



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Madison County Excel Alternative Education Center**

2523 W US HIGHWAY 90

Madison, FL 32340

850-973-5054

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

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## School Demographics

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|                                      |                             |   |
|--------------------------------------|-----------------------------|---|
| <b>School Type</b><br>High School    | <b>Title I</b><br>Yes       | <b>Free and Reduced Lunch Rate</b><br>63% |
| <b>Alternative/ESE Center</b><br>Yes | <b>Charter School</b><br>No | <b>Minority Rate</b><br>96%               |

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## School Grades History

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|                              |                |                |                |                |
|------------------------------|----------------|----------------|----------------|----------------|
| <b>2013-14</b><br>NOT GRADED | <b>2012-13</b> | <b>2011-12</b> | <b>2010-11</b> | <b>2009-10</b> |
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

| DA Category | Region | RED |
|-------------|--------|-----|
| Not in DA   | N/A    | N/A |

  

| Former F | Post-Priority Planning | Planning | Implementing TOP |
|----------|------------------------|----------|------------------|
| No       | No                     | No       | No               |

## Current School Status

### School Information

**School-Level Information**

**School**

Madison County Excel Alternative Educ Center

**Principal**

Jada Woods Williams

**School Advisory Council chair**

Deloris Jones

**Names and position titles of the School-Based Leadership Team (SBLT)**

| Name | Title |
|------|-------|
|------|-------|

|               |                                      |
|---------------|--------------------------------------|
| Sam Stalnaker | Coordinator of Alternative Education |
|---------------|--------------------------------------|

**District-Level Information**

**District**

Madison

**Superintendent**

Doug Brown

**Date of school board approval of SIP**

11/5/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Membership of the SAC**

There are efforts to build the SAC membership.

**Involvement of the SAC in the development of the SIP**

The involvement of the SAC is still in the developmental stage.

**Activities of the SAC for the upcoming school year**

The activities of the SAC will be determined by the membership of the SAC.

**Projected use of school improvement funds, including the amount allocated to each project**

There are no funds allocated to any school improvement plans.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

Not In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

## Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Administrators

#### # of administrators

1

#### # receiving effective rating or higher

(not entered because basis is < 10)

#### Administrator Information:

##### Jada Woods Williams

Principal

Years as Administrator: 0

Years at Current School:

#### Credentials

Degrees: Bachelors in Political Science, Masters in Educational Leadership, Specialist in Reading and Language Arts  
 Certifications: Exceptional Student Education K-12, Middle Grades Math 5-9, Educational Leadership K-12

#### Performance Record

### Instructional Coaches

#### # of instructional coaches

0

#### # receiving effective rating or higher

(not entered because basis is < 10)

#### Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

#### Credentials

#### Performance Record

### Classroom Teachers

#### # of classroom teachers

3

#### # receiving effective rating or higher

(not entered because basis is < 10)

#### # Highly Qualified Teachers

0%

#### # certified in-field

, 0%

**# ESOL endorsed**

, 0%

**# reading endorsed**

, 0%

**# with advanced degrees**

, 0%

**# National Board Certified**

, 0%

**# first-year teachers**

2, 67%

**# with 1-5 years of experience**

, 0%

**# with 6-14 years of experience**

1, 33%

**# with 15 or more years of experience**

, 0%

**Education Paraprofessionals**

**# of paraprofessionals**

2

**# Highly Qualified**

2, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Sam Stalnaker will ensure that he hires the most qualified individuals based on educational credentials, experience, and past evaluations. He will attend college campus job fairs for recruitment and retention of highly qualified, certified-in-field, effective teachers to the school. Jada Woods Williams, Dean/Lead Teacher, 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 needs of students.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).



### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

The first-year teachers 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 of 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.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The MTSS leadership team is working together to improve and increase services to students by re-evaluating 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.

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Sam Stalnaker-Coordinator of Career, Technical, and Alternative Education  
Jada Williams-Dean of Students/Lead Teacher  
Gladney Cherry-ESE Staffing Specialist  
Lillian McGee-Community Outreach  
Denise Robinson-Behavior Specialist  
Octavious Tookes-Coordinator of Safe Zone

Sam Stalnaker will oversee that students are receiving services based on individual academic and behavioral needs.

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

Gladney Cherry will ensure that all exceptional students are receiving services according to their individual educational plan.

Lillian McGee will ensure that students are receiving services to enhance their academics related to attendance and behavioral issues.

Denise Robinson will coordinate counseling services via Florida Therapy.

Octavious Tookes will oversee counseling services and mentors for the students.

#### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Data from FCAT/EOC, Discovery Education, PMRN/FAIR, IEP and/or BIP and individual writing samples will be used to monitor the fidelity of the school's MTSS and SIP.

#### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

FCAT/EOC, Discovery Education, PMRN/FAIR, and individual writing samples are used for reading, mathematics, science, writing. Behavior of ESE students are determined according to their IEP or BIP . Behavior of regular students are determined by school's discipline data in FOCUS.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Progress monitoring will be used to collect and compare academic and discipline data. Each school-based leadership team member will attend trainings offered by Madison County School District and/or through PAEC.

## **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**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 students for academic, elective, and credit recovery needs. This program will also benefit this population due to having difficulty mastering basic skills in all academic areas.

#### Enrichment Activities that Contribute to a Well-Rounded Education

Staff are encouraged to engage students in meaningful, rigorous activities to their individual learning experiences.

#### Teacher Collaboration, Planning, and Professional Development

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

### **Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

### **How is data collected and analyzed to determine the effectiveness of this 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.

### **Who is responsible for monitoring implementation of this strategy?**

Administration and staff is responsible for monitoring implementation of this strategy. All stakeholders will ensure all time is used to increase basic skills in all subject areas.

## **Literacy Leadership Team (LLT)**

### **Names and position titles of the members of the school-based LLT**

| Name                | Title  |
|---------------------|--|
| Jada Woods Williams | Dean of Students/Lead Teacher  |
| Dale Rickards       | Technology Coordinator/District Reading Specialist                               |
| Shirley Joseph      | Coordinator of Assessment, Accountability and Effectiveness                      |
| Paula Ginn          | Coordinator of Instructional Innovation, Teacher Development and Adult Education |
| Sam Stalnaker       | Coordinator of Alternative Education   |
| Yalanda Lundy       | Reading Teacher  |
| Gladney Cherry      | ESE Staffing Specialist  |

**How the school-based LLT functions**

1. Review screening data to drive instructional decisions
2. Meet regularly to problem solve and share effective strategies/practices to effectively evaluate implementation
3. Complete progress monitoring and formal assessments to guide instruction by grade
4. Determine professional development based upon needs of students and available resources
5. Establish a writing plan based on the District Plan to develop a plan for the school.

**Major initiatives of the LLT**

1. Increase interest in reading in all courses
2. Motivate students to read to ultimately increase 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

**Every Teacher Contributes to Reading Instruction**

**How the school ensures every teacher contributes to the reading improvement of every student**

MCEAEC ensures that every teacher requires every student to participate in reading activities throughout all classes. Edgenuity, complete with virtual, highly-qualified, Florida-certified teachers, is offered to the students for academic, elective, and credit recovery needs. The benefits of Edgenuity offers an online diploma for students who achieves Florida graduation standards, but has difficulty passing the FCAT. The entire school has committed to making reading essential across all content areas while using data to improve alignment to students needs while progress monitoring data will be used to ensure teachers are aligning curriculum.

**College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

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.

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

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 are also coordinated with their parents/guardians. There is also communication with Curriculum Coordinator at their home school (Central or High) to ensure schedules align with the home school curriculum.

**Strategies for improving student readiness for the public postsecondary level**

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

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### **Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               |               |               |             |               |
| American Indian            |               |               |             |               |
| Asian                      |               |               |             |               |
| Black/African American     |               |               |             |               |
| Hispanic                   |               |               |             |               |
| White                      |               |               |             |               |
| English language learners  |               |               |             |               |
| Students with disabilities |               |               |             |               |
| Economically disadvantaged |               |               |             |               |

#### **Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          |               | 20%           |               |
| Students scoring at or above Achievement Level 4 |               | 10%           |               |

#### **Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 |               |               |               |
| Students scoring at or above Level 7   |               |               |               |

#### **Learning Gains**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA)       |               |               | 20%           |
| Students in lowest 25% making learning gains (FCAT 2.0) |               |               | 20%           |

**Comprehensive English Language Learning Assessment (CELLA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) |               |               |               |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)   |               |               |               |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)  |               |               |               |

**Postsecondary Readiness**

|   | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. |               |               |               |

**Area 2: Writing**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 |               |               | 20%           |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4               |               |               | 20%           |

**Area 3: Mathematics**

**High School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               |               |               |             |               |
| American Indian            |               |               |             |               |
| Asian                      |               |               |             |               |
| Black/African American     |               |               |             |               |
| Hispanic                   |               |               |             |               |
| White                      |               |               |             |               |
| English language learners  |               |               |             |               |
| Students with disabilities |               |               |             |               |
| Economically disadvantaged |               |               |             |               |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 |               |               |               |
| Students scoring at or above Level 7   |               |               |               |

**Learning Gains**

|  | 2012 Actual # | 2012 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students making learning gains (EOC and FAA)       |               |               |               |
| Students in lowest 25% making learning gains (EOC) |               |               |               |

**Postsecondary Readiness**

|   | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. |               |               | 20%           |

**Algebra I End-of-Course (EOC) Assessment**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          |               |               | 20%           |
| Students scoring at or above Achievement Level 4 |               |               | 10%           |

**Geometry End-of-Course (EOC) Assessment**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          |               |               | 20%           |
| Students scoring at or above Achievement Level 4 |               |               | 10%           |

**Area 4: Science**

**High School Science**

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 |               |               |               |
| Students scoring at or above Level 7   |               |               |               |

**Biology I End-of-Course (EOC) Assessment**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          |               |               | 20%           |
| Students scoring at or above Achievement Level 4 |               |               | 10%           |

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

|  | 2013 Actual # | 2013 Actual % | 2014 Target |
|--|---------------|---------------|-------------|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) |               |               |             |
| Participation in STEM-related experiences provided for students  |               |               |             |

**High Schools**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students enrolling in one or more <i>accelerated</i> STEM-related courses            |               |               |               |
| Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses |               |               |               |
| Students taking one or more advanced placement exams for STEM-related courses        |               |               |               |
| CTE-STEM program concentrators   |               |               |               |
| Students taking CTE-STEM industry certification exams                                |               |               |               |
| Passing rate (%) for students who take CTE-STEM industry certification exams         |               |               |               |

**Area 8: Early Warning Systems**

**High School Indicators**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time   |               | 10%           | 10%           |
| Students in ninth grade with one or more absences within the first 20 days                                     |               | 10%           | 10%           |
| Students in ninth grade who fail two or more courses in any subject  |               | 10%           | 10%           |
| Students with grade point average less than 2.0  |               | 20%           | 20%           |
| Students who fail to progress on-time to tenth grade   |               | 10%           | 10%           |
| Students who receive two or more behavior referrals  |               | 25%           | 25%           |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. |               | 25%           | 25%           |



**Graduation**

|  | 2012 Actual # | 2012 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students dropping out of school, as defined in s.1003.01(9), F.S.  |               |               | 5%            |
| Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b) |               |               | 85%           |
| Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.   |               |               | 85%           |
| Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)  |               |               | 100%          |

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

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)].

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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.

**Specific Parental Involvement Targets**

| Target   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Increase participation of parents in school-related activities                                     |               |               | 50%           |
| Schedule activities during evening hours as well as school hours to ensure all parents are engaged |               |               | 75%           |

**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--------|---------------|---------------|---------------|
|--------|---------------|---------------|---------------|

## Goals Summary

**G1.** Problem-Solving Process to Increase Student Achievement

## Goals Detail

### G1. Problem-Solving Process to Increase Student Achievement

#### Targets Supported

#### Resources Available to Support the Goal

- 

#### Targeted Barriers to Achieving the Goal

- 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.

### Plan to Monitor Progress Toward the Goal

Decreased Truancy and Incidents of Negative Behaviors

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule:

Monthly

#### Evidence of Completion:

Number of teacher referrals and Attendance Logs

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

### G1. Problem-Solving Process to Increase Student Achievement

**G1.B1** Parents have work schedules that conflict with school-related activities.

**G1.B1.S1** Schedule activities for parents during evening hours as well as during school hours.

#### Action Step 1

Extended Opportunities to Communicate with Parents (Meetings)

##### Person or Persons Responsible

PTO/SAC President

##### Target Dates or Schedule

At least once a month

##### Evidence of Completion

Parent Sign-In Documentation

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

Sign-In Sheets by Parents

##### Person or Persons Responsible

PTO/SAC President

##### Target Dates or Schedule

Once a Month

##### Evidence of Completion

Sign-In Documentation

## Plan to Monitor Effectiveness of G1.B1.S1

Meeting with Parents

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

Quantitative Data from Sign-In Sheets

**G1.B1.S2** Utilize various forms of communications to keep parents informed and to engage parents in educational practices.

### Action Step 1

Parent Sign-In Documentation

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Parent Sign-In Documentation

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

Parent Sign-In Documentation

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

Parent Sign-In Documentation

## Plan to Monitor Effectiveness of G1.B1.S2

Increase in Parent Participation during Monthly Meetings

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

Quantitative Data

**G1.B2** Students are defeated due to past failures.

## G1.B2.S1 Implement a 2.0-4.0 GPA Award System

### Action Step 1

Reward System

### Person or Persons Responsible

Staff/Community Liaison

### Target Dates or Schedule

Every Nine Weeks (Quarterly)

### Evidence of Completion

Report Card Grades

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

Academic Progress

### Person or Persons Responsible

Community Liaison/Staff

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Report Card Grades

## Plan to Monitor Effectiveness of G1.B2.S1

Award System

### Person or Persons Responsible

Administration/Staff

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Report Card Grades

**G1.B3** Staff lack the necessary empathy to educate the most difficult students.

**G1.B3.S1** Staff will attend various trainings to assist with the youth.

### Action Step 1

Professional Development Training

#### Person or Persons Responsible

Staff, PAEC, and District

#### Target Dates or Schedule

As Needed

#### Evidence of Completion

Registration Forms and Sign-In Sheets

## Plan to Monitor Fidelity of Implementation of G1.B3.S1

Observations of Teacher/Student Interactions

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Notes from Observation and Formal Evaluations

## Plan to Monitor Effectiveness of G1.B3.S1

Skills learned during Professional Development

### **Person or Persons Responsible**

Administration

### **Target Dates or Schedule**

On-going

### **Evidence of Completion**

Lesson Plans and Observational Notes



## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A: MCEAEC will use funds to hire additional personnel at the school level to support the learning environment in the classroom. The services will 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 on the School Leadership Team. This will also assist them with proficiently disaggregating the data and making analysis that will correlate with the classroom instruction. These funds are used to help all staff meet the mandates to assist teachers, principals, and paraprofessionals to become highly qualified under NCLB and to provide training that will improve opportunities to meet AYP.

Title II, Part D: Funds will be provided to 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 provided to ensure all students are able to eliminate any barriers for 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 and promotion/graduation rate. The targeted population consists of retainees, students who are not meeting proficiency in reading, math, writing, and science, students exhibiting behavior/attendance problems.

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

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

Housing Programs-N/A

Head Start-N/A

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

Career Technical Education: Student are able to take advantage of this once they re-enroll to Madison County Central School or Madison County High School. All eighth grade students are able exposed to career planning through 8th grade History course.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**Appendix 2: Budget to Support School Improvement Goals**