Unified School Improvement Grant (UniSIG) program.

YES

Supplement, not Supplant

We understand that each school the LEA will serve must receive all of the state and local funds it would have received in the absence of UniSIG funds.

YES

Allocation to Schools

We understand the LEA must allocate 100 percent of funds (less indirect costs) generated under UniSIG to the eligible schools.

YES

Alignment of Strategies

We understand strategies to be implemented under this program must be aligned with Florida's State Board of Education Strategic Plan.

YES

Alignment of Improvement Plans

We understand all strategies outlined in District Problem Solving to be funded under this program must also be identified as strategies, with associate budget lines, in the school improvement plan (SIP), as applicable, for each school to be served.

YES

Greatest Need

We understand programs, activities, or strategies to be implemented must specifically address the academic achievement of schools and students that demonstrate the greatest need.

YES

Instructional Programs

We understand evidence-based instructional programs must be implemented.

YES

Extended Learning Time

We understand that extended learning time activities required of an elementary school designated as one of Florida's lowest performing must not be funded through UniSIG.

YES

Deilverables

We understand deliverables will be monitored quarterly and the LEA must complete deliverables directly within CIMS using the Project Management module.

YES

Supports for School Improvement

Improvement Planning

Describe how the LEA will support each school identified as comprehensive support and improvement (CS&I) and/or targeted support and improvement (TS&I) in developing and implementing a school improvement plan (SIP).

The Madison County School District supports Madison County Central School (MCCS) through a variety of means. The District Curriculum Director is also the dedicated district liaison to MCCS. She is available to provide comprehensive support with curriculum and instruction issues and assists in monitoring teacher and student performance. She is also serving as a mentor to a new staff member and is coaching to help strengthen her instructional strategies. District office staff participate in BSI and school-level walk-throughs providing feedback and suggestions for helping to increase student achievement and to provide a supportive learning environment. They also review and provide input into the School Improvement Plan. As part of this effort, they are involved in the needs analysis and problem-solving discussions as well as the development of strategies and action steps aimed at promoting improvement in identified areas of need. The school district also works with the school to provide additional staffing and professional development support, as needed. District staff participate in the monthly Curriculum, Student Services, and Improvement (CSI) school site visits during which curriculum, data-driven progress monitoring, student progress, the MTSS process, School Improvement planning, and educator quality are discussed. The meetings with school/district leaders focus on what is working, what needs more attention, and what may need reconsidering (e.g., academics, attendance, behavior, and support).

Alignment of Resources

Describe the process through which the LEA identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in comprehensive support and improvement (CS&I) and targeted support and improvement (TS&I) schools. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained, and any problem-solving activities used to determine how to apply resources for the highest impact.

The District leadership has developed a process to facilitate the sharing of information between all stakeholders which builds district-wide consensus to support the MTSS structures. This process identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) to ensure a Multi Tiered System of Support is available to Leadership, Teachers, and Students. This process is designed to meet the needs of all students and maximize desired student outcomes; monitor whether instructional and intervention programs are implemented as intended (i.e., “with fidelity”) and whether they are effective; and allocate resources to schools. The roles of the members of the district leadership team are as follows: To ensure that district policies and procedures are supportive of this improvement process; To ensure that the schools are using their SIP plans and to monitor its implementation; To clearly identify areas of responsibility and implement checkpoint for accountability; To ensure that needed support is provided to support their school improvement efforts. The District Based Leadership Team (DBLT) reviews data elements (assessment results, grade distributions attendance, discipline data) and uses the 8-step problem solving process to determine barriers, strengths, and other areas of need for the students. The district leadership team also uses the 8 step problem solving process to identify any organizational issues at the district and school that may be impacting district goals. An Early Warning System (EWS) is used throughout the District to monitor students as well as faculty (attendance). With the periodic review of data targeted issues can be addressed early using the appropriate interventions from a compiled list for Tier II and Tier III available interventions. The District will participate in monitoring of the schools through Data Chats with the School Administrative/Leadership Team, monthly meeting with the School Administrative/Leadership, scheduled classroom walkthroughs and observations. The purpose of MTSS/RTI is to ensure high quality instruction and/or which are matched to student needs. Teachers are to use students’ performance levels and learning rates over time to make data-based decisions to guide instruction. The MTSS/RTI team at the school will review school wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high-performing students. The major goal is to achieve progress and improve other long-term outcomes (behavior, attendance, etc.). The problem solving model will be used and decisions will be guided by the analysis and review of student data. The MTSS/RTI team, comprised of School Leadership, MTSS/RTI Facilitator, Counselor, and Teachers) meet regularly to discuss issues concerning struggling students. The information will be then shared through team leader meetings and literacy committee meetings. The information will be used to determine scheduling needs, curriculum materials, and interventions resources based on identified needs derived from data analysis. In addition, the team members are responsible for developing solutions for system problems identified and plans for professional development that may be necessary for leadership and/or teachers, The Principal functions as a school overseer of MTSS/RTI. The Principal will be responsible for attending the Student Intervention Team (SIT) meetings as schedule permits and providing the team with overall guidance while addressing system level issues. An Administrator is also responsible for revisiting and proposing changes to SIP to ensure the document is ongoing and relevant to the school’s operation of programs. The MTSS/RTI Facilitator is responsible for facilitating SIT meetings, gathering system level data for presentation and housing folders for students involved in the SIT process. The Facilitator networks students with community and social resources to assist behaviorally, academically, emotionally, and physically when necessary. The District Leadership Team will be responsible for communicating and revisiting with the faculty/staff the goals of the SIP and changes that need to be made. The School Leadership Team meets regularly to discuss school concerns/issues and or changes/adaptations that need to be made. During the weekly meetings, the District Leadership Team (DLT) also reflects on the School Improvement to ensure the operation of school correlates with the SIP objectives

and goals. The fidelity will be monitored by the Principal by asking for reports from meetings and updates on student progress. The School Leadership Team will work with teachers on disaggregating and analyzing data. Teachers then use this data to identify the Reading, Math, and/or Science Standards where students are struggling. Teachers will receive additional Professional Development using Performance Matters to develop reports and sort data for the grade level and for individual students. The SIT will disaggregate, analyze, and discuss system level data and individual student data. In addition, the team meets with students and parents and develops intervention plans for individual student success. During this meeting time Intervention Plans are developed for students who have been identified through Early Warning data or teacher referrals as struggling learners. The leadership identifies and aligns all district instructional and curricular resources in order to meet the needs of all students and maximize desired student outcomes in the following subject areas for the different grade levels. The MTSS is characterized by a continuum of integrated academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels. Students who need instructional intervention beyond what is administered universally are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity. These levels, or tiers, are used to describe the intensity of the instruction and interventions provided, not categories of students. The three tiers are outlined below. Tier 1 is the core universal instruction and supports designed and differentiated for all students in all settings. Tier 2 is the targeted supplemental interventions and supports some students receive in addition to and aligned with the core academic and behavior curriculum and instruction. Tier 3 is the intensive individualized interventions and supports few students receive in addition to and aligned with the core academic and behavior curriculum and instruction. Tier 1: Whole Group Instruction (Standards Based Instruction) Materials: Journey Core Reading Program Tier 2: Small group Instruction: Materials: Journeys Intervention materials and iReady Teacher Toolbox Interventions Students rotate through centers that include: a teacher led group, iReady computerized instruction; iReady intervention materials; Dolch sight words and Fry High-Frequency Word lists, reading fluency checks, running records; FCCR materials. Tier 3: Individualized instruction Materials for automaticity/fluency practice, repeated reading, phonics, syllabication, base/root words and prefixes/suffixes. Assessment: Diagnostic using iReady. Students are assessed on foundation skills: Students score "At or Above" or "Below" grade level based on stated criteria. Students scoring Below Grade Level are automatically assigned remedial instruction. Student progress is monitored quarterly through iReady diagnostic testing. Core Curriculum in Mathematics - Eureka Kindergarten through eighth grades The Eureka Core Program uses the researched-based Universal Design for Learning (UDL) for its structure to meet the needs of diverse learners. Many resources are used to supplement interventions for struggling students. These include: federal, state and local funds, services and programs (e.g., Title I, Part A, including 1003(a); Title I, Part C Migrant; Title II; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction; and other sources, as applicable to the district) to align to interventions in Madison County Central School. Responsible District Coordinators meet regularly to address funding and allocation of funding and resources to schools. Funding is allocated for staff and curriculum/interventions necessary to implement MTSS in the schools. Title I, Part A – provides supplemental materials and supplies for students and teachers. It also provides additional teachers to reduce student: teacher ratios. It provides technology in the classrooms for the students. Title I, Part A also provides services to ensure students requiring additional remediation are assisted through the availability of resource teachers, software remediation, and required hardware, and afterschool tutoring. Title I, Part A also provides a 1% set aside for parent involvement activities to include workshops, technical assistance, and materials and supplies. Title I, School Improvement Initiative 1003(a): MCCS qualified for the Title I, School Improvement Initiative 1003(a) funds this year. They are using these funds to provide afterschool tutoring and transportation for struggling students in the areas of Reading and Math. Title I, Part C Migrant – Provides social services coordination for migrant parents and their children, translation services for migrants, and materials and supplies. Also provides a summer enrichment program for Migrant students. The Migrant Education Program's goal is to link migrant families to services and programs that support the well being and education of their children. The Migrant Services staff coordinates with Title I, Part A and other programs to ensure student needs are met. The Migrant Coordinator provides services and support to students and parents. Requirements

are to coordinate with other programs to ensure student needs are met. Title II, Part A – provides Professional Development in the areas identified by the school. It helps pay individual mentors for beginning teachers or teachers in need of improvement. Funds are used to provide professional development activities for teachers, principals and paraprofessionals to meet the mandates of becoming highly qualified under NCLB and to provide training in areas that caused the school not to meet AMOs. Title V: Rural and Low-Income Schools Program - provides supplemental curriculum and professional development in the core content areas. Title X Homeless: Funds provide school supplies and uniforms to students who qualify as well as personnel to assist homeless families with education related services. Supplemental Academic Instruction (SAI) – is used to pay extra personnel at the school. It is also used to provide teachers for summer school for Level 1 third grade students. SAI funds are also used to provide remediation as needed during the regular school year. IDEA Part B – Individuals with Disabilities Education Act – provides funds for the excess costs of providing special education and related services for students with disabilities. IDEA Part B – Pre K - Individuals with Disabilities Education Act – provides funds for the excess costs of providing special education and related services for Pre K students with disabilities. PreK funds will be blended with VPK funds to provide additional educational services for preschool students. Career and Technical Education (Carl D. Perkins) – these funds are used to provide Middle Grades Students with Introduction to Career Planning course through 7th grade Civics and 8th grade History. The students also work with the School Guidance Department on developing Career plans. Each program has a District Coordinator which works with a School-based staff member to ensure the resources are maintained and the funds are used to provide services with the highest impact to students, teachers, and leadership.

District Policies and Practices

Identify specific policies and practices the LEA shall seek to add, modify, or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

At the direction of the Superintendent of Schools, all Madison County School District policies and procedures are reviewed regularly. All other policies are under review to ensure alignment with school improvement objectives.

Operational Flexibility

Provide the LEA's definition of "operational flexibility" provided to comprehensive support and improvement (CS&I) and targets support and improvement (TS&I) schools to enable full and effective implementation of the school improvement plan (SIP).

Madison County School District assures operational flexibility to Madison County Central School through greater autonomy in decision-making in the areas of staffing, scheduling and budgeting to the school in order to fully implement a comprehensive approach to substantially improve student achievement outcomes. The district recognizes this may require providing waivers or exemptions from traditional district policies for MCCS. This operational flexibility will give MCCS the flexibility to redesign the master schedule to provide common planning time for data-based decision making within the problem-solving process, job-embedded professional development through Instructional Coaching and other knowledgeable experts, and Professional Learning Communities (PLCs). It will also provide MCCS the flexibility to utilize funding to best staff the school with effective, highly qualified teachers for each classroom (and other necessary staff), to provide continuous, comprehensive professional development to build sustainable capacity, and support all learning environments with technology so the whole school becomes student centered, focused on student achievement.

External Partners

Describe the LEA's rigorous review process to recruit, screen, select, and evaluate any external partners with whom the LEA will partner.

The Madison County School District does not have external partners at this time.

Dissemination

Provide the methods of dissemination of this application to stakeholders (i.e., students, families, school staff and leadership, and local businesses and organizations) and describe the methods and timelines for reporting student progress, including how communication is provided in a parent-friendly, understandable format, and in multiple languages, if necessary.

The UniSIG application information will be disseminated to stakeholders using a number of strategies. District/school leadership will present the information to the District Parent Advisory Council which meets twice per year and the School Advisory Council which meets monthly. The councils which are comprised of student, family, school staff, local business, and community representatives will have opportunities to discuss and provide input on the components of the proposal. The information may also be reviewed with staff at faculty meetings and will be available on the district and school websites. To ensure communication is provided in a parent-friendly, understandable format, staff will help interpret and answer questions parents may have in their native language.

Students and parents are continually kept aware of student progress. Progress monitoring is ongoing. For example, i-Ready assessments are administered quarterly. Assessment results are analyzed to identify areas of growth and areas where additional attention may be needed. The information is used by individual teachers as well as collaborative teams for planning targeted interventions to meet students' needs. Teachers maintain data notebooks and have data chats with students to help them understand and interpret the assessment results and to establish individual learning and achievement goals. Information regarding student progress is also provided through reports which are sent home quarterly and is also available online through the management information system. Teachers are available for conferences, as needed, and grade-level Family Nights are held at least quarterly to provide an opportunity for staff and parents to discuss student performance and share strategies for helping students at home to improve their performance.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Data Uploads

The following documents were submitted in the district's DIAP section II.A.1.a as evidence for this section:

Five_Essentials_Survey_Results_for_MCCS_2017_-_Supportive_Environment_(2).docx
<i>5 Essentials Survey Data</i>
2017_Assessment_Summary_with_comparisons_Spring.pdf
<i>Data by grade level and school</i>

Problem Identification Summary

Provide a summary of the points of strength and areas of need that have been identified in the data. Assessment data from the 2016-17 school year shows students in the district scored extremely low in the areas of science and math. Only 23.3% of 5th Graders were proficient in science while 5.9% were proficient in 8th grade general science. Seventy one percent of 8th graders who took the Biology EOC were proficient. When analyzing math data, 4th and 5th grade stood out as major areas of concern. Thirteen percent of 4th graders scored proficient while only 12% of 5th graders were proficient. Even more concerning was the learning gains for 4th and 5th grades. In 4th grade 27% of the students made learning gains and in 5th grade only 26% made learning gains. Fourth, fifth and sixth grades had the lowest percentage of students who scored proficient on the FSA ELA in 2016-17. Fifteen percent of 5th graders, 21% of 6th graders and 23% of 4th graders were proficient. The highest percentage of MCCS

students who scored proficient was 46% for 3rd grade. No other grade level scored above 33%. The school percentage of students demonstrating proficiency was 29%.

Problem Analysis Summary

Provide a summary of the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Recruiting and retaining qualified staff is a continuing area of concern. The school overall had a 47% turnover rate from 2016-17 to 2017-18.

Strategic Goals

This section will populate with any district strategic goals and SMART goals, and the plan for monitoring progress toward them, that are "tagged" to UniSIG in the **District Problem Solving** module.

District Problem Solving

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Ensure sustainable district improvement by providing rigorous instruction to all students at all grade levels to ensure college and career readiness.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Ensure sustainable district improvement by providing rigorous instruction to all students at all grade levels to ensure college and career readiness. 1a

G058783

Targets Supported 1b

Focus	Indicator	Annual Targets		
		2017-18	2018-19	2019-20
District-Wide	4-Year Grad Rate (Standard Diploma)	90.0		
District-Wide	ELA/Reading Lowest 25% Gains	50.0		
0041 - Madison County Central School	Statewide Science Assessment Achievement	32.0		
District-Wide	Math Lowest 25% Gains	50.0		
0041 - Madison County Central School	FSA Mathematics Achievement	34.0		
District-Wide	College Readiness Reading	40.0		
0041 - Madison County Central School	FSA ELA Achievement	37.0		
District-Wide	FSA ELA Achievement	55.0		
District-Wide	FSA Mathematics Achievement	55.0		

Targeted Barriers to Achieving the Goal 3

- Need for high quality instructional strategies
- Need for instruction to be based on Florida Standards
- Teacher Turnover Rate at MCCC

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Leadership Team (DLT)
- Differentiated Accountability (DA) School Improvement Team
- North East Florida Education Consortium
- Florida Diagnostic & Learning Resources System (FDLRS) - provides support through professional development for leaders and teachers related to classroom management and student achievement.
- Florida Inclusion Network (FIN) - provides support through professional development and technical assistance for leaders and teachers related to inclusion of student with disabilities within the regular education classroom.
- Title I, Part A - provides the District supplemental materials and supplies for students and teachers. It also provides additional teachers to reduce student: teacher ratios. It provides technology in the classrooms for the students. Title I, Part A also provides services to ensure students requiring additional remediation are assisted through the availability of resource teachers, software remediation, and required hardware, and after-school tutoring. Title I, Part A also provides a 1% set aside for parent involvement activities to include workshops, technical assistance, and materials and supplies.
- Title I, Part C Migrant Education Program- Provides social services coordination for migrant parents and their children, translation services for migrants, and materials and supplies.

- Title I, Part D - provides and upgrades technology in classrooms. Professional development activities include the implementation of technology to enhance student engagement and motivation.
- Title II, Part A - provides Professional Development in the areas identified by the school.
- Title VI, Part B - Rural and Low-Income Schools Program (REAP) - provides funds to support field experiences for students in the areas of science and social studies.
- Title X Homeless Education - School supplies for homeless students, and social services referrals for students identified as homeless under the McKinney –Vento Act to eliminate barriers for a free and appropriate education.
- Supplemental Academic Instruction (SAI) - is used to pay extra personnel at the school. It is also used to provide teachers for summer school for Level 1 third grade students. SAI funds are also used to provide remediation as needed during the regular school year.
- IDEA Part B -Individuals with Disabilities Education Act – provides funds for the excess costs of providing special education and related services for students with disabilities.
- IDEA Part B - Pre K - – provides funds for the excess costs of providing special education and related services for Pre K students with disabilities.
- Head Start -funds will be blended with VPK funds to provide additional educational services for preschool students.
- County Agencies: Health Department, Sheriff's Office
- State Agencies: Department of Juvenile Justice, Apalachee Mental Health Services
- School Advisory Council
- Parent Teacher Organization
- Madison County Foundation for Excellence in Education (MCFEE)
- Florida Problem Solving and RtI Project (PS/RtI) - provides technical assistance
- Florida Positive Behavior Support: MTSS Project - provides technical assistance for implementing Positive Behavior Support.
- Reading Allocation -
- Digital Classroom Allocation -
- SIG(g) for Madison County Central School -
- Instructional Materials Allocation

Plan to Monitor Progress Toward G1. 8

School leaders will meet with the DLT to review student progress and implementation of standards-based instruction.

Person Responsible

Shirley Joseph

Schedule

Quarterly, from 9/6/2017 to 5/29/2018

Evidence of Completion

Meeting notes; data reports

Action Plan for Improvement


Problem Solving Key

G = Goal


B =
Barrier

S = Strategy

 = Problem Solving Step

 S123456 = Quick Key

G1. Ensure sustainable district improvement by providing rigorous instruction to all students at all grade levels to ensure college and career readiness. **1**

 G058783

G1.B1 Need for high quality instructional strategies **2**

 B149649

G1.B1.S1 Teachers will use differentiated instruction daily. **4**

 S216403

Strategy Rationale

Differentiated instruction is a philosophy of teaching that is based on the premise that students learn best when their teachers accommodate the differences in their readiness levels, interests and learning profiles. Students who receive appropriate accommodations are more successful.

Action Step 1 **5**

An alternate core instructional program (It's About Time) for 8th grade science will be purchased and implemented to support instruction.

Person Responsible

David Chambers

Schedule

Weekly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Purchase Orders/Invoices

Action Step 2 **5**

Provide professional development in content literacy in science to enhance the quality of teaching and learning

Person Responsible

Beth Moore

Schedule

On 12/21/2017

Evidence of Completion

Sign in sheet and coaching logs

Action Step 3 5

Provide ongoing professional development through the use of consultants in content literacy to enhance teaching and learning.

Person Responsible

Robin Hill

Schedule

Monthly, from 9/25/2017 to 12/21/2017

Evidence of Completion

sign in sheets

Action Step 4 5

Provide materials and supplies to support the implementation of effective instructional strategies and student learning in science.

Person Responsible

David Chambers

Schedule

Quarterly, from 10/2/2017 to 8/31/2018

Evidence of Completion

Purchase orders and invoices

Action Step 5 5

Science Saturdays will be provided to supplement science instruction and reinforce tested science standards.

Person Responsible

Robin Hill

Schedule

Monthly, from 1/20/2018 to 4/14/2018

Evidence of Completion

Student attendance records, Photos, Activity Descriptions

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

District leadership team with meet formally with school leadership monthly to review walk-through data.

Person Responsible

Shirley Joseph

Schedule

Monthly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Agenda and notes from meeting; progress monitoring data

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

District MTSS coordinators will review data as a group monthly.

Person Responsible

Lori Newman

Schedule

Quarterly, from 9/6/2017 to 5/25/2018

Evidence of Completion

MTSS Tracking Data

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

District leadership team with meet formally with school leadership monthly to review walk-through data.

Person Responsible

Shirley Joseph

Schedule

Monthly, from 9/6/2017 to 5/25/2018

Evidence of Completion

Agenda, notes, and data reports (e.g., progress monitoring data, walkthrough data, evaluation data)

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

District MTSS coordinators will review data as a group monthly.

Person Responsible

Lori Newman

Schedule

Quarterly, from 9/6/2017 to 5/25/2018

Evidence of Completion

MTSS Data Tracking Reports

G1.B1.S2 Paraprofessionals will be available to support small group and individual interventions for struggling students. 4

 S262687

Strategy Rationale

One-on-one or small group instruction provides intensity as students have more opportunities to practice and respond. One-on-one instruction includes giving students feedback based on their individual responses, teaching students to mastery based on individual learning progress, and planning instruction with materials and an instructional sequence that meets individual student needs.

Action Step 1 5

Paraprofessionals will be hired to provide small group and individual interventions for struggling students.

Person Responsible

Karen Pickles

Schedule

On 12/22/2017

Evidence of Completion

School Board minutes reflecting approval of paraprofessional hirings.

Action Step 2 5

Paraprofessionals will provide small group and individual interventions for struggling students in math and ELA.

Person Responsible

David Chambers

Schedule

Daily, from 10/2/2017 to 5/25/2018

Evidence of Completion

Paraprofessional intervention logs

Action Step 3 5

Provide extra pay for teachers to provide individual or small group remedial instruction/interventions after the regular school day for Tier 2 and Tier 3 (bubble) students to increase their achievement in core content areas.

Person Responsible

Sam Stalnaker

Schedule

Weekly, from 10/23/2017 to 5/11/2018

Evidence of Completion

Time sheets, Intervention plans

Action Step 4 5

Provide materials, supplies, and research-supported textbooks/workbooks to support differentiated instruction/interventions for after-school instructional program.

Person Responsible

Beth Moore

Schedule

Quarterly, from 10/23/2017 to 5/11/2018

Evidence of Completion

purchase orders/invoices

Action Step 5 5

Provide after-school remedial instruction/interventions to Tier 2 and Tier 3 (bubble) students identified by teachers (based on performance data) to increase achievement in core content areas.

Person Responsible

David Chambers

Schedule

Weekly, from 10/23/2017 to 5/11/2018

Evidence of Completion

After-school session attendance records, intervention plans

Action Step 6 5

Provide extra pay for paraprofessionals to provide support and supervision for teachers and students during after-school instructional program which focuses on providing individual or small group remedial instruction/interventions after the regular school day for Tier 2 and Tier 3 (bubble) students.

Person Responsible

Sam Stalnaker

Schedule

Weekly, from 10/23/2017 to 5/11/2018

Evidence of Completion

Time Sheets, Schedule for After-School Program Paraprofessionals

Action Step 7 5

Paraprofessionals will participate in training for providing high quality interventions in small groups.

Person Responsible

Lori Newman

Schedule

Monthly, from 10/17/2017 to 12/21/2017

Evidence of Completion

Sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Paraprofessional logs will be turned in monthly to the Continuous Improvement Director

Person Responsible

Linda Ward

Schedule

Monthly, from 10/30/2017 to 8/31/2018

Evidence of Completion

Paraprofessional Logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Student data will be reviewed in monthly Rodeo Roundup meetings.

Person Responsible

Kelli Minter

Schedule

Monthly, from 9/12/2017 to 5/25/2018


Evidence of Completion

Tracking data for Tier 2 and 3 students

G1.B2 Need for instruction to be based on Florida Standards **2**

 B149653

G1.B2.S1 Instructional activities will be based on standards-based instruction. **4**

 S161539

Strategy Rationale

Standards-based instruction provides an ongoing teaching/learning cycle that ensures all students learn and can demonstrate proficiency in their state's adopted content standards and associated benchmark concepts and skills.

Action Step 1 **5**

Eureka Math will be purchased and used to support the implementation of a math standards-based curriculum.

Person Responsible

Robin Hill

Schedule

On 8/10/2017

Evidence of Completion

Instructional materials

Action Step 2 **5**

District and school leaders will attend state training on curriculum aligned to standards.

Person Responsible

Karen Pickles

Schedule

On 7/12/2017

Evidence of Completion

Conference Agenda

Action Step 3 5

Provide Standards-Based Instruction training

Person Responsible

Robin Hill

Schedule

Quarterly, from 9/20/2017 to 5/25/2018

Evidence of Completion

Sign in Sheets, Follow up Reports

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Teachers' lesson plans will document the standards to be covered daily; standards will be posted and reviewed with students.

Person Responsible

Robin Hill

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson Plans and Walk-through data

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Teachers will utilize the core standards-based instructional and supplemental programs that have been purchased by the district.

Person Responsible

Robin Hill

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans showing use of the core and supplemental programs; walkthrough data

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administrators will meet with leadership teams monthly to review data and discuss walk through trends.

Person Responsible

Karen Pickles

Schedule

Monthly, from 8/28/2017 to 5/25/2018


Evidence of Completion

Meeting Notes; Data Reports

G1.B3 Teacher Turnover Rate at MCCS 2

 B252051

G1.B3.S1 Recruit and retain effective and highly effective teachers at MCCS. 4

 S265870

Strategy Rationale

Research shows that teacher effectiveness is the single most important school-based factor in student success.

Action Step 1 5

Provide recruitment and retention bonuses (based on VAM ratings and/or evidence of student performance) to help hire and retain effective and highly effective teachers to provide quality instruction and collaborate with colleagues to increase the implementation of researched-based instructional strategies that promote student achievement.

Person Responsible

Sam Stalnaker

Schedule

On 8/31/2018

Evidence of Completion

Memorandum of Understanding (MOU) between the district and the union describing the bonus criteria and amounts to be awarded; List of staff members receiving bonuses with qualifying performance ratings and amounts awarded

Action Step 2 5

Provide performance bonus pay to MCCS teachers who have been employed since the beginning of the academic year based on Effective or Highly Effective VAM ratings and/or evidence of student performance at the close of the 2017-2018 school year.

Person Responsible

David Chambers

Schedule









On 8/31/2018

Evidence of Completion

List of staff members receiving bonuses with qualifying performance ratings and amounts awarded

Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B2.S1.A2 A189241	District and school leaders will attend state training on curriculum aligned to standards.	Pickles, Karen	7/10/2017	Conference Agenda	7/12/2017 one-time
G1.B2.S1.A1 A189275	Eureka Math will be purchased and used to support the implementation of a math standards-based...	Hill, Robin	7/24/2017	Instructional materials	8/10/2017 one-time
G1.B1.S1.A2 A352661	Provide professional development in content literacy in science to enhance the quality of teaching...	Moore, Beth	10/2/2017	Sign in sheet and coaching logs	12/21/2017 one-time
G1.B1.S2.A7 A356419	Paraprofessionals will participate in training for providing high quality interventions in small...	Newman, Lori	10/17/2017	Sign in sheets	12/21/2017 monthly
G1.B1.S1.A3 A352680	Provide ongoing professional development through the use of consultants in content literacy to...	Hill, Robin	9/25/2017	sign in sheets	12/21/2017 monthly
G1.B1.S2.A1 A346744	Paraprofessionals will be hired to provide small group and individual interventions for struggling...	Pickles, Karen	10/2/2017	School Board minutes reflecting approval of paraprofessional hirings.	12/22/2017 one-time
G1.B1.S1.A5 A356276	Science Saturdays will be provided to supplement science instruction and reinforce tested science...	Hill, Robin	1/20/2018	Student attendance records, Photos, Activity Descriptions	4/14/2018 monthly
G1.B1.S2.A5 A353171	Provide after-school remedial instruction/interventions to Tier 2 and Tier 3 (bubble) students...	Chambers, David	10/23/2017	After-school session attendance records, intervention plans	5/11/2018 weekly
G1.B1.S2.A4 A353170	Provide materials, supplies, and research-supported textbooks/ workbooks to support differentiated...	Moore, Beth	10/23/2017	purchase orders/invoices	5/11/2018 quarterly
G1.B1.S2.A3 A353146	Provide extra pay for teachers to provide individual or small group remedial...	Stalnaker, Sam	10/23/2017	Time sheets, Intervention plans	5/11/2018 weekly
G1.B1.S2.A6 A355115	Provide extra pay for paraprofessionals to provide support and supervision for teachers and...	Stalnaker, Sam	10/23/2017	Time Sheets, Schedule for After-School Program Paraprofessionals	5/11/2018 weekly
G1.B2.S1.MA1 M368201	Administrators will meet with leadership teams monthly to review data and discuss walk through...	Pickles, Karen	8/28/2017	Meeting Notes; Data Reports	5/25/2018 monthly
G1.B2.S1.MA1 M147845	Teachers' lesson plans will document the standards to be covered daily; standards will be posted...	Hill, Robin	8/10/2017	Lesson Plans and Walk-through data	5/25/2018 daily
G1.B1.S1.A1 A352660	An alternate core instructional program (It's About Time) for 8th grade science will be purchased...	Chambers, David	10/2/2017	Purchase Orders/Invoices	5/25/2018 weekly
G1.B2.S1.MA2 M147846	Teachers will utilize the core standards-based instructional and supplemental programs that have...	Hill, Robin	8/10/2017	Lesson plans showing use of the core and supplemental programs; walkthrough data	5/25/2018 daily
G1.B1.S1.MA3 M367854	District MTSS coordinators will review data as a group monthly.	Newman, Lori	9/6/2017	MTSS Tracking Data	5/25/2018 quarterly
G1.B1.S1.MA1 M266528	District leadership team with meet formally with school leadership monthly to review walk-through...	Joseph, Shirley	9/5/2017	Agenda and notes from meeting; progress monitoring data	5/25/2018 monthly
G1.B1.S1.MA4 M367855	District MTSS coordinators will review data as a group monthly.	Newman, Lori	9/6/2017	MTSS Data Tracking Reports	5/25/2018 quarterly
G1.B1.S2.MA1 M381072	Student data will be reviewed in monthly Rodeo Roundup meetings.	Minter, Kelli	9/12/2017	Tracking data for Tier 2 and 3 students	5/25/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1  M266529	District leadership team with meet formally with school leadership monthly to review walk-through...	Joseph, Shirley	9/6/2017	Agenda, notes, and data reports (e.g., progress monitoring data, walkthrough data, evaluation data)	5/25/2018 monthly
G1.B2.S1.A3  A346470	Provide Standards-Based Instruction training	Hill, Robin	9/20/2017	Sign in Sheets, Follow up Reports	5/25/2018 quarterly
G1.B1.S2.A2  A346748	Paraprofessionals will provide small group and individual interventions for struggling students in...	Chambers, David	10/2/2017	Paraprofessional intervention logs	5/25/2018 daily
G1.MA1  M147689	School leaders will meet with the DLT to review student progress and implementation of standards-...	Joseph, Shirley	9/6/2017	Meeting notes; data reports	5/29/2018 quarterly
G1.B1.S2.MA1  M379021	Paraprofessional logs will be turned in monthly to the Continuous Improvement Director	Ward, Linda	10/30/2017	Paraprofessional Logs	8/31/2018 monthly
G1.B3.S1.A2  A353413	Provide performance bonus pay to MCCS teachers who have been employed since the beginning of the...	Chambers, David	9/1/2017	List of staff members receiving bonuses with qualifying performance ratings and amounts awarded	8/31/2018 one-time
G1.B1.S1.A4  A356273	Provide materials and supplies to support the implementation of effective instructional strategies...	Chambers, David	10/2/2017	Purchase orders and invoices	8/31/2018 quarterly
G1.B3.S1.A1  A352669	Provide recruitment and retention bonuses (based on VAM ratings and/or evidence of student...	Stalnaker, Sam	9/1/2017	Memorandum of Understanding (MOU) between the district and the union describing the bonus criteria and amounts to be awarded; List of staff members receiving bonuses with qualifying performance ratings and amounts awarded	8/31/2018 one-time

Professional Development

G1. Ensure sustainable district improvement by providing rigorous instruction to all students at all grade levels to ensure college and career readiness.

G1.B1 Need for high quality instructional strategies

G1.B1.S1 Teachers will use differentiated instruction daily.

PD Opportunity 1

Provide ongoing professional development through the use of consultants in content literacy to enhance teaching and learning.

Facilitator

April Johnson

Participants

K-8 content area teachers

Schedule

Monthly, from 9/25/2017 to 12/21/2017

G1.B1.S2 Paraprofessionals will be available to support small group and individual interventions for struggling students.

PD Opportunity 1

Paraprofessionals will participate in training for providing high quality interventions in small groups.

Facilitator

FDLRS

Participants

All classroom paraprofessionals

Schedule

Monthly, from 10/17/2017 to 12/21/2017

G1.B2 Need for instruction to be based on Florida Standards

G1.B2.S1 Instructional activities will be based on standards-based instruction.

PD Opportunity 1

District and school leaders will attend state training on curriculum aligned to standards.

Facilitator

FLDOE

Participants

District leaders, school leaders

Schedule

On 7/12/2017

PD Opportunity 2

Provide Standards-Based Instruction training

Facilitator

Beth Mims, Consultant

Participants

K-8th grade teachers

Schedule

Quarterly, from 9/20/2017 to 5/25/2018

Technical Assistance

Budget

One-Year Budget

1	G1.B1.S1.A1	An alternate core instructional program (It's About Time) for 8th grade science will be purchased and implemented to support instruction.				\$3,782.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0041 - Madison County Central School	UniSIG		\$3,782.00
			<i>Notes: Purchase It's About Time instructional materials to support science instruction - 2 science mini-lab review teacher manuals (2@\$157), 125 science mini-lab review student workbooks (125@\$4.53), 2 science mini-lab review classroom packages (2@\$960.70), and 6 mini-lab consumable classroom packages (6@\$96) plus S&H.</i>			
2	G1.B1.S1.A2	Provide professional development in content literacy in science to enhance the quality of teaching and learning				\$0.00
3	G1.B1.S1.A3	Provide ongoing professional development through the use of consultants in content literacy to enhance teaching and learning.				\$0.00
4	G1.B1.S1.A4	Provide materials and supplies to support the implementation of effective instructional strategies and student learning in science.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0041 - Madison County Central School	UniSIG		\$10,000.00
			<i>Notes: Materials and supplies to support science instruction and student learning (e.g., balance/weights, thermometers, scales, goggles, aprons, gloves, graduated cylinders, funnels, measuring tapes, stop watches, beakers, burners, meter sticks)</i>			
5	G1.B1.S1.A5	Science Saturdays will be provided to supplement science instruction and reinforce tested science standards.				\$0.00
6	G1.B1.S2.A1	Paraprofessionals will be hired to provide small group and individual interventions for struggling students.				\$159,922.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0041 - Madison County Central School	UniSIG	10.0	\$112,000.00
			<i>Notes: Hire 10 paraprofessionals @\$11,200 salary for 8 months to provide small group and individual interventions for struggling students.</i>			
	5100	220-Social Security	0041 - Madison County Central School	UniSIG		\$8,568.00
			<i>Notes: Social Security@.0620/FICA@.0145 for 10 paraprofessionals</i>			
	5100	210-Retirement	0041 - Madison County Central School	UniSIG		\$8,423.00
			<i>Notes: Retirement@.0752 for 10 paraprofessionals</i>			

	5100	240-Workers Compensation	0041 - Madison County Central School	UniSIG		\$1,411.00
			Notes: Worker's Comp @ .0126 for 10 paraprofessionals			
	5100	230-Group Insurance	0041 - Madison County Central School	UniSIG		\$29,520.00
			Notes: Group Insurance @ for 10 paraprofessionals @ 369 per month for 8 months (\$ 2,952 per paraprofessional)			
7	G1.B1.S2.A2	Paraprofessionals will provide small group and individual interventions for struggling students in math and ELA.				\$0.00
8	G1.B1.S2.A3	Provide extra pay for teachers to provide individual or small group remedial instruction/interventions after the regular school day for Tier 2 and Tier 3 (bubble) students to increase their achievement in core content areas.				\$39,610.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0041 - Madison County Central School	UniSIG	0.72	\$34,020.00
			Notes: Extra salary for 4.5 hours weekly @\$30/hr. for 21 weeks for 12 teachers to provide individual or small group instruction to Tier 2 and Tier 3 students			
	5100	220-Social Security	0041 - Madison County Central School	UniSIG		\$2,603.00
			Notes: Social Security@.0620/FICA@.0145 for 21 weeks for 12 teachers to provide individual or small group instruction			
	5100	210-Retirement	0041 - Madison County Central School	UniSIG		\$2,558.00
			Notes: Retirement@.0752 for 21 weeks for 12 teachers to provide individual or small group instruction			
	5100	240-Workers Compensation	0041 - Madison County Central School	UniSIG		\$429.00
			Notes: Worker's Comp @ .0126 for 21 weeks for 12 teachers to provide individual or small group instruction			
9	G1.B1.S2.A4	Provide materials, supplies, and research-supported textbooks/workbooks to support differentiated instruction/interventions for after-school instructional program.				\$19,806.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0041 - Madison County Central School	UniSIG		\$7,116.00
			Notes: Examples of materials and supplies (beyond what is supplied by the district) for the after-school instructional program that are necessary to support instruction and student learning include pencil cases or other small storage containers for students with school supplies to be used during the after-school learning time, copy paper for printables/instructional hand-outs/student work products, folders, colored pencils, colored paper/cardstock/construction paper, math manipulatives, supplies/materials for student projects and learning games/activities such as math and sight word flashcards.			
	5100	360-Rentals	0041 - Madison County Central School	UniSIG		\$5,690.00
			Notes: Research/Standards-Based Educational Online Aps for interventions - user license-based - e.g. Brain POP 1-3, Brain POP, Moby Max			

	5100	520-Textbooks	0041 - Madison County Central School	UniSIG		\$7,000.00
			<i>Notes: Research/Standards-Based books/workbooks to support targeted instruction and interventions in after school program (e.g., CAMS & STAMS, CARS & STARS)</i>			
10	G1.B1.S2.A5	Provide after-school remedial instruction/interventions to Tier 2 and Tier 3 (bubble) students identified by teachers (based on performance data) to increase achievement in core content areas.				\$0.00
11	G1.B1.S2.A6	Provide extra pay for paraprofessionals to provide support and supervision for teachers and students during after-school instructional program which focuses on providing individual or small group remedial instruction/interventions after the regular school day for Tier 2 and Tier 3 (bubble) students.				\$5,502.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0041 - Madison County Central School	UniSIG	0.42	\$4,725.00
			<i>Notes: Extra salary for 7.5 hours weekly @\$15/hr. for 21 weeks for 2 paraprofessionals to provide support and supervision for teachers and students during after-school instructional program</i>			
	5100	220-Social Security	0041 - Madison County Central School	UniSIG		\$362.00
			<i>Notes: Social Security@.0620/FICA@.0145 for 21 weeks for 7.5 hours weekly for 2 paraprofessionals to provide support and supervision for teachers and students during after-school instructional program</i>			
	5100	210-Retirement	0041 - Madison County Central School	UniSIG		\$355.00
			<i>Notes: Retirement@.0752 for 21 weeks for 7.5 hours weekly for 2 paraprofessionals to provide support and supervision for teachers and students during after-school instructional program</i>			
	5100	240-Workers Compensation	0041 - Madison County Central School	UniSIG		\$60.00
			<i>Notes: Worker's Comp @.0126 for 21 weeks for 7.5 hours weekly for 2 paraprofessionals to provide support and supervision for teachers and students during after-school instructional program</i>			
12	G1.B1.S2.A7	Paraprofessionals will participate in training for providing high quality interventions in small groups.				\$0.00
13	G1.B2.S1.A3	Provide Standards-Based Instruction training				\$0.00
14	G1.B3.S1.A1	Provide recruitment and retention bonuses (based on VAM ratings and/or evidence of student performance) to help hire and retain effective and highly effective teachers to provide quality instruction and collaborate with colleagues to increase the implementation of researched-based instructional strategies that promote student achievement.				\$103,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0041 - Madison County Central School	UniSIG		\$103,000.00
			<i>Notes: Recruitment/retention of teachers at MCCS is an ongoing concern. Bonuses will be awarded based on 2017 Effective or Highly Effective VAM ratings and/or other evidence of student performance (e.g., i-Ready student growth reports). Bonuses include 9 retention bonuses @ \$3,000 based on Highly Effective Performance ratings;</i>			

		13 retention bonuses @ \$2,000 based on Effective Performance ratings; 0 sign-on/recruitment bonus @ \$7,500 based on Highly Effective Performance ratings; 10 sign-on/recruitment bonuses @ \$5,000 based on Effective Performance ratings (Note: Bonuses have been determined based on 2017 scores. Rates and criteria were agreed upon in an MOU with Teachers' Union.)				
15	G1.B3.S1.A2	Provide performance bonus pay to MCCS teachers who have been employed since the beginning of the academic year based on Effective or Highly Effective VAM ratings and/or evidence of student performance at the close of the 2017-2018 school year.				\$50,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0041 - Madison County Central School	UniSIG		\$50,000.00
		Notes: To be eligible for the performance bonus, teachers must have been employed at MCCS since the beginning of the 2017-2018 academic year. Bonuses will be awarded based on 2018 Effective or Highly Effective VAM ratings and/or other evidence of student performance (e.g., i-Ready student growth reports). Funds will be distributed based on the number of teachers who meet the performance criteria with a maximum bonus of \$3,000. The maximum number of teachers to receive this bonus (as well as the amount of each award) cannot be determined until 2018 assessment/performance data are available.				
Total:						\$412,300.00