

# District School Board of Madison County

**Madison County High School**

**2018-19 School Improvement Plan**

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**Madison County High School**

2649 W US HIGHWAY 90, Madison, FL 32340

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

**School Demographics**

### School Type and Grades Served

(per MSID File)

### 2018-19 Title I School

**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)

High School 9-12

Yes 95%

### Primary Service Type Charter School

(per MSID File)

**2018-19 Minority Rate** (Reported as Non-white on Survey 2)

K-12 General Education No 65%

**School Grades History**

### Year Grade

**2017-18**

C

### 2016-17

C

### 2015-16

D

### 2014-15

C\*

**School Board Approval**

This plan is pending approval by the Madison County School Board.

**SIP Authority**

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at [https://www.floridaCIMS.org.](https://www.floridacims.org/)

**Purpose and Outline of the SIP**

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement**

The mission of Madison County High School is to provide an excellent, high quality education for the rapidly growing and geographically diverse student population of Madison County. We will continue building a brighter future as we prepare our students to become college, career, and civic ready in addition to becoming lifelong learners.

### Provide the school's vision statement

Every student will have an equal opportunity to graduate from high school, meeting high standards and preparation for college and/or the workplace with college credits or industry certifications.

### School Leadership Team

**Membership**

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

**Name Title**

Wildgoose, Geraldine Principal

Phillips, Amanda Teacher, K-12

Fletcher, Jason Teacher, K-12

Agner, Coleen Teacher, K-12

Ginn, Paula Administrative Support

Fletcher, Catherine Guidance Counselor

Akins, Candida Other

Presley, Glyndell Teacher, K-12

Latner, Ruth Teacher, K-12

Hightower, William Teacher, K-12

Williams, Jada Assistant Principal

### Duties

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

Geraldine Wildgoose serves as the Principal of Madison County High School with oversight of day-to-day operations. As the instructional leader of the high school, she supervises 71 staff members and oversees the implementation of academic and vocational instruction and programing opportunities for students. As principal, she directly supervises staff in the CTE Programs. She leads administrative, guidance, interoffice, and faculty meetings. Additionally, she coordinates with the SAC president and hosts monthly SAC and PTO meetings for parents.

Jada Williams is the Assistant Principal. She supervises and leads the teachers in the

areas of math, ELA, science, and social studies. She manages the daily physical operations of the school as well as the janitorial staff. Mrs. Williams is currently completing her doctorate degree in Instructional Leadership.

Mr. William Hightower is a Teacher on Special Assignment and a member of the administrative team. He performs a variety of administrative duties while also serving as Team Leader for the History Department. Mr. Hightower leads the PBIS/RTI Program for the school. Together we use the cutting edge "Restorative Practices" concept with our student population and implement the traditional discipline grid, as necessary, to promote and maintain a school climate and culture that is conducive to teaching and learning.

Paula Ginn is a district employee housed at the high school. She is the Director of Career and Technical Education and Alternative Education Methods; she also serves as the Curriculum Coordinator for MCHS. Mrs. Ginn directly oversees the development of the master schedule and works very closely with the administrative team and guidance department to ensure that students are placed in appropriate courses. As a team, we have clear discussions about courses that are rigorous and offer appeal to students at all performance levels. Mrs. Ginn attends administrative meetings and is able to offer insight from a district perspective. She writes and manages the grants designated for CTE and alternative programs and coordinates the student transition team that makes placement decisions for students.

Catherine Fletcher serves as the guidance counselor. She is a licensed therapist and coordinates testing for the school site. Testing includes all state assessments, PERT, ASVAB, ACT, and SAT testing. Mrs. Fletcher schedules all students for courses and provides counseling to students in crisis as well as for those students who request services.

Candida Aikins serves as the MTSS/RTI Coordinator and maintains a chart on every student enrolled at MCHS. Mrs. Akins operates in the capacity of a paraprofessional but is seeking her Master's degree in Behavioral Studies. She creates and maintains a spreadsheet that allows the Student Intervention Team (SIT) to monitor and review students' progress on a regular basis.

Coleen Agner (ESE Specialist) coordinates services in the ESE Department and oversees all IEPs and 504 plans. Jason Fletcher (CTE), Glyndell Presley (ELA), Amanda Phillips (Science), Ruth Ann Latner (Math), and William Hightower (History) are teachers who serve as team leaders and work closely with departmental teachers, ESE support facilitators, and paraprofessionals in their departments to facilitate high-level instruction, collaboration, and support to students and teachers. The Leadership Team, along with administration, reviews early warning systems data every 4 1/2 weeks (aligned with progress reports and 9-weeks report cards) to troubleshoot any areas of concern regarding students, teachers, policies, and processes that impact academics, behavior, attendance, or mental and social needs.

Data is reviewed by subject area within departments and collectively as a school. Each academic team leader, administrator, and homeroom (Teacher as Advisor) reviews progress, attendance, grade point average, and discipline with the SIT team members. The team meets with staff, parents, and students to set goals for students, assign interventions, check for mastery of skills, etc. Team leaders are also instrumental in making plans, setting goals, giving input, and making decisions for revising and updating the School Improvement Plan.

### Early Warning Systems Year 2017-18

**Indicator**

**Grade Level**

**Total**

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |  |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 15 | 34 | 28 | 97 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 13 | 15 | 12 | 54 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 | 21 | 19 | 5 | 77 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 93 | 69 | 69 | 0 | 231 |

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

**Grade Level**

**Total**

**K 1 2 3 4 5 6 7 8 9 10 11 12**

**Indicator**

Students exhibiting two or more indicators

0 0 0 0 0 0 0 0 0 78 60 65 0 203

### The number of students identified as retainees:

**Indicator**

**Grade Level**

**Total**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |  |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 0 | 0 | 0 | 9 |
| Retained Students: Previous Year(s) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 5 | 1 | 11 |

**Date this data was collected**

Tuesday 9/11/2018

### Year 2016-17 - As Reported

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

**Indicator**

**Grade Level**

**Total**

grade level any course

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |  |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 | 28 | 31 | 23 | 118 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 55 | 34 | 42 | 34 | 165 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 25 | 5 | 0 | 55 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 102 | 55 | 85 | 35 | 277 |
| Grade point average below 2.0 for any 0 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 15 | 13 | 1 | 51 |
| Course failure with a grade of D or F in 0 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 57 | 38 | 7 | 142 |

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

**Grade Level**

**Total**

**K 1 2 3 4 5 6 7 8 9 10 11 12**

**Indicator**

Students exhibiting two or more indicators

### Year 2016-17 - Updated

0 0 0 0 0 0 0 0 0 49 30 32 18 129

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

**Indicator**

**Grade Level**

**Total**

grade level any course

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |  |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 | 28 | 31 | 23 | 118 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 55 | 34 | 42 | 34 | 165 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 25 | 5 | 0 | 55 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 102 | 55 | 85 | 35 | 277 |
| Grade point average below 2.0 for any 0 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 15 | 13 | 1 | 51 |
| Course failure with a grade of D or F in 0 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 57 | 38 | 7 | 142 |

**Grade Level**

**Total**

**K 1 2 3 4 5 6 7 8 9 10 11 12**

**Indicator**

Students exhibiting two or more indicators

0 0 0 0 0 0 0 0 0 49 30 32 18 129

## Part II: Needs Assessment/Analysis

**Assessment & Analysis**

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

### Which data component performed the lowest? Is this a trend?

Math data in 2018 showed the lowest performance. This is evident as noted by the math achievement level reported in 2018 which was 24%. Although this area was the lowest for 2018, there was an increase of 4% from 2017.

### Which data component showed the greatest decline from prior year?

ELA learning gains showed the most significant decline between 2017 and 2018 by 13 percentage points.

In 2017, ELA learning gains were 53% for 9th and 10th grade combined. In 2018, learning gains were measured at 40%.

### Which data component had the biggest gap when compared to the state average?

When comparing the school's performance to the state average, science achievement shows the largest gap. In 2017, data reflects a 24% difference between the state performance level and the school performance level. In 2018, the difference between the two was 31%.

### Which data component showed the most improvement? Is this a trend?

Geometry showed the most improvement. The Geometry student proficiency rate was 16% in 2017. In 2018, the Geometry proficiency rate increased by 15%, thus yielding a 31% prociency rate. The improvement indicates an upward trend.

### Describe the actions or changes that led to the improvement in this area

The improvement in this area was due to a change in curriculum. The MCHS math department moved to using Geometry Nation as a text. Simultaneously, the staff used Study Island and Khan Academy as supplemental material. Additionally, most classes were taught by a single teacher.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **School Data**  Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools). | | | | | | |
| **School Grade Component** | **2018** | | | **2017** | | |
| **School** | **District** | **State** | **School** | **District** | **State** |
| ELA Achievement | 34% | 45% | 56% | 37% | 43% | 53% |
| ELA Learning Gains | 40% | 46% | 53% | 53% | 57% | 49% |
| ELA Lowest 25th Percentile | 33% | 30% | 44% | 48% | 52% | 41% |
| Math Achievement | 24% | 36% | 51% | 20% | 32% | 49% |
| Math Learning Gains | 33% | 44% | 48% | 32% | 36% | 44% |
| Math Lowest 25th Percentile | 41% | 42% | 45% | 38% | 30% | 39% |
| Science Achievement | 36% | 54% | 67% | 41% | 53% | 65% |
| Social Studies Achievement | 55% | 59% | 71% | 59% | 73% | 70% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **EWS Indicators as Input Earlier in the Survey** | | | | | |
| **Indicator** | **Grade Level (prior year reported)** | | | | **Total** |
| **9** | **10** | **11** | **12** |
| Attendance below 90 percent | 20 (36) | 15 (28) | 34 (31) | 28 (23) | 97 (118) |
| One or more suspensions | 14 (55) | 13 (34) | 15 (42) | 12 (34) | 54 (165) |
| Course failure in ELA or Math | 32 (25) | 21 (25) | 19 (5) | 5 (0) | 77 (55) |
| Level 1 on statewide assessment | 93 (102) | 69 (55) | 69 (85) | 0 (35) | 231 (277) |

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ELA** | | | | | | |
| **Grade** | **Year** | **School** | **District** | **School- District**  **Comparison** | **State** | **School- State**  **Comparison** |
| 09 | 2018 | 30% | 35% | -5% | 53% | -23% |
|  | 2017 | 38% | 42% | -4% | 52% | -14% |
| Same Grade Comparison | | -8% |  | | | |
| Cohort Comparison | |  |  | | | |
| 10 | 2018 | 36% | 43% | -7% | 53% | -17% |
|  | 2017 | 36% | 38% | -2% | 50% | -14% |
| Same Grade Comparison | | 0% |  | | | |
| Cohort Comparison | | -2% |  | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **MATH** | | | | | | |
| **Grade** | **Year** | **School** | **District** | **School- District**  **Comparison** | **State** | **School- State**  **Comparison** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SCIENCE** | | | | | | |
| **Grade** | **Year** | **School** | **District** | **School-**  **District Comparison** | **State** | **School-**  **State Comparison** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **BIOLOGY EOC** | | | | | |
| **Year** | **School** | **District** | **School Minus**  **District** | **State** | **School Minus**  **State** |
| 2018 | 31% | 55% | -24% | 65% | -34% |
| 2017 | 39% | 52% | -13% | 63% | -24% |
| Compare | | -8% |  | | |
| **CIVICS EOC** | | | | | |
| **Year** | **School** | **District** | **School Minus**  **District** | **State** | **School Minus**  **State** |
| 2018 |  |  |  |  |  |
| 2017 |  |  |  |  |  |
| **HISTORY EOC** | | | | | |
| **Year** | **School** | **District** | **School Minus**  **District** | **State** | **School Minus**  **State** |
| 2018 | 54% | 57% | -3% | 68% | -14% |
| 2017 | 57% | 66% | -9% | 67% | -10% |
| Compare | | -3% |  | | |
| **ALGEBRA EOC** | | | | | |
| **Year** | **School** | **District** | **School**  **Minus District** | **State** | **School**  **Minus State** |
| 2018 | 11% | 40% | -29% | 62% | -51% |
| 2017 | 15% | 38% | -23% | 60% | -45% |
| Compare | | -4% |  | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **GEOMETRY EOC** | | | | | |
| **Year** | **School** | **District** | **School Minus**  **District** | **State** | **School Minus**  **State** |
| 2018 | 31% | 38% | -7% | 56% | -25% |
| 2017 | 16% | 25% | -9% | 53% | -37% |
| Compare | | 15% |  | | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subgroup Data** | | | | | | | | | | | |
| **2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS** | | | | | | | | | | | |
| **Subgroups** | **ELA**  **Ach.** | **ELA LG** | **ELA LG**  **L25%** | **Math Ach.** | **Math LG** | **Math LG**  **L25%** | **Sci Ach.** | **SS**  **Ach.** | **MS**  **Accel.** | **Grad Rate**  **2016-17** | **C & C Accel**  **2016-17** |
| SWD | 31 | 33 | 21 | 19 | 21 |  |  | 28 |  | 69 |  |
| BLK | 23 | 37 | 34 | 16 | 24 | 36 | 24 | 39 |  | 77 | 37 |
| HSP | 30 | 50 |  |  |  |  |  |  |  |  |  |
| WHT | 54 | 43 |  | 38 | 48 |  |  | 74 |  | 92 | 58 |
| FRL | 25 | 36 | 35 | 19 | 28 | 42 | 32 | 45 |  | 81 | 34 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS** | | | | | | | | | | | |
| **Subgroups** | **ELA**  **Ach.** | **ELA LG** | **ELA**  **LG L25%** | **Math Ach.** | **Math LG** | **Math**  **LG L25%** | **Sci Ach.** | **SS**  **Ach.** | **MS**  **Accel.** | **Grad**  **Rate 2015-16** | **C & C**  **Accel 2015-16** |
| SWD | 4 | 44 | 44 | 5 | 18 |  | 19 |  |  | 79 | 23 |
| BLK | 22 | 44 | 45 | 13 | 33 | 37 | 30 | 46 |  | 88 | 27 |
| HSP |  |  |  | 9 |  |  |  |  |  |  |  |
| WHT | 60 | 66 | 67 | 35 | 35 |  | 74 | 76 |  | 90 | 65 |
| FRL | 27 | 50 | 47 | 17 | 31 | 41 | 37 | 54 |  | 90 | 32 |

**Part III: Planning for Improvement**

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

### Areas of Focus:

Increase overall ELA proficiency score by 6% (from 34% to 40%) as measured

by the 2019 administration of the English Language Arts Florida Standards Assessment

Many students lack prequisite skills. Additionally, many students' reading comprehension levels are below grade level. Increased ELA scores would show reasonable academic growth with students in the lowest 25th percentile. The students who make learning gains and students who demonstrate proficiency too would enhance the overall school grade. The students who remain in level 1 or 2 could also demonstrate learning gains by increasing their score(s) within the subcategories.

**Title**

**Rationale**

**Activity #1**

**Intended Outcome**

**Point Person**

It is anticipated that student achievement should increase in ELA by 6% in one year.

Jada Williams (jada.williams@mcsbfl.us)

Action Step Students use the Springboard-adopted series along with supplemental

### Description

**Person Responsible**

resources such as Achieve 3000 and Khan Academy. All level 1 students are

enrolled in intensive reading classes. Jada Williams (jada.williams@mcsbfl.us)

Plan to Monitor Effectiveness

Copies of weekly lesson plans will be required to be submitted. Also, evaluators will monitor interventions as well as teach and reteach activities.

### Description

**Person Responsible**

Evaluators will conduct frequent walkthroughs. The ELA department will use Achieve 3000 to create a baseline for all students to monitor progress. An end-of-year assessment on Achieve 3000 will determine growth that students have made throughout the year.

Jada Williams (jada.williams@mcsbfl.us)

Increased proficiency on Algebra 1 and Geometry EOC scores would be an

asset to the overall school grade.

Increase overall math achievement by 11% (from 24 to 35%) as measured by

the 2019 administration of the Florida Standards Assessment math end-of- course exams.

Students' lack of mastery of prerequisite math skills has a direct impact on overall math performance. Although overall Math performance at Madison County High School increased from 20% in 2017 to 24% in 2018, students' math performance remains lower than the district's performance level of 36% and lags the state's overall performance of 51% by 27%.

**Title**

**Rationale**

**Activity #2**

### Intended Outcome

**Point Person**

It is reasonable to expect overall math achievement to increase by 11% in one year. This would contribute to the overall success of the school.

Jada Williams (jada.williams@mcsbfl.us)

Action Step Teachers will utilize Algebra Nation and Geometry Nation as the main

### Description

**Person Responsible**

curriculum and use Sudy Island and Khan Academy as supplemental

technology resources for daily practice and on-going formative assessments. Jada Williams (jada.williams@mcsbfl.us)

Plan to Monitor Effectiveness

Copies of weekly lesson plans will be required to be submitted. Also,

### Description

**Person Responsible**

evaluators will monitor interventions as well as teach and reteach activities. Evaluators will conduct frequent walk-throughs.

Jada Williams (jada.williams@mcsbfl.us)

Increase graduation rate from 89% (2017) to at least 90% as measured by the

2018 graduation rate percentage.

Students should be able to graduate with a standard diploma within a four- year period without barriers such as being listed in the wrong cohort or not meeting the necessary requirements for graduation.

**Title**

**Rationale**

**Activity #3**

### Intended Outcome

**Point Person**

If students maintain the 2.0 GPA, meet State Assessments mandates, and pass the 24 credits deemed necessary, they in turn will be eligible for graduation.

Catherine Fletcher (reese.fletcher@madison.k12.fl.us)

Action Step

Students will be given multiple opportunities to meet the graduation requirements in their respective cohort by maintaining a GPA of 2.0 and mastering mandated Assessments for the State of Florida. Students may also use concordant scores from ACT, SAT, or the PERT exam in meting graduation requirements for assessments. Students will need to meet course

### Description

**Person Responsible**

requirements, as outlined for the particular cohort. Students will be allowed to attend after-school tutoring during the first and second semester, as needed. Students will be encouraged to use Khan Academy as a technology resource in the classroom. They will also be encouraged to use it at home in their spare time. The 11th and 12th grade teachers will assist the students with interventions in the areas of deficiencies.

Catherine Fletcher (catherine.fletcher@mcsbfl.us)

Plan to Monitor Effectiveness Students will be encouraged to use Khan Academy as much as possible with

at least a minimum of 30 minutes per week to increase their skills to help

improve their SAT scores. Progress monitoring will occur throughout the year

### Description

**Person Responsible**

and students will be given a pre- and post-test to measure growth. Students will have to take a baseline assessment and post assessment to measure growth. Students have multiple opportunities to take the ACT, SAT, and PERT to ensure graduation and career readiness.

Catherine Fletcher (reese.fletcher@madison.k12.fl.us)

Increase the number of students taking and passing certification tests in CTE

classes from 90% to 95% as measured by the previous school year scores.

Percentage points can be earned toward the school grade when students successfuly complete CTE courses. Also, students are able to graduate with a high school diploma and a vocational certification thus enhancing the opportunity for employment.

**Title**

**Rationale**

**Activity #4**

### Intended Outcome

**Point Person**

Increase the pass rate of students taking and passing certification tests in CTE classes from 90% to 95%. This would be a 5% inrease over previous years.

Geraldine Wildgoose (geraldine.wildgoose@mcsbfl.us)

Action Step We will use the RTI/MTSS process and the guidance department to ensure

### Description

**Person Responsible**

students are placed in CTE courses of interest and to improve student

achievement. School attendance will be monitored to ensure that students are attending school on a regular basis and are not in truancy status.

Geraldine Wildgoose (geraldine.wildgoose@mcsbfl.us)

Plan to Monitor Effectiveness School attendance will be monitored to ensure that students are present to

### Description

**Person Responsible**

complete courses with successful results. We will monitor to ensure that

students complete CTE courses in sequential order and earn certification. We will compare data for this year to last year.

Geraldine Wildgoose (geraldine.wildgoose@mcsbfl.us)

## Part IV: Title I Requirements

**Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

### Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Madison County High School consistently and continually works to build positive relationships with parents, families, and other community stakeholders to increase involvement. Communication is a key factor in this process; MCHS strives to maintain constant and consistent contact between home and school through various ways. Currently, the school uses One Call, Remind 101, the entrance billboard, intercom notices, and hard copies of notices that are given to students as means to communicate.

MCHS has a social networking page and uses the existing school and district webpage to keep families as well as the community apprised of events. Furthermore, school and/or district publications (newsletters, calendars, progression plans, discipline policies, student

handbooks, progress reports, report cards, etc.) are either sent home with students or mailed. Teachers are encouraged to make phone contact with families and to schedule individual conferences, as needed.

Open house is held prior to the start of school so that students and parents might meet teachers. In addition, grade-level parent nights are held within the first four weeks of school. At these meetings, parents/families receive information from administration, guidance, and instructional staff that is relevant to only their student(s). Efforts are being made to solicit e-mail addresses of parents so that both the phone notification system (One Call) and the online gradebook system (Skyward) may be updated.

### PFEP Link

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

### 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

Madison County High School is committed to meeting the needs of all students, including providing support for their social/emotional and mental health needs. Classroom teachers monitor the daily behavior and needs of the students and make referrals to the guidance counselor and/or the school resource officer, as needed. (Students have access to the guidance counselor and/or resource officer, with or without a teacher referral, at any time). In the event that the needs of the student are beyond the scope of resources available at the school, then assistance from various outside partnering agencies is sought. Referrals to outside agencies are made on an individual basis in accordance with policies, procedures, and protocols that have been established by the Madison County School Board.

In addition, the RTI/MTSS staff member coordinates, monitors, and maintains a record of attendance, academic performance, social/emotional/mental health, and behavioral data as it pertains to each and every student at MCHS.

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

Our school counselor holds two meetings in the spring of each year. One is during the school day at the middle school with 8th grade students. The next meeting is held in the evening so that parents and students can attend together. At each, displays and information are provided in regards to academic courses, CTE courses, and Honors courses as well as other educational opportunities. At the beginning of the school year, parent nights are held for each grade level. These meetings include grade-specific information delivered to parents and students. Topics discussed include Bright Futures scholarships, CTE Certifications, graduation requirements, testing, schedules, importance of attendance, and self-discipline as it applies to success at the high school level. Dual enrollment opportunities and course selection are also discussed.

### 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

RTI/MTSS – Early warning systems data is reviewed monthly to identify students in need of intervention. The data is also used to identify teachers who may be in need of mentoring support. Students are registered on a spreadsheet and are identified either "at risk" or "good to go" as part of the progress monitoring. Student Intervention Team (SIT) meetings are held with students who are identified as being at-risk and parents.

For the past two years, Title 1, Part A parent liaison, Mrs Linton Hart, has worked closely with our RTI/MTSS coordinator, guidance counselor, attendance clerk, administrators, and teachers to provide support for parents and students. She is available to make phone calls, home visits, or meet with the parent at the school, as necessary.

The goal this year is to increase parental engagement at the high school by providing more opportunities for parents to attend various activities at the school. Mrs. Hart has ordered parent resource materials and will be housed in the library to man the resource center, by appointment, when parents need materials .

The leadership team also reviews texts by subject areas when it is time for texbook adoption.

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

Several times throughout the school year, college admissions officers are invited to share and meet with juniors and seniors during lunch. During any student conference, the counselor relates course work to real-world work and job or college preparedness. Students choose their classes and electives with assistance from their guidance counselor after having the opportunity to participate in at least one family meeting where college and career information is discussed. The CTE instructors relate their instruction to the real world with relevant hands-on lessons in the classroom. On October 10, 2018 all 9th,10th, and 11th grade students will be given the PSAT. Thirty-four (34) senior students will have an opportunity to take the SAT during the school day. If students get a cut score of 430, they will be able to use the SAT as a concordant for the FSA in meeting the graduation requirements.

Simultaneously, the remainder of the senior class will be offered a College and/or Career Option Seminar. MCHS is partnering with NFCC, Florida A &M University, and several branches of the military to provide a series of round table discussions. Using multiple rotations, students will be informed about the transition process to college and/or the military. Twelfth (12th) grade students will be able to create FAFSA ID accounts and complete their financial aid applications. The final part of completing the FAFSA application requires parent confidential financial information which may be completed in the privacy of the home with the student and parent.

## Part V: Budget

**$0.00**

**Total:**