

District School Board of Madison County

Madison County Excel Alternative Education Center



2016-17 Schoolwide Improvement Plan

Madison County Excel Alternative Education Center

2523 W US HIGHWAY 90, Madison, FL 32340

<http://excelalternative.fl.mcs.schoolinsites.com/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	76%

School Grades History

Year	2013-14
Grade	

School Board Approval

This plan was approved by the Madison County School Board on 10/4/2016.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	28
Technical Assistance Items	29
Appendix 3: Budget to Support Goals	29

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Madison County Excel Alternative Education Center

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Comprehensive Support & Improvement - Implementing Cycle 1 Dmt

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of the Madison County Excel Alternative Education Center (MCEAEC) is to provide its students an opportunity to continue their education in an alternative program away from their regular school setting. The alternative school environment will provide opportunities for continued academic growth, counseling, and social skills training, all of which will help students develop compassion, self-discipline, responsibility, and the life skills needed to become productive citizens. The staff at the school will guide students to reflect, to identify and set academic/career goals, to make better choices, to develop life skills, higher expectations, and self-confidence. Students will be encouraged to redirect themselves toward becoming lifelong learners and productive citizens.

b. Provide the school's vision statement.

MCEAEC will offer variations of traditional instructional programs and strategies for the likelihood those students who are unmotivated or unsuccessful in the traditional programs or who are disruptive in the traditional school environment remain in school and obtain a high school diploma.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

All students enrolled at MCEAEC are encouraged to have an initial conference that consists of at the least the following: parent(s) and guardian(s), student, and Principal. During this meeting, the participants can discuss student's expectations, opportunities to transition to Madison County Central School (MCCS) or Madison County High School (MCHS) and educational goals. There is emphasis placed on the importance of maintaining appropriate behavior and adhering to board approved dress code. Parents are encouraged to be very active in their child's education. They are invited to attend and actively participate in both the school's Parent Teacher Organization (PTO) and School Advisory Council (SAC).

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

MCEAEC has created an environment where students feel safe and respected before, during and after school. Before school, all students are greeted by staff with a smile. Students are encouraged to eat breakfast and interact appropriately with same-age peers. The staff is also available for monitoring and providing help as needed. During school, students have an opportunity to ask for any needed assistance from any staff. The school has purchased class sets of personal items for students to use as needed per student's request. Title 1 will buy school uniforms and school supplies for students that meet the criteria to ensure students are adequately prepared for school. After school, students are monitored as they exit the building via their bus or parent pick-up.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

MCEAEC is utilizing Positive Behavior Support to keep students engaged and to motivate them to refrain from negative behaviors. Students are reminded on a daily basis of both class and school expectations. They are often reminded of the difference between inappropriate and appropriate expected behaviors. Therefore, they are counseled and reprimanded to find age-appropriate self-coping mechanisms to decrease the likelihood of repeating the negative behaviors.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

All students attending MCEAEC participates in a character education course to increase positive social interactions when interacting with others. The course is intended to make students aware of the importance of displaying appropriate behavior in the school setting while interacting with both authority figures and same-age peers. Parents are informed of opportunities for their child to participate in free counseling services on issues that may affect their child's academic performance. There are efforts to involve students with a positive role model for mentoring. However, we strive to get community stakeholders to volunteer time to educate students on life skills and character traits that will make him or her a productive citizen and better student.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

1. Students that miss three consecutive days are called by phone to obtain information on the reason for absenteeism. District Truant Officer will be notified of excessive absenteeism.
2. Parents are mailed a copy of their child's referral.
3. Students failing core academic subjects will be enrolled in Credit Recovery for the academic course.
4. All middle school students will utilize i-Ready to build upon their academic deficiencies in both Reading and Mathematics.
5. Middle school students will utilize i-Ready for Progress monitoring to improve their overall progress on statewide, standardized assessments in English Language Arts and Mathematics.
6. High school students will be able to utilize Study Island.
7. High School students that are not proficient in Mathematics will be enrolled in Algebra 1A.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	4	4	5	7	6	7	2	35
One or more suspensions	0	0	0	0	0	0	6	6	9	15	11	12	3	62
Course failure in ELA or Math	0	0	0	0	0	0	4	2	2	2	4	5	0	19
Level 1 on statewide assessment	0	0	0	0	0	0	4	3	3	6	5	1	0	22

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	4	5	7	9	4	7	1	37

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Attendance below 90 percent- 1. Called and questioned parents about absence, 2. Sent home dates of absences to bring doctor notes, parent notes, court or legal notes, etc. 3. Letters to parents about potential consequences for excessive absences 4. Referral to District Truant Officer

One or more suspensions-1. Copy of Referrals Mailed to Parents 2. Parent and Teacher Conferences 3. Behavioral Interventions in lieu of Suspension-(ex: Parents come to School, Apology Letters)

Course failure in ELA or Math-1. Credit Recovery Courses 2. Remedial Math and Reading

Level 1 statewide assessment-1. Assigned Intensive Courses 2. I-Ready at least three times per week 3. Khan Academy Practice for Math and Reading 3. Study Island for Science 4. ACT Practice via Edgenuity

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

MADISON COUNTY EXCEL ALTERNATIVE EDUCATIONAL CENTER Title 1, Part A Parental Involvement Plan

I, Jada Williams, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101 (32), ESEA;
- Involve the parents of children served in Title 1, Part A in decisions about how Title 1, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c) (3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents

of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under section 1114(b) (2) {Section 1118 (c) (3)};
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy [Section 1118 (a) (E)];
- Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118 9g];
- If the plan for Title 1, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118 (b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111 (h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111 (h)(6) (B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student’s classroom teachers and paraprofessionals [Section (h) (6) (A)].

Signature of Principal or Designee Date Signed

Mission Statement

Parental Involvement Mission Statement:

Response: Madison County Excel Alternative Educational Center’s mission is to build stronger links between the school, home, and the community creating a safe environment and a stronger educational system in which teachers can teach, students can learn, and parents can feel empowered to take part in school activities that support student learning.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

We are continuously building rapport with the community. MCEAEC faculty and staff have made an effort to create a resilient SACs/PTO. In doing this, we have changed the timing of our monthly meetings in hopes to receive improved parent and local community involvement. We are trying very hard to reach out to the community, open our doors to the parents, and break student barriers that interfere with their learning process.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Williams, Jada	Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Sam Stalnaker-Coordinator of Career, Technical, and Alternative Education
Jada Williams-Principal
Missy Cherry-ESE Staffing Specialist
Lori Newman-District ESE Coordinator

Jada Williams will work with members of the team to continuously improve and increase services to both teachers and students by re-evaluating assessment measures according to academic and behavioral data.

Missy Cherry will ensure that all exceptional students are receiving services according to their individual needs as outlined in their educational plan.

Lori Newman will retrieve all resources to maximize learning opportunities for all students.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS leadership team is working together to improve and increase services to students by reevaluating assessment measures, discussing academic progress or lack of due to behavioral, academic, or attendance issues. The team will continue to seek progressive ways of linking re-assessment/evaluation to behavior, academic growth and personal development.

Title I, Part A: MCEAEC will use funds to ensure students receive extra remediation via software remediation and required hardware.

Title I, Part C-Migrant: Madison County School District has a liaison that will provide services and support to students and parents. The liaison will coordinate with Title 1 and other programs to ensure student needs are met.

Title I, Part D: Madison County School District is awarded funds to support Educational Alternative Outreach programs.

Title II, Part A: Professional Development support is provided to give all staff additional training with the assistance of the School Leadership Team. The training will assist staff with proficiently disaggregating the data and making an analysis that will correlate with the classroom instruction. These funds are used to help all employees meet mandates to support teachers, principals, and paraprofessionals to become highly qualified under NCLB and to provide training that will improve opportunities to meet Annual Yearly Progress (AYP).

Title II, Part D: Funds will increase technology in the classroom. There will also be monies for professional development to increase implementation of technology to increase students' motivation to learn via modern technology.

Title III: Madison County School District provides the school with education materials and support services to improve the education for this population of students.

Title X-Homeless: Services are provided through the District Title 1 office. Social services and supplies will be given to ensure all students can eliminate any barriers to a free and appropriate education.

Supplemental Academic Instruction (SAI): The funds are used to purchase supplemental services, technology assisted learning software, instructional materials, and programs that will improve academics while increasing promotion/graduation rate. The targeted population consists of students with the following: prior retention, teenage pregnancy, unsuccessful in meeting proficiency on state standardized assessments, exhibiting negative behavior and difficulty attending school on a regular basis.

Violence Prevention Programs: The school offers non-violence and anti-drug programs to students across all grade levels. Bullying training will be provided for all faculty and staff. SESIR data is reported to the district as required via FOCUS.

Safety training will be given to ensure that security and well-being of all students are a priority to increase opportunities for having a safe learning environment. The safety training will help detect early warning signs before a major incident occurs. It will also make staff aware of best practices while intervening during an unexpected situation.

Nutrition Programs: All students receive free breakfast and lunch via Florida Fresh Kids.

Housing Programs: N/A

Head Start: N/A

Adult Education: Students can take advantage of this program once they withdraw from the Madison County School District.

Career Technical Education: Students can capitalize on this once they re-enroll to Madison County Central School or Madison County High School. All eighth-grade students are exposed to career planning through 8th-grade History course.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Tiwana Mutch Miller	Business/Community
Linda McFarland	Education Support Employee
Matilda Thomas	Parent
Maurice Johnson	Parent
Juandallyn Bridges	Parent
Linda Bell	Business/Community
Makaidah Johnson	Student
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

Last year's school improvement plan has been continuously updated to reflect the changes made to improve the status of student's achievement. Students are in continuous need of academic growth in all academic areas to include, English Language Arts, Mathematics, Science, and Writing.

b. Development of this school improvement plan

The involvement of the SAC is still in the developmental stage. We have continued to have great difficulty getting parents involved. We have changed the meeting to accommodate parent's schedule. We have also attempted to bring parents in during the school day to update them on any school activities. Presently, there is a need to have more parent involvement.

c. Preparation of the school's annual budget and plan

There are some updates to improve the implementation of new policies, etc. at MCEAEC.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

We have been fortunate in using school improvement funds to assist with parental involvement at PTO/SACs meetings.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

We have worked hard to meet SAC requirements. It has been difficult to meet these requirements. We have continued to work on attracting new members to SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Williams, Jada	Principal
McFarland, Linda	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

1. Increase interest in reading via mathematics, science, social studies, and writing.
2. Motivate students to ultimately improve reading scores on standardized tests.
3. Use District Plan to implement a Writing Plan for MCEAEC.
4. Provide Professional Development for Reading and Writing in all content areas.
5. I-Ready to build basic skills in Reading.
6. Study Island is used to introduce students to robust, rigorous, and engaging solutions that drive meaningful formative assessment strategies in the classroom. The learning with this software can happen anywhere at any time.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

MCEAEC teachers have the opportunity to collaborate and plan for instruction during a mutual time. Teachers are given time at the end of the school day to brief and work together on their daily plans.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Sam Stalnaker and Jada Williams will ensure that we hire the most qualified individuals based on educational credentials, experience, and past evaluations. We will attend college campus job fairs for recruitment and retention of highly qualified, certified-in-field, effective teachers to the school. Jada Woods Williams, Principal, will have regular meetings with teachers to discuss classroom strengths and weaknesses. Information gathered will be used collaboratively to complete an Individual Professional Development Plan which addresses professional needs as well as meeting the needs of all students.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The first-year teacher, Ms. Johnson, will be paired with a mentor according to the District Plan. Teachers will also have access to a veteran teacher that could give them immediate attention. The Madison County School District will offer and provide information about hosting professional development and networking activities. There will be regular meetings with mentee(s) and mentor(s) to discuss classroom strengths and weaknesses and collaboratively completing an Individual Professional Development Plan which addresses professional needs as well as meeting needs of students. Currently, Ms. Johnson is paired with Mrs. McFarland to implement activities that will enhance her learning experience in the Madison County School District.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

MCEAEC will utilize instruction via web-based instruction, Edgenuity. The program is geared to individualize instruction for each student based on their academic needs.

Edgenuity is an approved Florida Online Provider. Students attending enjoy the benefits of a traditional school but have the advantage of attending a virtual campus from the convenience of their home, at their individual pace, time, and schedule.

The program offers a student at MCEAEC with a curriculum aligned to Common Core and Florida Next Generation Sunshine Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

I-Ready will be used to provide and differentiate instruction to assist students having difficulty attaining proficient or an advanced level on state assessments. Each student should complete at least three lessons per week. Students are automatically placed based on their comprehension of assessed standards. These online lessons provide a consistent best-practice lesson structure and

build conceptual understanding, in addition to being engaging and fun for all learners at any level. Edgenuity allows differentiated instruction to all students because they can work at their individual pace. Edgenuity also uses the framework of Universal Design for Learning (UDL) to ensure curriculum is flexible enough to address learner variability. The developers of this online curriculum focus on providing students with multiple means of content representation, various ways of expressing academic content, and multiple modes of content engagement.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 90

Instruction in Core Academic Subjects

All students will receive instruction in core academic subjects via EdOptions Online Academy. The courses are offered to consider academic, elective, and credit recovery needs. This program will also benefit this population due to having difficulty mastering standard skills in all academic areas.

Enrichment Activities that Contribute to a Well-Rounded Education

The staff is encouraged to engage students in meaningful, rigorous activities to their individual learning experiences. All students participate in courses that involve social interactions and character building traits. Academic courses have included blended learning that will include online learning and face-to-face instruction.

Teacher Collaboration, Planning, and Professional Development

The staff has common planning periods to note strengths and weaknesses in our class design and implementation of instruction.

Strategy Rationale

MCEAEC utilizes this strategy because there are multi-grade levels within each class. The approach gives all students an individualized learning experience while interacting with their same-age peers. Middle school students and high school students are separated only to be with age-appropriate peers.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Williams, Jada, jada.williams@madison.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The data will be collected via report card grades and teacher lesson plans. The information will be analyzed by classroom teachers as noted in daily observations. Data from state and End of Course (EOCs) assessments will also be analyzed.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

Students will be transitioned to and from this school on a 9-week basis. Incoming students will be enrolled as close as possible in courses that will align from their home school. These students will be taking courses and learning via Edgenuity. The transition should allow these students to enter where they left off. This approach should also help students make a smooth transition into MCEAEC.

b. College and Career Readiness

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

The school promote academic and career planning on course selections by meeting individually with students about their present and future schedules. The conversation with students is also coordinated with their parents/guardians. There is also communication with Curriculum Coordinator at their home school (MCCS or MCHS) to ensure schedules align with the homeschool curriculum.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

MCEAEC incorporate applied and integrated courses by making every attempt to closely align courses that were scheduled while at their home school (Central or High School). When it is not possible to incorporate or integrate, students are encouraged to take courses via Florida Virtual School.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

1. Inform students of the benefits of certifications
2. Register students to take College-Entrance Exams
3. Educate students on varied High School Diploma Types
4. Counseling on promotion requirements and options beyond high school

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

1. All students are scheduled for Algebra 1A or Algebra 1 before taking and passing Algebra 1 EOC or PERT
2. Students are informed and assisted with registration of ACT and SAT
3. PSAT and PLAN will be given to all 10th graders

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Although funds are limited, the Madison County School District reached out to other teachers in the district to ensure MCEAEC students have access to a certified teacher. The broad spectrum of learners will be exposed to robust learning material before the standardized test. Also, the students receive face to face instruction from a certified teacher.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize 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.

Due to limited financial resources, MCEAEC has only been able to hire one middle and one high school teacher. Presently, we serve sixth through twelfth graders. The Madison County School District has proactively utilized teachers within the district to ensure the students are taught by quality, certified teachers.

C. Strategic Goals

School Improvement Goals

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.** Positive Behavior Support (PBS) will be utilized to reward students for academic, behavioral, and attendance accomplishments throughout the nine weeks.

- G2.** Problem-Solving Process to Increase Student Achievement Students will receive more face-to-face learning opportunities in the classroom. The students should also access i-Ready and Study Island as much as possible. The i-Ready adaptive diagnostic tool will be used for reading and mathematics for the middle-grade students. The feedback should pinpoint students' needs to the sub-skill level while the ongoing progress monitoring would determine whether the students are on track.

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. Positive Behavior Support (PBS) will be utilized to reward students for academic, behavioral, and attendance accomplishments throughout the nine weeks. 1a

G086982

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	3.0
One or More Suspensions	2.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

Plan to Monitor Progress Toward G1. 8

For PBS bi-weekly attendance and behavior data will be collected and reviewed by the team.

Person Responsible

Jada Williams

Schedule

Biweekly, from 8/15/2016 to 5/19/2017

Evidence of Completion

Reports will be run through FOCUS to keep track of the progress of meeting the goals. This information will also be reported out to the District Academic Services Team during their monthly school visits.

G2. Problem-Solving Process to Increase Student Achievement Students will receive more face-to-face learning opportunities in the classroom. The students should also access i-Ready and Study Island as much as possible. The i-Ready adaptive diagnostic tool will be used for reading and mathematics for the middle-grade students. The feedback should pinpoint students' needs to the sub-skill level while the ongoing progress monitoring would determine whether the students are on track. 1a

G086983

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	20.0
5Es Score: Collaborative Teachers	2.0
Attendance rate	80.0

Targeted Barriers to Achieving the Goal 3

- Parents have work schedules that conflict with school-related activities.
- Students are defeated due to past failures.
- Staff lack the necessary empathy to educate the most difficult students.
- Students lack motivation to attend school on a regular basis.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Truant Officer will be responsible for encouraging daily attendance from parents of their child.
- Secretary will make phone calls home requesting letters or correspondence due to non-attendance.

Plan to Monitor Progress Toward G2. 8

Decreased Truancy and Incidents of Negative Behaviors

Person Responsible

Jada Williams

Schedule

Monthly, from 8/10/2016 to 8/10/2016

Evidence of Completion

Number of teacher referrals and Attendance Logs

Plan to Monitor Progress Toward G2. 8

The information will be gathered by daily attendance and report card grades.

Person Responsible

Linda McFarland

Schedule

Evidence of Completion

The information will be gathered and compared to the previous three weeks.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G2. Problem-Solving Process to Increase Student Achievement Students will receive more face-to-face learning opportunities in the classroom. The students should also access i-Ready and Study Island as much as possible. The i-Ready adaptive diagnostic tool will be used for reading and mathematics for the middle-grade students. The feedback should pinpoint students' needs to the sub-skill level while the ongoing progress monitoring would determine whether the students are on track. **1**

 G086983

G2.B1 Parents have work schedules that conflict with school-related activities. **2**

 B231237

G2.B1.S1 Schedule activities for parents during evening hours as well as during school hours. **4**

 S243945

Strategy Rationale

The meetings will be scheduled at an appropriate time for parents.

Action Step 1 **5**

Extended Opportunities to Communicate with Parents (Meetings)

Person Responsible

Schedule

Evidence of Completion

Parent Sign-In Documentation

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Sign-In Sheets by Parents

Person Responsible

Schedule

Evidence of Completion

Sign-In Documentation

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Meeting with Parents

Person Responsible

Schedule

Evidence of Completion

Quantitative Data from Sign-In Sheets

G2.B1.S2 Utilize various forms of communications to keep parents informed and to engage parents in educational practices. 4

 S243946

Strategy Rationale

Parents will receive correspondence in various formats: electronic, by mail, or personal delivery.

Action Step 1 5

Parent Sign-In Documentation

Person Responsible

Schedule

Evidence of Completion

Parent Sign-In Documentation

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Parent Sign-In Documentation

Person Responsible

Schedule

Evidence of Completion

Parent Sign-In Documentation

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Increase in Parent Participation during Monthly Meetings

Person Responsible

Schedule

Evidence of Completion

Quantitative Data

G2.B2 Students are defeated due to past failures. 2

B231238

G2.B2.S1 Implement a 2.0-4.0 GPA Award System 4

S243948

Strategy Rationale

Students will be able to celebrate positive feedback from their academic success.

Action Step 1 5

PBS will be used as a reward system to encourage improved attendance rating.

Person Responsible

Linda McFarland

Schedule

Evidence of Completion

Daily Attendance taken in FOCUS

Action Step 2 5

Parents will receive phone calls from teachers to update on academic progress.

Person Responsible

Linda McFarland

Schedule

Evidence of Completion

The teacher will note in FOCUS that contact was made to parents concerning academic progress.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Academic Progress

Person Responsible

Jada Williams

Schedule

Evidence of Completion

Report Card Grades

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Award System

Person Responsible

Linda McFarland

Schedule

Evidence of Completion

Report Card Grades

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

The number of students making academic progress should increase. Students making 2.0 to 4.0-grade point average will be rewarded.

Person Responsible

Jada Williams

Schedule

Evidence of Completion

The report card grades will be calculated by Secretary, Lisa Davis.

G2.B2.S2 Students will have access to professional counselors to discuss problems related to social, family and/or educational issues. 4

S243949

Strategy Rationale

Students will be able to define and address difficult issues which will enhance their ability to properly cope with difficult areas.

Action Step(s) Missing for Goal #2, Barrier #2, Strategy #2
Complete one or more action steps for this Strategy or de-select it

G2.B3 Staff lack the necessary empathy to educate the most difficult students. 2

B231239

G2.B3.S1 Staff will attend various trainings to assist with the youth. 4

S243951

Strategy Rationale

Action Step 1 5

Professional Development Training

Person Responsible

Schedule

Evidence of Completion

Registration Forms and Sign-In Sheets

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Observations of Teacher/Student Interactions

Person Responsible

Schedule

Evidence of Completion

Notes from Observation and Formal Evaluations

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Skills learned during Professional Development

Person Responsible

Schedule

Evidence of Completion

Lesson Plans and Observational Notes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.MA2 M327461	The information will be gathered by daily attendance and report card grades.	McFarland, Linda	9/1/2016	The information will be gathered and compared to the previous three weeks.	No End Date every-3-weeks
G2.B1.S1.MA1 M327449	Meeting with Parents		No Start Date	Quantitative Data from Sign-In Sheets	No End Date once
G2.B1.S1.MA1 M327450	Sign-In Sheets by Parents		No Start Date	Sign-In Documentation	No End Date once
G2.B1.S1.A1 A315705	Extended Opportunities to Communicate with Parents (Meetings)		No Start Date	Parent Sign-In Documentation	No End Date once
G2.B2.S1.MA1 M327455	Award System	McFarland, Linda	8/10/2016	Report Card Grades	No End Date one-time
G2.B2.S1.MA3 M327456	The number of students making academic progress should increase. Students making 2.0 to 4.0-grade...	Williams, Jada	8/10/2016	The report card grades will be calculated by Secretary, Lisa Davis.	No End Date quarterly
G2.B2.S1.MA1 M327457	Academic Progress	Williams, Jada	8/10/2016	Report Card Grades	No End Date quarterly
G2.B2.S1.A1 A315707	PBS will be used as a reward system to encourage improved attendance rating.	McFarland, Linda	9/12/2016	Daily Attendance taken in FOCUS	No End Date every-3-weeks
G2.B2.S1.A2 A315708	Parents will receive phone calls from teachers to update on academic progress.	McFarland, Linda	9/12/2016	The teacher will note in FOCUS that contact was made to parents concerning academic progress.	No End Date quarterly
G2.B3.S1.MA1 M327458	Skills learned during Professional Development		No Start Date	Lesson Plans and Observational Notes	No End Date once
G2.B3.S1.MA1 M327459	Observations of Teacher/Student Interactions		No Start Date	Notes from Observation and Formal Evaluations	No End Date once
G2.B3.S1.A1 A315709	Professional Development Training		No Start Date	Registration Forms and Sign-In Sheets	No End Date once
G2.B1.S2.MA1 M327451	Increase in Parent Participation during Monthly Meetings		No Start Date	Quantitative Data	No End Date once
G2.B1.S2.MA1 M327452	Parent Sign-In Documentation		No Start Date	Parent Sign-In Documentation	No End Date once
G2.B1.S2.A1 A315706	Parent Sign-In Documentation		No Start Date	Parent Sign-In Documentation	No End Date once
G2.MA1 M327460	Decreased Truancy and Incidents of Negative Behaviors	Williams, Jada	8/10/2016	Number of teacher referrals and Attendance Logs	8/10/2016 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G2.B1.S1.A1	Extended Opportunities to Communicate with Parents (Meetings)	\$0.00
2	G2.B1.S2.A1	Parent Sign-In Documentation	\$0.00
3	G2.B2.S1.A1	PBS will be used as a reward system to encourage improved attendance rating.	\$0.00
4	G2.B2.S1.A2	Parents will receive phone calls from teachers to update on academic progress.	\$0.00
5	G2.B3.S1.A1	Professional Development Training	\$0.00
Total:			\$0.00