

# **2012-2013 Progress Assessment**

## **Madison County Public Schools**

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# Progress Assessment

## Improvement Priority 1

### Statement:

Create and implement a comprehensive system-wide data profile.

### Description:

Through interviews with system staff and examination of system artifacts, it was determined there is no system-wide data profile. A comprehensive data profile will contain a thorough analysis of a broad range of data sets. The profile should include system-wide performance, demographic, and support services data that reveal critical patterns across the system. The profile should be used to identify measurable performance goals for specific student subgroups and academic performance indicators. Analysis of profile data can be used to improve conditions that support student learning and can assist the system in identifying focused learning initiatives.

### Indicator 5.2

Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.

## Institution Response

### Progress Status:

Plan Created

### Response:

System-Wide Data Profile

Overview: The school system will use the System-Wide Data Plan that will allow data to be used in all decision making. The structure for the System-Wide Data Plan (SWDP) is as follows:

1. The Quality-Based Management Plan used by the system will support using data for decision making by the Central Office administrators and school-level

administrators.

2. School Improvement Plans will support instructional decisions based on data.

3. PLCs will use data to guide curricula decisions.

The SWDP will have the following component parts:

- District-level data meetings
- School-based data meetings
- Quarterly SIP meetings
- Test Score Improvement plans
- Department-level data meetings

The following models will be used to evaluate data:

- System Level:

Dropout data school level

All tests scores on file that allows for evaluation

State test score results

State Report Card

- School Level:

Test scores on file

Data walls developed in each school

School Improvement Plans in place

School-level Test Score Improvement Plans in place

State Report Cards

Bench mark data for 9 weeks

~Evaluate 9 weeks progress

~Evaluate growth predictions through EVAAS

~Evaluate past success on EOGs and EOCs

The MCS data profile is a work in progress as we determine the most useful and meaningful data to include in the profile. The data in the profile will be updated as needed to keep current. Sections of the profile include but are not limited to:

- Basic district demographics (student and employee)
- Performance results on state assessments (EOG and EOC)
- Cohort analysis on EOG assessments

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- TRC results from Reading 3D
- Benchmark data from quarterly assessments
- Cohort graduation rate
- Subgroup data as appropriate

\*Attached please see the district data profile

### **Attachments:**

Madison County Schools Data Profile Summative

Madison County Schools Data Profile

## **Reviewer Response**

**Status:**

**Response:**

## **Diagnostic/Evaluation Criteria**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Beginning with the 2014-2015 school year, all schools and all state mandated tested areas will meet standard growth and proficiency annually, as measured by the EVAAS Value Added Report and developmental scale EOG/EOC scores.	Objectives: 3 Strategies: 7 Activities: 7	Academic	\$137500
2	All classroom instruction will reflect the county-adopted district initiatives and best practices as documented by principals and instructional support personnel during walkthroughs and observations	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$40000

## Goal 1: Beginning with the 2014-2015 school year, all schools and all state mandated tested areas will meet standard growth and proficiency annually, as measured by the EVAAS Value Added Report and developmental scale EOG/EOC scores.

### Measurable Objective 1:

A 10% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency which will result in a decrease in the number of students who are non-proficient in English Language Arts by 06/30/2015 as measured by developmental scale scores on the End of Grade and End of Course tests..

### Strategy 1:

Data Teams - District data Teams will meet at least quarterly and School Data Teams will meet at least once every four weeks to monitor student achievement, progress monitor student interventions, and make recommendations for budget allocations

Activity - Data Analysis/Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Principals will meet regularly to assess student progress based on data analysis and team discussions aimed at individual student achievement. Data analysis in professional learning teams will support student progress and measure the effectiveness of intervention programs. District data analysis will occur quarterly to assure an alignment between district resource allocation and school needs based on data.  Schools: All Schools	Academic Support Program	07/01/2014	06/30/2015	\$20000	Other, State Funds, Title I Part A	District and School Personnel

### Strategy 2:

Professional Development - Teachers will continue to receive support in the Common Core and Essential Standards, establishing professional learning teams, conducting learning walks, increasing classroom rigor and utilizing a common instructional framework

Activity - Common Core/Essential Standards training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school personnel will work together to develop pacing guides and common assessments and to train teachers in professional learning teams to effectively deliver the new curriculum  Schools: All Schools	Professional Learning	07/01/2014	06/30/2015	\$15000	Other, Title I Part A, State Funds	District Personnel

### Strategy 3:

Response to Instruction - Instructional interventions will be utilized to make sure that students are making progress toward learning targets.



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Activity - Research Based Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide appropriate, timely interventions through Rtl to support achievement in reading for all students Schools: All Schools	Academic Support Program	07/01/2014	06/30/2015	\$22500	State Funds, Title II Part A, Title I Part A	District Personnel and School Personnel

### Measurable Objective 2:

A 10% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency indicating a decrease in the number of students who are non-proficient in Mathematics by 06/30/2015 as measured by developmental scale scores on the End of Grade/Course tests..

### Strategy 1:

Data Teams - District data Teams will meet at least quarterly and School Data Teams will meet at least once every four weeks to monitor student achievement, progress monitor student interventions, and make recommendations for budget allocations

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## Progress Assessment

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### Measurable Objective 3:

A 10% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Students with Disabilities students will demonstrate a proficiency indicating a decrease in the number of students who are non-proficient in English Language Arts by 06/30/2015 as measured by developmental scale scores on the End of Grade/Course tests.

### Strategy 1:

Response to Instruction - Through Rtl and school data teams, school personnel will provide intensive interventions in Mathematics and English Language Arts to address the specific academic needs of students with disabilities

Activity - Research Based Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School data teams will analyze student growth through progress monitoring, baseline data, state and district assessment data, utilizing specific programs such as Foundations, Corrective Reading and Guided Reading.  Schools: All Schools	Academic Support Program	07/01/2014	06/30/2015	\$20000	Other, State Funds, Title I Part A	District and School Personnel

## Goal 2: All classroom instruction will reflect the county-adopted district initiatives and best practices as documented by principals and instructional support personnel during walkthroughs and observations

### Measurable Objective 1:

demonstrate a proficiency in the utilization of district initiatives by 06/30/2015 as measured by implementation of the Common Core and Essential Standards, classroom walk-throughs and formal observations.

### Strategy 1:

Professional Development - Instructional staff will be trained by district personnel and by instructional coaches from the New Schools to gain the needed capacity to deliver the district initiatives with fidelity

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Progress Assessment

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District personnel and instructional coaches from the New Schools, and other organizations, will provide training on the new standards and best practices such as learning walks, collaborative group work, differentiated assignments, writing to learn, higher level questioning and classroom discourse.  Schools: All Schools	Professional Learning	07/01/2014	06/30/2015	\$30000	Title I Part A, Title II Part A, Other	District and School Personnel, New Schools Instructional Coaches
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### Strategy 2:

Classroom Walk-Throughs - Administrators will monitor the delivery and fidelity of district initiatives, formative assessment and best practices using a walk-through instrument

Activity - Classroom walk-throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development and utilization of an electronic walk-through instrument to collect data and provide feedback to instructional staff.  Schools: All Schools	Academic Support Program	07/01/2014	06/30/2015	\$5000	Other	District and School Administration

### Strategy 3:

Learning Walks - Teachers will have the opportunity to learn from each other by visiting classrooms in their own schools and in schools around the district to support their understanding of district initiatives.

Activity - Learning Walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District instructional staff will receive training and support to visit classrooms of peer teachers to support the implementation of district initiatives and increase awareness of successful instructional strategies  Schools: All Schools	Academic Support Program	07/01/2014	06/30/2015	\$5000	Other	District and School Personnel

## Improvement Priority 2

### Statement:

Create and implement a single, system-wide Continuous Improvement Plan.

### Description:

Review of system and school artifacts as well as conversations with system and school staff indicated an inconsistent approach to implementation of multiple continuous improvement processes and plans. The continuous improvement process should include consistent system-level procedures for gathering, recording, and analyzing student performance data from across the system. Data analysis should be used to establish measurable and achievable system level goals. The Continuous Improvement Plan should include strategies, resources, and actions designed to achieve identified goals. Further, the plan should include essential implementation steps as well as monitoring procedures and responsibilities. Benchmark points should be established to evaluate plan success and make appropriate adjustments. The plan should be developed with input from a variety of stakeholders.

### Indicator 1.4

Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.

## Institution Response

### Progress Status:

Plan Created

### Response:

The Madison County School system has worked tirelessly to analyze and respond to data in school PLCs and district PLCS since the implementation of new standards and assessments. We have developed SMART goals in our strategic planning process that are developed and approved by school administration and by the board of education. As we gather this data we continue to modify and enhance our SMART goals. This school year data will be available much earlier in the summer months since the implementation of the new North Carolina standards.

Attached you will find a copy of our Strategic Plan which includes the district mission and beliefs, a plan for stakeholder involvement, the AdvancED standards, and district SMART Goals. The Board of Education approves the Strategic Plan and stakeholder input is gathered each year in the continuous improvement process. We will meet during the summer to discuss current data trends and facility needs as a part of the ongoing continuous improvement process. Madison County Schools' stakeholders will also discuss the attached continuous improvement outline. This planning document will set into place benchmark dates for the district to follow that will provide a timeframe for evaluating district performance data and sharing information to stakeholders on the progress of each school, and the district, toward our goals. This plan has not been approved by the district, but we think it provides an outline for discussions planned for the summer with administrators, the board, and other stakeholders.

**Attachments:**

Madison County Schools Continous Improvement Framework

Madison County Schools Strategic Plan

**Reviewer Response****Status:****Response:****Diagnostic/Evaluation Criteria**

## Goals Summary

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### Strategy 3:

Response to Instruction - Instructional interventions will be utilized to make sure that students are making progress toward learning targets.

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### Measurable Objective 3:

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## Goal 2: All classroom instruction will reflect the county-adopted district initiatives and best practices as documented by principals and instructional support personnel during walkthroughs and observations

### Measurable Objective 1:

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### Strategy 1:

Professional Development - Instructional staff will be trained by district personnel and by instructional coaches from the New Schools to gain the needed capacity to deliver the district initiatives with fidelity

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Progress Assessment

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District personnel and instructional coaches from the New Schools, and other organizations, will provide training on the new standards and best practices such as learning walks, collaborative group work, differentiated assignments, writing to learn, higher level questioning and classroom discourse.  Schools: All Schools	Professional Learning	07/01/2014	06/30/2015	\$30000	Title II Part A, Title I Part A, Other	District and School Personnel, New Schools Instructional Coaches
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### Strategy 2:

Classroom Walk-Throughs - Administrators will monitor the delivery and fidelity of district initiatives, formative assessment and best practices using a walk-through instrument

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### Strategy 3:

Learning Walks - Teachers will have the opportunity to learn from each other by visiting classrooms in their own schools and in schools around the district to support their understanding of district initiatives.

Activity - Learning Walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District instructional staff will receive training and support to visit classrooms of peer teachers to support the implementation of district initiatives and increase awareness of successful instructional strategies  Schools: All Schools	Academic Support Program	07/01/2014	06/30/2015	\$5000	Other	District and School Personnel

## Improvement Priority 3

### Statement:

Develop and implement a system-directed structure in all schools whereby each student is well known by at least one adult advocate who supports that student's educational experience.

### Description:

No evidence was provided that school personnel implement and participate in a structure designed and evaluated by the system that affords staff long-term interaction with individual students. Stakeholder interviews and student assistance team artifacts provide evidence that school personnel advocate for individual students when students are identified for support or intervention. A structure in which all students (both those in need and not) are well known by a school employee who gains insight into a student's needs regarding learning skills, thinking skills, and life skills is not present. Developing a system-wide structure in which each student in every school is well known by an adult affords the student an advocate that can support the student's educational experience and intervene when assistance is needed. A strong student advocacy structure can help address typical burdens placed on the learning environment by reducing student referrals for discipline and by increasing encouragement for academic support and individual counseling. By training school employees to be effective advocates, providing direction in regards to how that process will take place in schools throughout the system, and evaluating the result of those efforts, the system can help employees establish strong relationships with students and positively impact their academic success.

### Indicator 3.9

The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.

## Institution Response

### Progress Status:

Plan Created

**Response:**

One of the first steps that Madison County Schools took after the AdvancED External Review visit was to develop and refine an Advocacy Plan for the district. Based on the AdvancED review “no evidence was provided that school personnel implement and participate in a structure designed and evaluated by the system that affords staff long-term interaction with individual students.” Principals and district administrators met and developed the attached district Advocacy Plan. The Advocacy Plan calls for the development in every school of a program where all students receive academic, social, and emotional support. School plans will utilize guidance counselors, social workers, faculty and staff in order to assure that each student has an advocate. Madison County Schools will annually evaluate the impact and effectiveness of the Advocacy Plan.

**Attachments:**

Madison County Schools Student Advocacy Plan

**Reviewer Response**

**Status:**

**Response:**

**Diagnostic/Evaluation Criteria**

# Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All staff and students will be provided a safe, orderly and caring environment	Objectives: 1 Strategies: 4 Activities: 5	Organizational	\$10500

## Goal 1: All staff and students will be provided a safe, orderly and caring environment

### Measurable Objective 1:

collaborate to continue to provide staff and students with a safe, orderly and caring environment by 06/03/2013 as measured by responses to stakeholder survey.

### Strategy 1:

Positive Behavior Intervention Supports (PBIS) - Students will develop knowledge and skills necessary to make positive decisions

Activity - Instruction in PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and staff will be given the training to develop PBIS programs in each of our schools. Instruction will also support character education, anti-bullying and Internet safety  Schools: All Schools	Behavioral Support Program	07/02/2012	06/28/2013	\$5000	Title I Part A, State Funds	District and School Personnel

### Strategy 2:

Facilities and Health Training - Provide appropriate, adequate, and efficient facilities to enhance the learning environment of all students

Activity - Yearly Mandatory Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in federal and state mandated trainings such as bloodborne pathogens, diabetes and asthma  Schools: All Schools	Professional Learning	07/02/2012	06/28/2013	\$0	No Funding Required	District and School Personnel

Activity - Facilities Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to monitor existing capital projects and long-range facilities planning  Schools: All Schools	Other	07/02/2012	06/28/2013	\$5000	State Funds, Capital Improvement Fund	Superintendent, Maintenance Director, District and School Personnel

### Strategy 3:

Healthful Living - Implement a coordinated healthful living program in all grade levels

Activity - Healthful Living	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will participate in various healthy initiatives at their schools including SPARK Fitnessgram, healthy snacks and food choices, and increased physical activity  Schools: All Schools	Other	07/02/2012	06/28/2013	\$500	Other	District and School Personnel
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**Strategy 4:**

Crisis Management - Staff will receive training on roles and responsibilities in the event of a crisis

Activity - Crisis Management Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in training that will increase knowledge of how to respond in a crisis situation  Schools: All Schools	Professional Learning	07/02/2012	06/28/2013	\$0	No Funding Required	District and School Personnel

## Improvement Priority 4

### Statement:

Develop and implement a system-wide long-range resource management planning process addressing system resources.

### Description:

Artifacts did not show and interviews did not produce evidence of the existence of a system-wide long-range resource management planning process. With a shrinking budget and aging facilities it becomes increasingly important to strategically plan the efficient and practical use of resources. A formal process of long range resource management and evaluation will promote more efficient use of resources.

### Indicator 4.4

The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.

## Institution Response

### Progress Status:

Plan Created

### Response:

The Madison County School System has monthly finance committee meetings as well as the finance officer present at each board meeting. During these meetings a tremendous amount of time is spent not only on the current resources available, but also on looking ahead and planning things that will need to be done in the future to preserve and upgrade our resources. As our budget shrinks every year and grants have expired, we have been able to sustain programs and services because we did plan ahead knowing that we were going to be using these resources. Part of the duties of the finance committee is to have a long range plan and solve potential resources challenges before they occur. Analyzing enrollment trends by school is becoming increasingly important in the process. The system has also adopted a building program wherein they took into consideration requests and needs from all of the schools. The building program is in the beginning stages and it should upgrade or enhance all of our schools and take care of the major needs that we have that will bring our facilities up to the standards for the foreseeable future. Individual schools have also become involved in this process by creating their own committees to identify the resources they will need in the next five to ten



years and prioritizing them.

The Board of Education supports a three year facility plan and a system-wide strategic plan. Since the local, federal, and state budget is an annually approved document, and we have no control over the process other than to offer suggestions, we are limited in what we can plan for financially. However, we can plan for programs and capital outlay items which we prioritize in our spending as funds become available.

Our school system does program evaluation and uses data for decision making in order to stretch our limited resources farther. Examples are our energy savings program and our new lighting program wherein all lights were changed throughout the system. Analyzing data recently indicated we could save dollars by switching from oil to propane. Our annual budget is reviewed periodically to be sure we are operating in the black.

The attached framework provides a plan for how Madison County Schools will continuously analyze data and plan for future. This framework will be discussed during administrative meetings, and with stakeholders in June and July of 2015.

**Attachments:**

Madison County Schools Continuous Improvement Framework

**Reviewer Response**

**Status:**

**Response:**

**Diagnostic/Evaluation Criteria**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
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2	All staff and students will be provided a safe, orderly and caring environment	Objectives: 1 Strategies: 4 Activities: 5	Organizational	\$10500

## Goal 1: Beginning with the 2014-2015 school year, all schools and all state mandated tested areas will meet standard growth and proficiency annually, as measured by the EVAAS Value Added Report and developmental scale EOG/EOC scores.

### Measurable Objective 1:

A 10% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency which will result in a decrease in the number of students who are non-proficient in English Language Arts by 06/30/2015 as measured by developmental scale scores on the End of Grade and End of Course tests..

### Strategy 1:

Data Teams - District data Teams will meet at least quarterly and School Data Teams will meet at least once every four weeks to monitor student achievement, progress monitor student interventions, and make recommendations for budget allocations

Activity - Data Analysis/Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Principals will meet regularly to assess student progress based on data analysis and team discussions aimed at individual student achievement. Data analysis in professional learning teams will support student progress and measure the effectiveness of intervention programs. District data analysis will occur quarterly to assure an alignment between district resource allocation and school needs based on data.  Schools: All Schools	Academic Support Program	07/01/2014	06/30/2015	\$20000	State Funds, Title I Part A, Other	District and School Personnel

### Strategy 2:

Professional Development - Teachers will continue to receive support in the Common Core and Essential Standards, establishing professional learning teams, conducting learning walks, increasing classroom rigor and utilizing a common instructional framework

Activity - Common Core/Essential Standards training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school personnel will work together to develop pacing guides and common assessments and to train teachers in professional learning teams to effectively deliver the new curriculum  Schools: All Schools	Professional Learning	07/01/2014	06/30/2015	\$15000	Other, Title I Part A, State Funds	District Personnel

### Strategy 3:

Response to Instruction - Instructional interventions will be utilized to make sure that students are making progress toward learning targets.

## Progress Assessment

Madison County Public Schools

Activity - Research Based Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide appropriate, timely interventions through Rtl to support achievement in reading for all students Schools: All Schools	Academic Support Program	07/01/2014	06/30/2015	\$22500	Title II Part A, Title I Part A, State Funds	District Personnel and School Personnel

### Measurable Objective 2:

A 10% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency indicating a decrease in the number of students who are non-proficient in Mathematics by 06/30/2015 as measured by developmental scale scores on the End of Grade/Course tests..

### Strategy 1:

Data Teams - District data Teams will meet at least quarterly and School Data Teams will meet at least once every four weeks to monitor student achievement, progress monitor student interventions, and make recommendations for budget allocations

Activity - Data Analysis/Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Principals will meet regularly to assess student progress based on data analysis and team discussions aimed at individual student achievement. Data analysis in professional learning teams will support student progress and measure the effectiveness of intervention programs. District data analysis will occur quarterly to assure an alignment between district resource allocation and school needs based on data. Schools: All Schools	Academic Support Program	07/01/2014	06/30/2015	\$20000	State Funds, Title I Part A, Other	District and School Personnel

### Strategy 2:

Professional Development - Teachers will continue to receive support in the implementation of the Common Core and Essential Standards, establishing professional learning teams, conducting learning walks, increasing classroom rigor and utilizing a common instructional framework

Activity - Common Core/Essential Standards training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school personnel will work together to develop pacing guides and common assessments and to train teachers in professional learning teams to effectively deliver the new curriculum Schools: All Schools	Professional Learning	07/01/2014	06/30/2015	\$15000	Other, Title I Part A, State Funds	District and School Personnel

### Strategy 3:

Response to Instruction - Instructional interventions will be utilized to make sure that students are making progress toward learning targets.

Activity - Research Based Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Progress Assessment

Madison County Public Schools

Provide appropriate, timely interventions through Rtl to support achievement in math for all students  Schools: All Schools	Academic Support Program	07/01/2014	06/30/2015	\$25000	Title II Part A, Other, Title I Part A, State Funds	District and School Personnel
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### Measurable Objective 3:

A 10% increase of Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Students with Disabilities students will demonstrate a proficiency indicating a decrease in the number of students who are non-proficient in English Language Arts by 06/30/2015 as measured by developmental scale scores on the End of Grade/Course tests.

### Strategy 1:

Response to Instruction - Through Rtl and school data teams, school personnel will provide intensive interventions in Mathematics and English Language Arts to address the specific academic needs of students with disabilities

Activity - Research Based Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School data teams will analyze student growth through progress monitoring, baseline data, state and district assessment data, utilizing specific programs such as Foundations, Corrective Reading and Guided Reading.  Schools: All Schools	Academic Support Program	07/01/2014	06/30/2015	\$20000	Title I Part A, Other, State Funds	District and School Personnel

## Goal 2: All staff and students will be provided a safe, orderly and caring environment

### Measurable Objective 1:

collaborate to continue to provide staff and students with a safe, orderly and caring environment by 06/30/2015 as measured by responses to stakeholder survey.

### Strategy 1:

Positive Behavior Intervention Supports (PBIS) - Students will develop knowledge and skills necessary to make positive decisions

Activity - Instruction in PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and staff will be given the training to develop PBIS programs in each of our schools. Instruction will also support character education, anti-bullying and Internet safety  Schools: All Schools	Behavioral Support Program	07/01/2014	06/30/2015	\$5000	State Funds, Title I Part A	District and School Personnel

### Strategy 2:

Facilities and Health Training - Provide appropriate, adequate, and efficient facilities to enhance the learning environment of all students

**Progress Assessment**

Madison County Public Schools

Activity - Yearly Mandatory Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in federal and state mandated trainings such as bloodborne pathogens, diabetes and asthma Schools: All Schools	Professional Learning	07/01/2014	06/30/2015	\$0	No Funding Required	District and School Personnel

Activity - Facilities Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to monitor existing capital projects and long-range facilities planning Schools: All Schools	Other	07/01/2014	06/30/2015	\$5000	Capital Improvement Fund, State Funds	Superintendent, Maintenance Director, District and School Personnel

**Strategy 3:**

Healthful Living - Implement a coordinated healthful living program in all grade levels

Activity - Healthful Living	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in various healthy initiatives at their schools including SPARK Fitnessgram, healthy snacks and food choices, and increased physical activity Schools: All Schools	Other	07/01/2014	06/30/2015	\$500	Other	District and School Personnel

**Strategy 4:**

Crisis Management - Staff will receive training on roles and responsibilities in the event of a crisis

Activity - Crisis Management Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in training that will increase knowledge of how to respond in a crisis situation Schools: All Schools	Professional Learning	07/01/2014	06/30/2015	\$0	No Funding Required	District and School Personnel