

James Madison Middle School



2014-15 School Improvement Plan

James Madison Middle School

3375 DAIRY RD, Titusville, FL 32796

<http://www.madison.brevard.k12.fl.us>

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

60%

Alternative/ESE Center

No

Charter School

No

Minority

37%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	A

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	40
Appendix 2: Professional Development and Technical Assistance Outlines	44
Professional Development Opportunities	45
Technical Assistance Items	49
Appendix 3: Budget to Support Goals	50

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

James Madison Middle School's mission is to meet the educational needs of each student through P.R.I.D.E.

Provide the school's vision statement

James Madison Middle School's vision is to provide a safe, collaborative learning community that develops productive citizens and continues to strengthen the foundation for college and career readiness.

School Environment

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

Students are placed on teams at James Madison Middle School. Thus the core teachers for Social Studies, Science and Language Arts share the same students. Teachers are provided common planning time for team planning. The week prior to school start, teachers review data on each of their students and ensure awareness of exceptional education and medical needs. Teachers also utilize the first week of school in team building activities with their classrooms. James Madison Middle School offers a Back to School Night in August to meet families and bridge to the community. Parent and student surveys are administered annually and the data is used for planning in the new school year.

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

James Madison Middle School abides by a schoolwide theme of Mohawk P.R.I.D.E. P = Personal Responsibility, R = Respect, I = the individual, D = Dedicated to Safety, E = Engaged Learner. These school wide expectations are applicable to all adults and students anywhere on campus at all times. The school employs a School Resource Officer. Teachers and administration supervise all transition times as well as breakfast and lunch. James Madison Middle School has a Anti-Bullying Club as well as anonymous ways to report concerns. Perimeter doors to the school are locked during the school day. James Madison Middle School has a "Mohawk Patrol" (student helpers). Students are provided with an AGENDA the first week of school which incorporates the school handbook. The media specialist teaches internet safety and cyber-bullying awareness/prevention to all students. We offer a social-personal class for those students with intensive needs.

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

James Madison Middle School began implementation of Culturally Responsive Positive Behavior Intervention Support during the 2013-2014 school year. James Madison Middle School staff work with students on clear expectations, offer reassignment when necessary, and has a referral process in place.

James Madison Middle School abides by a school wide theme of Mohawk P.R.I.D.E. P = Personal

Responsibility, R = Respect, I = the individual, D = Dedicated to Safety, E = Engaged Learner. These school wide expectations are applicable to all adults and students anywhere on campus at all times. "Dream Bucks" are utilized as a positive incentive program in addition to Positive Referrals and Positive Postcards. Student behaviors are tracked for MTSS using an Observed Student Behavior Report form. The Observed Student Behavior form tracks both student behaviors and teachers' interventions to assist the student in remaining in the classroom. The PBS Tier I team meets monthly to review data, brainstorm, problem solve, and to then follow up in a faculty meeting with plans and providing teachers with the previous month discipline data, attendance data, and comparison of data to previous school year. The data is reviewed for school wide trends as well as specific data to students and teachers. Teachers have been provided a Discipline flowchart to assist them in categorizing behaviors deemed to be teacher or administratively managed; as well as the discipline referral process.

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

James Madison Middle School employs a full time school counselor as well as a full time guidance service professional. In addition, a school psychologist is on campus one day a week and an outside counseling agency is available for student needs. James Madison Middle School has a two-day a week "BRIDGES" program in lieu of out of school suspension, where students are counseled towards better ways to show PRIDE. In addition, James Madison Middle School participates in the North Brevard C.A.R.E. program, where mentors work with families in lieu of out-of-school suspension.

Early Warning Systems

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

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

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

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

Indicator	Grade Level		Total
	7	8	
Attendance below 90 percent	67	26	93
One or more suspensions	27	40	67
Course failure in ELA or Math	17	6	23
Level 1 on statewide assessment	45	58	103

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

Indicator	Grade Level		Total
	7	8	
Students exhibiting two or more indicators	40	23	63

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

The principal compiled a listing of all students who exhibit one or more Early Warning System indicators noted above. This listing also included a column representing each other subgroups such

as grade, race, ESE status, and LEP status. Those with two or more Early Warning Indicators were highlighted in yellow, three or more in blue (15 students), and all four were highlighted in orange (3 students). The listing was disseminated to all faculty and discussed within a Coach/Administrative team meeting as well as a School Based Leadership Team Meeting (inclusive of guidance and department chairs and union representative) and finally within a faculty meeting. The 12-month assistant principal will schedule and facilitate the mandatory parent meeting, with the assistance of the school counselor, for the 63 students who exhibit two or more indicators. The principal will formally invite (via letter invitation mailed) the parents to this night meeting, as well as provide the information for all before/after school and Saturday academic support sessions. In addition, the principal will send home the information for all before/after school and Saturday academic support sessions to all students who scored at Level 1 in either reading or math, and these 63 students. Faculty and administration will include discussion of these indicators (and document) when conferencing with parents of students who exhibit Early Warning System Indicators.

Attendance: James Madison Middle School is an A/B block school and thus teachers have students in class every other day for 90 minutes. Those students who exhibit two or more Early Warning System indicators with one being attendance, will be monitored at least every two weeks by the Guidance Service Professional. The GSP will collaborate with the school counselor and the PBS Team Leader within their Collaborative Mutual Accountability (CMA team) in order to brainstorm and implement ideas for improvement. All meeting notes will be submitted to the principal.

The following procedures have been put in place by the principal:

1. Accurate daily attendance will be taken by teachers within first 15 minutes of class. The school secretary will run a report within the first 30 minutes of each block and sends a reminder email if attendance is not input. The teacher will immediately notify the administrator in charge of the grade level if there a discrepancy within the attendance record for that day (example, student is absent that block but was not marked as absent the previous block). If a student misses their class three times in a row, the teacher initiates and documents a call home.
2. There is a daily automated call that is sent out by the front office clerk to the homes of all absent students at the close of the day daily. The front office clerk prints this daily report and places it in the attendance binder.
3. The front office clerk runs three reports on the first school day of each month:
 - *Students with 2 or more unexcused absences in any block for each block for that month
 - *Students with 3 or more unexcused absences in any block for each block to that point in the semester
 - *Students with 10 more unexcused absences in any block for each block to that point in the semesterA copy of each of these reports is given to all administrators, the school counselor, the guidance service professional (GSP), and one is placed in the attendance binder.
4. The front office clerk creates a Brevard Public Schools IPST attendance checklist sheet for each student on the list. This same documenting sheet is then filed in an Attendance IPST binder and utilized for tracking purposes throughout the school year.
5. The GSP will provide contact to the homes of those students on the 2nd report, and will schedule an attendance meeting to include: student, parent, school counselor, and the administrator who is charge of the grade level. Teachers of impacted blocks will be invited also. An invitation letter will be mailed to the parents. Documentation will be placed on the IPST checklist, as well as a copy of the invitation letter. The school counselor will facilitate the IPST meeting. Attendance plan will be developed within the meeting, and documentation will be completed on the IPST checklist.
6. The GSP will make contact with those students on the 3rd report, she will call the home of the student and will schedule an attendance meeting to include: student, parent, guidance service professional, guidance counselor, at least one teacher in an impacted block, and the administrator who is charge of the grade level. All teachers of impacted blocks will be invited to attend. An invitation letter will be mailed to the parents. Documentation will be placed on the IPST checklist, as well as a copy of the invitation letter. The school counselor will facilitate the IPST meeting. Attendance plan will be readdressed within the meeting, and documentation will be completed on the IPST checklist. The GSP will scan the IPST Attendance Checklist (and include any other pertinent information) to the BPS

truancy officer and will copy administrator in charge of that grade level as well as principal and school counselor. The truancy office may follow thru with: home visit, telephone call, contact student, mail letter.

7. If any student reaches 15 or more unexcused absences within the semester, the administrator in charge of that grade level will contact the parent and document on the IPST. That administrator will then scan the IPST Attendance Checklist (and include any other pertinent information) to the BPS truancy officer and will copy principal, GSP and school counselor. The truancy office may follow thru with: referring to Department of Juvenile Justice (Crosswinds) as a Habitual Truant and/or to the District Attorney's office for Parental Prosecution. The administrator in charge of the grade level will continue to monitor the student weekly and update the truancy officer and principal and school counselor and GSP.

The principal will share school wide data with all faculty each 20 days, in comparison to the previous three school years.

Out of School Suspensions: Positive Behavior Intervention Support will be utilized school-wide under the direction of the 10-month assistant principal. Those students who exhibit two or more Early Warning System indicators with one being ISS/OSS, will be monitored at least every two weeks by the PBS Team Leader. The PBS team leader will collaborate with the school counselor and the GSP within their Collaborative Mutual Accountability (CMA team) in order to brainstorm and implement ideas for improvement. All meeting notes will be submitted to the principal.

James Madison Middle School has two alternatives to out-of-school suspension. One is a type of in-school-suspension offered two days a week and focused on proactive plans to change the behavior (BRIDGES) and is facilitated by the GSP. The other is our Community, Alternatives, Resources and Education (C.A.R.E.) program in which community mentoring and family support is offered, and is provided through both assistant principals.

The following procedures have been put in place by the principal:

1. One assistant principal is in charge of 7th grade and one is in charge of 8th grade. Each time a student is referred on a discipline referral, the administrator in charge will review that student's discipline record, attendance record, state-wide assessments, and grades to discuss with the student. All conversations/conferences with parents will include discussion of these indicators also.
2. All alternatives to out-of-school suspension will be exhausted prior to consideration of out-of-school suspension.
3. The "No GO" policy will be reinforced with each discipline referral. This document is attached to the discipline referral by the data clerk and reviewed with the student by the administrator. This notifies the student that s/he may not attend any special events during the school day or after the school day unless behavior improves (as noted by teacher signature) for 10 days. If the student's behavior merited an out-of-school suspension, the timeline extends to 20 days. The "NO GO" list includes all students who have had a discipline referral that referral and all who have been suspended out of school. It will also indicate those who have are remaining on the list from previous weeks. This list will be sent out by the data clerk at the beginning of the day on the first school day of each week to the following for appropriate follow up: Athletic director, all administrators, PBS team leader, school counselor.
4. On the first school day of every month, the data clerk runs the following reports and copies to administration: A copy of all but the first report will also be provided to the PBS team leader.
 - *Student discipline events by teacher
 - *Students with one or more ISS or OSS days
 - *Event type for each discipline referral for that month
 - *Students with 2 or more discipline referrals for that month
 - *Students with 3 or more discipline referrals for that semester
5. The first report will be shared individually with faculty in monthly PBS faculty meetings. Administration will monitor and provide appropriate support to individual teachers as appropriate.
6. The second report will be utilized within the EWS indicator CMA for support of students through intervention plans.
7. The third report will be utilized within PBS meetings in order to plan for schoolwide trends. The

agenda and meeting notes from all PBS meetings will be submitted to the principal. The school wide trend plans will be shared with faculty in monthly PBS faculty meetings.

8. Administrators in charge of grade level, in collaboration with the school counselor will utilize the final two reports for setting up MTSS meetings in order to create appropriate written behavior plans for Tier II and ultimately Tier III interventions. The behavior analyst, the school psychologist and the school staffing specialist will be included as appropriate.

Course Failures: Those students who exhibit two or more Early Warning System indicators with one being a course failure in ELA or math, will be monitored at least every two weeks by the School Counselor. The School Counselor will collaborate with the GSP and the PBS Team Leader within their Collaborative Mutual Accountability (CMA team) in order to brainstorm and implement ideas for improvement. All meeting notes will be submitted to the principal.

James Madison Middle School has three academic support programs under the direction of the 12-month assistant principal. One is our before/after school support. One is our POWER HOUR within the school day on select Wednesdays and one is our SUPER SATURDAY support on four Saturdays. In addition, James Madison Middle School offers Course Retrieval options under the direction of the 12-month assistant principal.

The following procedures have been put in place by the principal:

1. Teachers are expected to provide interventions for students in danger of failing. Teachers are expected to differentiate instruction for those students who are struggling, and to progress monitor students for academic improvement.
2. On the 2nd and 4th Wednesday of each month, the data clerk will run "D" and "F" grade reports and provide a copy to administration and school counselor. This report will be utilized within the EWS indicator CMA for support of students through intervention plans.
3. The individual teacher report will be provided to each teacher by the data clerk in order for the teacher to follow up appropriately with interventions within the classroom and collaborate with peers within their department PLC for teaching strategies. Support of these teaching strategies will be provided from coaches.
4. The school counselor will personally meet with all students on the report for goal setting and progress monitoring.
5. The school counselor will call the home of the student who remains on the report all month, and will schedule a MTSS meeting which she will facilitate in order to create appropriate written academic support plans for Tier II, and ultimately Tier III interventions as appropriate. All teachers of the failing course, the student, and the administrator in charge of the grade level will be invited. The school psychologist and staffing specialist will be included as appropriate. An invitation letter will be mailed to the parents. Documentation will be placed in the MTSS folder, as well as a copy of the invitation letter.
6. The school data clerk will run the "D" and "F" reports on the date that interim reports post and the date that report cards post, and provide those reports to the school counselor and administration. Appropriate follow up through MTSS meetings will occur.
7. Teachers will conference with parents and students who earn a "D" or "F" on interim reports or report cards in order to create intervention plan with the parent and student. Documentation of the conference will be given to the school counselor.
8. Accurate monthly IPST and MTSS meeting schedules will be provided by the school counselor to administration by the last school day of the previous month, and updated weekly as needed.

Level 1: As previously noted, James Madison Middle School has three academic support programs under the direction of the 12-month assistant principal. One is our before/after school support. One is our POWER HOUR within the school day on select Wednesdays and one is our SUPER SATURDAY support on four Saturdays. In addition, students who achieved at a Level 1 or 2 as measured by the FCAT 2.0 Reading Assessment of 2014 are assigned a reading intervention course.

The following procedures have been put in place by the principal:

1. All teachers identify their students who score within the lowest 25% in both reading and math.
2. Collaborative Mutual Accountability (CMA) teams track the students who performed in the lowest 25% and plan interventions for them.

3. Students who achieved at a Level 1 or 2 as measured by the FCAT 2.0 Reading Assessment of 2014 are assigned a reading intervention course and within that course, they must set individualized achievement goals and progress monitor those goals.
4. Teachers will dedicate time with technology use of students as most of the Florida Standardized Testing will be computer based assessments.
5. Teachers' assessments will include Florida Standardized Testing questioning format.
6. Progress monitoring of all students will occur within department PLCs allowing for data driven instruction.
7. Every effort will be made to create an organized, clear testing schedule free of technology glitches for all standardized testing to facilitate a stress-free environment.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

James Madison Middle School works diligently to build a positive relationship with all stakeholders by inviting parents and community members to become a volunteer and/or a business partner and attend events such as Fuel Up to Play Night, Book Fair Night, Band Spaghetti Dinner, Concerts, Basketball Games, Track and Field, or to become a member of our School Advisory Council. Madison also offers opportunities for families to join us during our Open House and Parent-Teacher Conference Nights. We provide information to all stake holders in the form of our monthly School Newsletter, "Connects" Phone Calls home, as well as utilizing our Marquee, our webpage, and Edline.

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

James Madison Middle School's Business Partner Coordinator acts as a liaison between the school and community. The coordinator seeks out partners through meetings, district contacts, and personal contacts. In addition, community members contact the school seeking ways to help. The coordinator works with each community member/group to establish beneficial partnership following the guidelines provided by the district. The coordinator attends the Business Partner Fair annually, then attends monthly meetings to establish partnerships and/or strengthen current partnership. Business partners are asked to provide assistance with the needs at our school such as; donations of food, clothing, school supplies and hygiene products for our closet that assists our families in need, and help fund the Principal's lunch account, which allows students with no money to purchase lunch. Some of the ways that our partners are recognized are in our newsletter, on the website, and at staff meetings. In addition, James Madison Middle School works with the C. A. R. E. program (Community, Alternatives, Resources, and Education) to engage the school, community members, businesses, churches, and organizations as partners in our children's education. Assistant principals offer the C.A.R.E. program as an alternative to out-of-school suspension. If the parent agrees to participate in the C.A.R.E. program, the assistant principal contacts the Community Support Group Liaison (CSGP) to indicate that there is a

parent that would like to participate. The school administrator will have gained parental permission to share the parent contact information with the CSGP. The CSGP will then contact CSGP volunteers to identify a person to work with the parent and the student. Contact with the parent by the volunteer will be made within 24 hours of notification. The CSGP liaison will then schedule a time begin developing the student plan, and will notify the assistant principal of that plan within 48 hours of the parent and student signing off on the plan. Subsequently, the assistant principal will receive the copy of the student/parent intervention plan. All of this is documented within the C.A.R.E. handbook.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Tomlinson, Sherry	Principal
Torres, Josh	Assistant Principal
Tagye, Rebecca	Assistant Principal
Higham, Lisa	Instructional Coach
Ellis, Angela	Teacher, K-12
Kerschensteiner, Loren	Instructional Coach
Rassman, Todd	Instructional Coach
English, Shandra	Guidance Counselor

Duties

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

The principal provides a common vision for the school through the use of data. The principal leads weekly administrative meetings, and administration (under the principal's leadership) meet with academic coaches to ensure monitoring of the school improvement process. The school counselor, guidance service professional, and department chairs meet together monthly in order to ensure that plans are implemented with integrity. The leadership team also analyzes data and oversees the implementation of academic programs and initiatives to meet the goals of our SIP. In addition, members of the leadership team provide modeling in classrooms and plan and deliver professional development based on the needs of the staff. The principal ensures resources for professional development (scheduling time, providing the facilitator or facilitating herself, and ensuring proper funding).

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

James Madison Middle School has a built in Multi-Tiered System of Support (MTSS). The school administrators, coaches, and guidance personal meet to identify trends and work toward solutions for students who need academic/behavioral support. Select Wednesdays of each month will be utilized

for a type of "walk to intervention" time. Students will be assigned to teachers specific to their academic needs and will remain in those groupings to receive intervention/enrichment from 3:00-4:15 on specific Wednesdays. Academic coaches (literacy, science, math) will create the lesson plans for those implementing them. The guidance and administration teams provide support for students experiencing difficulty with appropriate behavior through conferencing and helping to formulate individual behavior plans. ASP funds are used to support reading and mathematics instruction through before and after school programs, and through targeted Saturday school sessions beginning in February. Our focus this school year, though, is to ensure implementation fidelity to the Standards in Tier I.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Sherry Tomlinson	Principal
Rebecca Tagye	Teacher
Mirtha Howard	Teacher
Rhonda Marynec	Teacher
Todd Rassman	Teacher
Gloria Bartley	Business/Community
Edna Flowers	Education Support Employee
Julie Clements	Parent
Pamela Gillingham	Parent
Kimberly Hernandez	Parent
Amy Lemerise	Parent
Cheryl Martin	Parent
Jamie Maynard	Parent
Michele Worthington	Parent

Duties

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

Evaluation of last year's school improvement plan

Last year's school improvement plan was implemented with fidelity and was progress monitored. The student achievement outcomes were disappointing.

James Madison Middle School focused on implementation of the Gradual Release of Responsibility (GRR) Model as was recommended to us within the district sponsored Instructional Review which occurred in May 2013. We also implemented Culturally Responsive Positive Behavior Intervention Support (CRPBIS). Faculty and administration created a rubric for each of these goals (GRR, CRPBIS) and then participated in quarterly walk thrus to track data throughout the year for progress monitoring. We were pleased that we were able to observe a greater amount of the classroom engaged in "We do" and "You do together" rather than simply moving from "I do" to "You do". In regards to CRPBIS, celebrations focused around putting many new processes in place to include: School-wide expectations, Rules for every work space developed around expectations, Dreambuck inventives, School store for Dreambucks, Attendance recognitions, Home Connection notifications,

Conference forms, Revised discipline referral, Positive referral, Revised detentions, Positive postcards, the implementation of our BRIDGES program and students were scheduled on MESH teams. We saw an overall decrease in the number of incidents requiring a discipline referral, and an increase in attendance. However, we also saw a decrease in student achievement as measured by the grading system of Florida. This information was shared with our School Advisory Council.

Development of this school improvement plan

A team from James Madison Middle School attended the DA training in July 2014 to start the process for deciding the direction for the SIP after having disaggregated our 2013-2014 school wide data. After sharing this direction with those that volunteered to be part of our problem solving session, we went through the problem-solving process and the focus was narrowed to standards-based instruction, along with a need to establish a more positive culture throughout the school. At the August 2014 SAC meeting, this information was shared with members. The committee agreed with the direction of the SIP. A Differentiated Accountability (DA) review was completed for James Madison Middle School in September, 2014 which further clarified our focus.

Preparation of the school's annual budget and plan

The Principal reviews the recommendations from the district for allocating funds. She then reviews school priorities and considers the past year's spending in order to create a draft budget plan. The principal then shares the budget information with School Advisory Council committee members, as well as faculty members, and seeks feedback. The SAC votes on the budget. The budget is then finalized and submitted for approval from the School Board.

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

Funding was utilized last school year for staff development and materials/resources school-wide. Funding was utilized for five staff members to attend the summer state Common Core training and bring back the information to faculty.

The Academic Support Program funded before/after school intervention time, as well as summer intervention time.

Funding was utilized to support the implementation of Positive Behavior Support (printing of new discipline referral, detention slips, positive referral, positive postcards, conference report, expectations, rules etc).

Funding was utilized to pay substitute teachers in order for teachers to attend staff development.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Higham, Lisa	Instructional Coach
Tomlinson, Sherry	Principal
Torres, Josh	Assistant Principal
Tagye, Rebecca	Assistant Principal
Howard, Mirtha	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The LLT team organizes events and programs through out the school year which promote literacy. These events have included Scholastic Book Fairs and Celebrate Literacy Week.

The LLT uses data to determine trends within reading comprehension and to guide school based professional development driven by the School Improvement Plan. The data focuses on use of standards based instruction and text complexity by way of:

- supporting 'unpacking' standards
- supporting text complexity standards such as close reading, rereading, higher order thinking, and text dependent questions
- supporting vocabulary building strategies
- supporting use of media specialist and technology
- providing text based writing opportunities (Literacy Design Collaborative modules)

Madison's Literacy Coach provides professional learning opportunities for all staff by facilitating professional learning communities, department meetings, before school trainings, and individual teacher support by way of emails, modeling, co-teaching and conferences. The Literacy Coach also works closely with the media specialist to incorporate technology.

Public and Collaborative Teaching

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

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

Professional Learning Communities, set up by common departments, are utilized to foster teacher collaboration specifically targeting collaborative planning, instruction, and assessment. Teachers attend weekly PLC meetings with the goals of planning common strategies, formative and summative assessments, and discussing student data. The majority of departments meet during their common department planning time, however the principal also has scheduled before school time if needed. Teachers also have common planning time set up by MESH teams in order to collaborate and problem solve regarding specific students they share who may qualify for Tier 2 interventions through our MTSS program. Teachers also group in Collaborative Mutual Accountability (CMA) teams to share best practice and focus their attention on the performance of those students who score in the lowest 25%.

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

The principal places ads for new positions on the district website and a team of school leadership interviews candidates. If the teacher is new to our county, s/he works with the assistant principal to complete the Brevard County Beginning Teacher Induction Program with the support of an assigned mentor. In addition, specific professional development opportunities are provided to the new teacher and a district assigned peer mentor teacher is offered. Observations, support and feedback are offered to the

new teachers by administration and mentor teachers. Teachers have opportunities to observe peers both on campus and at other schools.

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

The school follows the Brevard County Induction Program guidelines. Madison provide induction information for new teachers as a support. New teachers and teachers new to the district are paired with veteran teachers.

District induction contact mentors new teachers through professional development. We also provide opportunities for new teachers to observe distinguished teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Through departments, coaches and/or department chairs meet weekly with teachers using the new Florida Standards and test item specifications to align instruction. Time is allocated during the morning multiple times monthly, and common planning by department and by MESH teams are allocated on the master schedule. Teachers are encouraged to utilize cPalms as a resource for lessons and common assessments. Instructional coaches assist with planning, modeling, co-teaching, and professional development.

Instructional Strategies

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

Teachers analyze common assessment data, formative assessment data, and specific student data (readiness, learning style, interests) in order to differentiate instruction. Teachers collaborate and analyze data through the Department PLC Model and plan appropriate differentiation strategies. Mathematics and science teachers utilize Blended Learning Units to target specific areas of state assessments in which students may need extra support. Teachers utilize formative assessments to determine whether students are learning, and modify instruction as needed to accommodate students who are struggling as well as students who may have already learned the information.

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

Strategy: Before School Program

Minutes added to school year: 2,000

The Academic Support Program will be provided outside of the regular school day (typically Mondays, Wednesdays, Fridays before school). Students on campus before the start of the school day will be working through core content material that supports the state assessments. The purpose of this time is to provide targeted instruction in math and language arts/reading, as well as science. Students who have one or more of the Early Warning Signs will receive a special invitation provided by the assistant principal in charge of the Academic Support Program. Teachers will be funded through the Academic Support Program budget.

Strategy Rationale

To provide extra instructional time to targeted students in order to close achievement gaps.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Torres, Josh, torres.joshua@brevardschools.org

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

Data will be monitored through the data chats of departments tracking student performance. When computerized programs are utilized, those reports will be monitored.

Strategy: Extended School Day

Minutes added to school year:

Ten select Wednesdays will be utilized for a type of "walk to intervention" time: POWER HOUR. Students will be assigned to teachers specific to their academic needs and will remain in those groupings to receive intervention/enrichment from 3:00-4:15 on specific Wednesdays. Academic coaches (literacy, science, math) will create the lesson plans for those implementing them.

Strategy Rationale

To provide targeted intervention time during the school day as many students are not able to come to Madison before/after school or on Saturdays due to lack of transportation.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Torres, Josh, torres.joshua@brevardschools.org

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

Data will be monitored through the data chats of departments tracking student performance. When computerized programs are utilized, those reports will be monitored.

Strategy: Weekend Program

Minutes added to school year: 720

Students with low performing results on the 2014 FCAT Reading and Mathematics assessments will be invited to four Saturday school sessions from 8:30 to 11:30 on February 21, February 28, March 7, and March 14. These sessions will incorporate interdisciplinary units linking reading, mathematics, and science in order to increase student achievement on the 2015 State Assessments. This will be funded through the Academic Support Budget. Students who have one or more of the Early Warning Signs will receive a special invitation provided by the assistant principal in charge of the Academic Support Program. Academic coaches (literacy, science, math) will create the lesson plans and provide PD to those implementing them.

Strategy Rationale

To provide extra instructional time to targeted students in order to close achievement gaps.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Torres, Josh, torres.joshua@brevardschools.org

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

A pre and post test will be administered, as well as collection of formative data for progress monitoring each week.

Student Transition and Readiness

PreK-12 Transition

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

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

James Madison Middle School offers a transition day for 6th graders who are our incoming 7th graders. Current National Junior Honor Society and Student Government members escort these students around the campus through MESH courses, they have lunch together, and are exposed to some of the elective class offerings. We also offer a 6th grade parent night as a question and answer session for the parents of our incoming 7th graders. We recruit students from the neighborhood high school to come in and volunteer at our school. These students become friendly, recognizable faces to our 8th grade students when they move on to high school.

College and Career Readiness

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

Advanced Classes

Geometry at the High school

Career and Technical Classes

James Madison Middle School has a College Readiness (CR) program in which students apply in order to take advanced classes.

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

Middle School students do not take Microsoft Office Industry Certifications during their time in the middle school; they take these in the high school. We anticipate that middle school students will be given an opportunity to do a Computer Applications certification opportunity in the future.

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

Guidance counselors from the high school that we feed to (Astronaut High School) come to present courses and Academies which are supportive of the CTE programs and certifications which can lead to careers in those fields of study. At present, there are no middle school certification tests available, but this could change. Career and Technical Education courses are reviewed and explained in order for students to begin thinking about high school CTE programs and which schools offer them. Students are required, before leaving the required Career Wheel classes, to prepare a high school course plan which identifies which career cluster or CTE program is of interest to them. James Madison Middle School offers guest speakers from different career fields to speak with our students (how they got started, background, education, jobs leading up to etc) and answer student questions. This helps in making the connection between school and community as well as giving our students an opportunity for more insight.

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Positive Learning Culture
- G2.** Rigorous Standards-Based Instruction

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Positive Learning Culture 1a

G047003

Targets Supported 1b

Indicator	Annual Target
Students in seventh grade exhibiting two or more EWS indicators	13.0
Students in eighth grade exhibiting two or more EWS indicators	7.0

Resources Available to Support the Goal 2

- Allocation of Time: Early Release, Common Planning
- School-wide Positive Behavior Support
- Professional Development Opportunities (Inclusive of PD360)
- School Personnel

Targeted Barriers to Achieving the Goal 3

- Beliefs in one another and in our students (high expectations)

Plan to Monitor Progress Toward G1. 8

Student Discipline Event #s
OSS/ISS #s

Person Responsible

Rebecca Tagye

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Our data will decrease in comparison to former years.

G2. Rigorous Standards-Based Instruction 1a

G043206

Targets Supported 1b

Indicator	Annual Target
Math Gains	25.0
ELA/Reading Gains	25.0
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal 2

- Allocation of Time: Early Release, Common Planning
- Personnel: Math, Reading and Science Coach, Leadership Team, District Resource Teachers
- Money: Academic Support Plan Allocation, School Advisory Council Budget
- Professional Development Days

Targeted Barriers to Achieving the Goal 3

- Teaching/Instruction (Understanding of rigor of Standards)

Plan to Monitor Progress Toward G2. 8

Administrative/Coach Meeting data tracking

Person Responsible

Sherry Tomlinson

Schedule

Monthly, from 10/6/2014 to 6/1/2015

Evidence of Completion

Classroom Walkthrough Data Improvement in lessons using Standards-Based Instruction
Common Assessment Data

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. Positive Learning Culture **1**

 G047003

G1.B1 Beliefs in one another and in our students (high expectations) **2**

 B116992

G1.B1.S1 Culturally Responsive Positive Behavior Intervention Support Continued Implementation and Growth **4**

 S128786

Strategy Rationale

James Madison Middle School surveyed faculty at the conclusion of the 2012-2013 school year regarding the possible implementation of Culturally Responsive Positive Behavior Intervention Support (CRPBIS). A team of community members, administration, faculty, and staff were trained during that summer. We began implementation during the 2013-2014 school year. Culturally Responsive Positive Intervention Support is a "framework for integrating issues of race, ethnicity, and culture ...", taken from OSEP Technical Assistance Center on Positive Behavior Interventions and Support, 2013).

Action Step 1 **5**

Positive Behavior Intervention Support Team will develop and administer survey to assess school climate and culture to students and staff and follow up with creation of and implementation of plans. The data will be disaggregated with results compared between the two groups.

Person Responsible

Rebecca Tagye

Schedule

Semiannually, from 8/18/2014 to 5/29/2015

Evidence of Completion

Survey Results

Action Step 2 5

Culturally Responsive Positive Behavior Intervention Support Overview Professional Development will be Provided

Person Responsible

Rebecca Tagye

Schedule

Semiannually, from 8/18/2014 to 1/14/2015

Evidence of Completion

Agenda

Action Step 3 5

Growth Mindset Overview Professional Development will be Provided

Person Responsible

Sherry Tomlinson

Schedule

On 10/15/2014

Evidence of Completion

Agenda

Action Step 4 5

Faculty and staff will utilize Dreambucs, positive referrals, and positive postcards. We will also implement "Mohawk PRIDE" parking spot for staff.

Person Responsible

Rebecca Tagye

Schedule

Daily, from 9/23/2014 to 5/29/2015

Evidence of Completion

Students utilizing positive incentives in school building for rewards and staff utilizing parking spot

Action Step 5 5

Culturally Responsive Positive Behavior Intervention Support (CRPBIS) team will develop a method for increasing positive morale by creating a wall of positive statements. The Mohawk Wall of positive statements will be placed in the common area to encourage morale of the faculty, students, and staff. Our Culturally Responsive Positive Behavior Intervention Support (CRPBIS) coach will add feathers with positive statements given to her by faculty and staff every Friday.

Person Responsible

Rebecca Tagye

Schedule

Weekly, from 10/10/2014 to 5/29/2015

Evidence of Completion

Feathers on wall

Action Step 6 5

Culturally Responsive Positive Behavior Intervention Support (CRPBIS) team will meet and present discipline data/plans to faculty monthly.

Person Responsible

Rebecca Tagye

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Agenda

Action Step 7 5

Culturally Responsive Positive Behavior Intervention Support (CRPBIS) coach, team leader, and administrator will meet with school bus drivers for training on Positive Behavior Intervention Supports.

Person Responsible

Rebecca Tagye

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Calendar

Action Step 8 5

Integration of student and teacher beliefs and creation of Core Belief Statements

Person Responsible

Sherry Tomlinson

Schedule

On 1/6/2015

Evidence of Completion

Faculty Agendas Core Belief Statements with "Looks Like/Sounds Like/Feels Like"

Action Step 9 5

Host a Substitute Teacher Open House and Review PBIS

Person Responsible

Josh Torres

Schedule

On 2/16/2015

Evidence of Completion

Agenda Plan

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

Early Warning Indicator System Data: Monthly Discipline Data (Incident numbers, numbers of student with referrals and ISS/OSS numbers), Attendance Data, Course Failure Data

Person Responsible

Rebecca Tagye

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Data (comparative to former school years)

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

Out of School Suspension Data

Person Responsible

Rebecca Tagye

Schedule

Annually, from 8/18/2014 to 6/1/2015

Evidence of Completion

End of Year Data Report Comparative to Former Years

G2. Rigorous Standards-Based Instruction 1

G043206

G2.B1 Teaching/Instruction (Understanding of rigor of Standards) 2

B105665

G2.B1.S1 Classroom Walkthrough System will be used with feedback from coaches and administration.

4

S126656

Strategy Rationale

James Madison Middle School had an Instructional Review conducted by Differentiated Accountability (DA) individuals from the Department of Education, as well as Brevard Public School employees. The walk thru data from this instructional review supported the need of a coaching cycle walkthrough system for rigorous Standards-Based Instruction. Through effective, timely feedback from coaches and administration, we will improve on understanding of, and application of rigorous Standards-Based Instruction.

Action Step 1 5

Develop a Walkthrough calendar with specific dates for the following, and implement:

a) Administration calibrated walks with feedback to teachers.

*Determine the focus for the month

b) Once per coaching cycle, administration and academic coaches will walk to calibrate and provide feedback.

c) Provide time for debriefing to determine and prioritize trends.

d) Determine differentiated coaching support for teachers.

-Electives and PE will receive support from district resource personnel as needed

e) Schedule implementation days and feedback days for administrative walkthroughs.

Person Responsible

Sherry Tomlinson

Schedule

Weekly, from 9/25/2014 to 6/1/2015

Evidence of Completion

Positive trends for classroom walkthrough data (Standards-based instruction and rigor)
Common Assessment Data

Action Step 2 5

Develop a Rigorous Standards-Based Instruction classroom walkthrough form and data collection instrument to then utilize for coaching focus calendar.

Person Responsible

Sherry Tomlinson

Schedule

Quarterly, from 9/25/2014 to 6/1/2015

Evidence of Completion

Positive trends for classroom walkthrough data (Standards-based instruction and rigor)
Common Assessment Data

Action Step 3 5

Principal will present Classroom Walk Thru and Data Collection Instrument Overview
1. With School Based Leadership Team
2. With Faculty

Person Responsible

Sherry Tomlinson

Schedule

On 10/16/2014

Evidence of Completion

Agenda

Action Step 4 5

Implementation of bell to bell instruction in classrooms. In walk thrus, administration will place an intentional focus on Lesson Delivery element of Rigorous Standards Based Instruction rubric in order to monitor.

Person Responsible

Sherry Tomlinson

Schedule

Daily, from 2/2/2015 to 6/1/2015

Evidence of Completion

Walk Thru Data

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

The classroom walk-thru form will be utilized

Person Responsible

Sherry Tomlinson

Schedule

Weekly, from 10/6/2014 to 6/1/2015

Evidence of Completion

Walkthrough data Discussion of trends Feedback to teachers Walkthrough calendar

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

Increase feedback to teachers to improve rigorous Standards-Based Instruction

Person Responsible

Sherry Tomlinson


Schedule

Weekly, from 10/7/2014 to 6/1/2015

Evidence of Completion

Positive trends for classroom walkthrough data of rigorous Standards-Based Instruction
Common Assessment Data

G2.B1.S2 Implementation of the Coaching Cycle through a Professional Learning Community (PLC) Model. **4**

 S130967

Strategy Rationale

The faculty of James Madison Middle School worked through departments to identify barriers and resources, then volunteer representatives worked to identify a strategy to address the barrier noted. The implementation of working through a Professional Learning Community Model was agreed upon. According to Richard DuFour, "Professional Learning Communities shift the focus of school reform from restructuring to reculturing". The focus is on learning rather on teaching by working collaboratively and holding interdependent members accountable for student achievement. Through our department Professional Learning Communities, we will improve on understanding of, and application of rigorous Standards-Based Instruction.

Action Step 1 **5**

Academic Coaches will survey teachers about Professional Learning Communities

Person Responsible

Todd Rassman

Schedule

On 8/29/2014

Evidence of Completion

The math coach will dis-aggregate the data using Survey Monkey and will plan professional development accordingly

Action Step 2 **5**

Professional Learning Community (PLC) Overview and Follow Up Professional Development will be provided

Person Responsible

Loren Kerschensteiner

Schedule

On 1/14/2015

Evidence of Completion

Agenda from Overview on 9/17 and the follow up PD on 1/14

Action Step 3 5

Principal will schedule Professional Learning Community (PLC) Professional Development and time for modeling of "the PLC work"

Person Responsible

Sherry Tomlinson

Schedule

On 10/17/2014

Evidence of Completion

Agenda

Action Step 4 5

Implement Instructional Framework in MESH

Person Responsible

Josh Torres

Schedule

Daily, from 12/1/2014 to 6/1/2015

Evidence of Completion

Instructional Framework Templates

Action Step 5 5

Pre-conference with department and/or individual teachers, sharing and discussing classroom walkthrough data, and communicating trends and monthly focus. Differentiated/Individualized coaching cycle in MESH (R).

Person Responsible

Lisa Higham

Schedule

Every 6 Weeks, from 10/9/2014 to 6/1/2015

Evidence of Completion

PLC agendas and minutes Forms for Coaching Feedback Coaching Calendars for Meetings
Admin Calendars for Feedback

Action Step 6 5

Professional Learning Community (PLC) members will develop goals based on classroom walkthrough trends.

Person Responsible

Todd Rassman

Schedule

Every 6 Weeks, from 10/9/2014 to 6/1/2015

Evidence of Completion

PLC agendas and minutes Classroom walkthrough observation data, trends, and focus.

Action Step 7 5

Professional Learning Communities will develop and implement action steps based on coaching focus.

- 1) Professional Development will be based on Action Steps.
- 2) Common Planning
- 3) Use of the Coaching Cycle

Person Responsible

Loren Kerschensteiner

Schedule

Weekly, from 10/9/2014 to 6/1/2015

Evidence of Completion

PLC agenda and minutes Classroom walkthrough observation data, trends, and focus

Action Step 8 5

Observation of implementation of action steps from coaching cycle.

Person Responsible

Sherry Tomlinson

Schedule

Quarterly, from 11/4/2014 to 6/1/2015

Evidence of Completion

Classroom walkthrough data for trends and focus

Action Step 9 5

Post Conference with Teachers

- 1) Post observation form
- 2) Classroom walkthrough data and observation of action-strategies

Person Responsible

Lisa Higham

Schedule

Every 6 Weeks, from 11/4/2014 to 6/1/2015

Evidence of Completion

Classroom walkthrough observation data Common assessment data

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

Admin/Coaching Cycle calendar will be followed

Person Responsible

Sherry Tomlinson

Schedule

Daily, from 10/6/2014 to 7/1/2015

Evidence of Completion

PLC agendas and minutes Classroom walkthrough observation data, trends, and focus
Feedback to Teachers

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

Reflection Admin/Coaching Meeting

Person Responsible

Sherry Tomlinson

Schedule

On 5/8/2015

Evidence of Completion

Classroom walkthrough data Common assessment data

G2.B1.S3 Implement Professional Learning Community Non-Negotiables. 4

S130973

Strategy Rationale

The faculty of James Madison Middle School worked through departments to identify barriers and resources, then volunteer representatives worked to identify a strategy to address the barrier noted. The implementation of working through a Professional Learning Community Model was agreed upon. According to Richard DuFour, "Professional Learning Communities shift the focus of school reform from restructuring to reculturing". The focus is on learning rather on teaching by working collaboratively and holding interdependent members accountable for student achievement. Through our department Professional Learning Communities, we will improve on understanding of, and application of rigorous Standards-Based Instruction.

Action Step 1 5

Development of Lesson Plan Overview Professional Development

Person Responsible

Sherry Tomlinson

Schedule

On 9/30/2014

Evidence of Completion

Agenda

Action Step 2 5

MESH and Reading teachers will be provided a substitute teacher for at least one full day in order to create KUD for grading period two and three in order to better understand rigor of Standards

Person Responsible

Josh Torres

Schedule

On 1/30/2015

Evidence of Completion

KUD for Standards

Action Step 3 5

Teachers will prepare and administer a minimum of three Standards-Based Common Assessments (at minimum: Grading Periods 2, 3, 4)

*Elective courses and Physical Education will use available assessments based on course standards.

Person Responsible

Josh Torres

Schedule

Annually, from 10/20/2014 to 6/1/2015

Evidence of Completion

Common Assessment Data Lesson Plan (backward design)

Action Step 4 5

GradeCam (To use as tool for disaggregating data) Overview Professional Development

Person Responsible

Loren Kerschensteiner

Schedule

On 10/8/2014

Evidence of Completion

Calendar

Action Step 5 5

Teachers will analyze all Common Assessment Data after each administration.

Person Responsible

Josh Torres

Schedule

Annually, from 10/20/2014 to 6/1/2015

Evidence of Completion

Common Assessment Data

Action Step 6 5

Teachers will adjust/develop instruction based on Common Assessment Data.

Person Responsible

Josh Torres

Schedule

Daily, from 10/20/2014 to 6/1/2015

Evidence of Completion

Lesson Plan (backward design)

Action Step 7 5

MESH and Reading teachers will be on track with common pacing for instruction.

Person Responsible

Josh Torres

Schedule

Biweekly, from 10/20/2014 to 6/1/2015

Evidence of Completion

Classroom walkthrough data Common Assessment Data Lesson Plan (backward design)

Action Step 8 5

Teachers will identify critical Standards for MESH (R) instruction and determine timeline to follow for each Standard leading up to state assessment.

Person Responsible

Josh Torres

Schedule

On 1/30/2015

Evidence of Completion

PLC Agenda Timeline (Science complete 1/22, SS 1/28, ELA and Reading 1/29, Math 1/30)

Action Step 9 5

Initiate and implement Professional Development to improve the understanding and application of lesson delivery based on the Standards

Person Responsible

Sherry Tomlinson

Schedule

On 2/16/2015

Evidence of Completion

February 11 PD Agenda - Marynec February 12 PD Agenda - Marynec February 16 PD Agenda - Olson Walk Thru Data

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Non-negotiables are Implemented in PLCs

Person Responsible

Josh Torres

Schedule

Weekly, from 10/6/2014 to 6/1/2015

Evidence of Completion

Copy of Common Assessment with appropriate Standards PLC minutes and agenda

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Increased standardized testing achievement data

Person Responsible

Sherry Tomlinson

Schedule

Annually, from 6/1/2015 to 6/1/2015

Evidence of Completion

Walk thru data Changes in instruction take place Standardized testing data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Develop a Walkthrough calendar with specific dates for the following, and implement: a) Administration calibrated walks with feedback to teachers. *Determine the focus for the month b) Once per coaching cycle, administration and academic coaches will walk to calibrate and provide feedback. c) Provide time for debriefing to determine and prioritize trends. d) Determine differentiated coaching support for teachers. -Electives and PE will receive support from district resource personnel as needed e) Schedule implementation days and feedback days for administrative walkthroughs.	Tomlinson, Sherry	9/25/2014	Positive trends for classroom walkthrough data (Standards-based instruction and rigor) Common Assessment Data	6/1/2015 weekly
G2.B1.S2.A1	Academic Coaches will survey teachers about Professional Learning Communities	Rassman, Todd	8/29/2014	The math coach will dis-aggregate the data using Survey Monkey and will plan professional development accordingly	8/29/2014 one-time
G1.B1.S1.A1	Positive Behavior Intervention Support Team will develop and administer survey to assess school climate and culture to students and staff and follow up with creation of and implementation of plans. The data will be disaggregated with results compared between the two groups.	Tagye, Rebecca	8/18/2014	Survey Results	5/29/2015 semiannually
G2.B1.S3.A1	Development of Lesson Plan Overview Professional Development	Tomlinson, Sherry	9/30/2014	Agenda	9/30/2014 one-time
G2.B1.S1.A2	Develop a Rigorous Standards-Based Instruction classroom walkthrough form and data collection instrument to then utilize for coaching focus calendar.	Tomlinson, Sherry	9/25/2014	Positive trends for classroom walkthrough data (Standards-based instruction and rigor) Common Assessment Data	6/1/2015 quarterly
G2.B1.S2.A2	Professional Learning Community (PLC) Overview and Follow Up Professional Development will be provided	Kerschensteiner, Loren	9/17/2014	Agenda from Overview on 9/17 and the follow up PD on 1/14	1/14/2015 one-time
G1.B1.S1.A2	Culturally Responsive Positive Behavior Intervention Support Overview Professional Development will be Provided	Tagye, Rebecca	8/18/2014	Agenda	1/14/2015 semiannually
G2.B1.S3.A2	MESH and Reading teachers will be provided a substitute teacher for at least one full day in order to create KUD for grading period two and three in order to better understand rigor of Standards	Torres, Josh	10/17/2014	KUD for Standards	1/30/2015 one-time
G2.B1.S3.A3	Teachers will prepare and administer a minimum of three Standards-Based Common Assessments (at minimum: Grading Periods 2, 3, 4) *Elective courses and Physical Education will use available assessments based on course standards.	Torres, Josh	10/20/2014	Common Assessment Data Lesson Plan (backward design)	6/1/2015 annually
G2.B1.S2.A3	Principal will schedule Professional Learning Community (PLC) Professional Development and time for modeling of "the PLC work"	Tomlinson, Sherry	10/17/2014	Agenda	10/17/2014 one-time
G1.B1.S1.A3	Growth Mindset Overview Professional Development will be Provided	Tomlinson, Sherry	10/15/2014	Agenda	10/15/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A3	Principal will present Classroom Walk Thru and Data Collection Instrument Overview 1. With School Based Leadership Team 2. With Faculty	Tomlinson, Sherry	10/1/2014	Agenda	10/16/2014 one-time
G1.B1.S1.A4	Faculty and staff will utilize Dreambucs, positive referrals, and positive postcards. We will also implement "Mohawk PRIDE" parking spot for staff.	Tagye, Rebecca	9/23/2014	Students utilizing positive incentives in school building for rewards and staff utilizing parking spot	5/29/2015 daily
G2.B1.S3.A4	GradeCam (To use as tool for disaggregating data) Overview Professional Development	Kerschensteiner, Loren	10/3/2014	Calendar	10/8/2014 one-time
G2.B1.S2.A4	Implement Instructional Framework in MESH	Torres, Josh	12/1/2014	Instructional Framework Templates	6/1/2015 daily
G2.B1.S1.A4	Implementation of bell to bell instruction in classrooms. In walk thrus, administration will place an intentional focus on Lesson Delivery element of Rigorous Standards Based Instruction rubric in order to monitor.	Tomlinson, Sherry	2/2/2015	Walk Thru Data	6/1/2015 daily
G2.B1.S2.A5	Pre-conference with department and/or individual teachers, sharing and discussing classroom walkthrough data, and communicating trends and monthly focus. Differentiated/ Individualized coaching cycle in MESH (R).	Higham, Lisa	10/9/2014	PLC agendas and minutes Forms for Coaching Feedback Coaching Calendars for Meetings Admin Calendars for Feedback	6/1/2015 every-6-weeks
G2.B1.S3.A5	Teachers will analyze all Common Assessment Data after each administration.	Torres, Josh	10/20/2014	Common Assessment Data	6/1/2015 annually
G1.B1.S1.A5	Culturally Responsive Positive Behavior Intervention Support (CRPBIS) team will develop a method for increasing positive morale by creating a wall of positive statements. The Mohawk Wall of positive statements will be placed in the common area to encourage morale of the faculty, students, and staff. Our Culturally Responsive Positive Behavior Intervention Support (CRPBIS) coach will add feathers with positive statements given to her by faculty and staff every Friday.	Tagye, Rebecca	10/10/2014	Feathers on wall	5/29/2015 weekly
G1.B1.S1.A6	Culturally Responsive Positive Behavior Intervention Support (CRPBIS) team will meet and present discipline data/plans to faculty monthly.	Tagye, Rebecca	8/18/2014	Agenda	6/1/2015 monthly
G2.B1.S2.A6	Professional Learning Community (PLC) members will develop goals based on classroom walkthrough trends.	Rassman, Todd	10/9/2014	PLC agendas and minutes Classroom walkthrough observation data, trends, and focus.	6/1/2015 every-6-weeks
G2.B1.S3.A6	Teachers will adjust/develop instruction based on Common Assessment Data.	Torres, Josh	10/20/2014	Lesson Plan (backward design)	6/1/2015 daily
G2.B1.S2.A7	Professional Learning Communities will develop and implement action steps based on coaching focus. 1) Professional Development will be based on Action Steps. 2) Common Planning 3) Use of the Coaching Cycle	Kerschensteiner, Loren	10/9/2014	PLC agenda and minutes Classroom walkthrough observation data, trends, and focus	6/1/2015 weekly
G2.B1.S3.A7	MESH and Reading teachers will be on track with common pacing for instruction.	Torres, Josh	10/20/2014	Classroom walkthrough data Common Assessment Data Lesson Plan (backward design)	6/1/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A7	Culturally Responsive Positive Behavior Intervention Support (CRPBIS) coach, team leader, and administrator will meet with school bus drivers for training on Positive Behavior Intervention Supports.	Tagye, Rebecca	8/18/2014	Calendar	5/29/2015 quarterly
G2.B1.S2.A8	Observation of implementation of action steps from coaching cycle.	Tomlinson, Sherry	11/4/2014	Classroom walkthrough data for trends and focus	6/1/2015 quarterly
G1.B1.S1.A8	Integration of student and teacher beliefs and creation of Core Belief Statements	Tomlinson, Sherry	11/25/2014	Faculty Agendas Core Belief Statements with "Looks Like/Sounds Like/Feels Like"	1/6/2015 one-time
G2.B1.S3.A8	Teachers will identify critical Standards for MESH (R) instruction and determine timeline to follow for each Standard leading up to state assessment.	Torres, Josh	1/22/2015	PLC Agenda Timeline (Science complete 1/22, SS 1/28, ELA and Reading 1/29, Math 1/30)	1/30/2015 one-time
G2.B1.S2.A9	Post Conference with Teachers 1) Post observation form 2) Classroom walkthrough data and observation of action-strategies	Higham, Lisa	11/4/2014	Classroom walkthrough observation data Common assessment data	6/1/2015 every-6-weeks
G1.B1.S1.A9	Host a Substitute Teacher Open House and Review PBIS	Torres, Josh	2/16/2015	Agenda Plan	2/16/2015 one-time
G2.B1.S3.A9	Initiate and implement Professional Development to improve the understanding and application of lesson delivery based on the Standards	Tomlinson, Sherry	2/11/2015	February 11 PD Agenda - Marynec February 12 PD Agenda - Marynec February 16 PD Agenda - Olson Walk Thru Data	2/16/2015 one-time
G1.MA1	Student Discipline Event #s OSS/ISS #s	Tagye, Rebecca	8/18/2014	Our data will decrease in comparison to former years.	6/1/2015 monthly
G1.B1.S1.MA1	Out of School Suspension Data	Tagye, Rebecca	8/18/2014	End of Year Data Report Comparative to Former Years	6/1/2015 annually
G1.B1.S1.MA1	Early Warning Indicator System Data: Monthly Discipline Data (Incident numbers, numbers of student with referrals and OSS/OSS numbers), Attendance Data, Course Failure Data	Tagye, Rebecca	8/18/2014	Data (comparative to former school years)	6/1/2015 monthly
G2.MA1	Administrative/Coach Meeting data tracking	Tomlinson, Sherry	10/6/2014	Classroom Walkthrough Data Improvement in lessons using Standards-Based Instruction Common Assessment Data	6/1/2015 monthly
G2.B1.S1.MA1	Increase feedback to teachers to improve rigorous Standards-Based Instruction	Tomlinson, Sherry	10/7/2014	Positive trends for classroom walkthrough data of rigorous Standards-Based Instruction Common Assessment Data	6/1/2015 weekly
G2.B1.S1.MA1	The classroom walk-thru form will be utilized	Tomlinson, Sherry	10/6/2014	Walkthrough data Discussion of trends Feedback to teachers Walkthrough calendar	6/1/2015 weekly
G2.B1.S2.MA1	Reflection Admin/Coaching Meeting	Tomlinson, Sherry	5/8/2015	Classroom walkthrough data Common assessment data	5/8/2015 one-time
G2.B1.S2.MA1	Admin/Coaching Cycle calendar will be followed	Tomlinson, Sherry	10/6/2014	PLC agendas and minutes Classroom walkthrough observation data, trends, and focus Feedback to Teachers	7/1/2015 daily
G2.B1.S3.MA1	Increased standardized testing achievement data	Tomlinson, Sherry	6/1/2015	Walk thru data Changes in instruction take place Standardized testing data	6/1/2015 annually
G2.B1.S3.MA1	Non-negotiables are Implemented in PLCs	Torres, Josh	10/6/2014	Copy of Common Assessment with appropriate Standards PLC minutes and agenda	6/1/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Positive Learning Culture

G1.B1 Beliefs in one another and in our students (high expectations)

G1.B1.S1 Culturally Responsive Positive Behavior Intervention Support Continued Implementation and Growth

PD Opportunity 1

Culturally Responsive Positive Behavior Intervention Support Overview Professional Development will be Provided

Facilitator

Jason Lobley, BPS PBIS Coordinator and Josh Torres, Assistant Principal

Participants

All administrators and faculty

Schedule

Semiannually, from 8/18/2014 to 1/14/2015

PD Opportunity 2

Growth Mindset Overview Professional Development will be Provided

Facilitator

Lisa Higham, BPS Literacy Coach, and Cynthia Adams, BPS Principal

Participants

Faculty and Administration

Schedule

On 10/15/2014

G2. Rigorous Standards-Based Instruction

G2.B1 Teaching/Instruction (Understanding of rigor of Standards)

G2.B1.S1 Classroom Walkthrough System will be used with feedback from coaches and administration.

PD Opportunity 1

Principal will present Classroom Walk Thru and Data Collection Instrument Overview 1. With School Based Leadership Team 2. With Faculty

Facilitator

Sherry Tomlinson

Participants

School Based Leadership Team and then all Faculty

Schedule

On 10/16/2014

G2.B1.S2 Implementation of the Coaching Cycle through a Professional Learning Community (PLC) Model.

PD Opportunity 1

Professional Learning Community (PLC) Overview and Follow Up Professional Development will be provided

Facilitator

Todd Rassman, Math Coach and Loren Kerschensteiner, Science Coach

Participants

Faculty and Administration

Schedule

On 1/14/2015

PD Opportunity 2

Principal will schedule Professional Learning Community (PLC) Professional Development and time for modeling of "the PLC work"

Facilitator

Jane Respass and Jackie Ingratta, Brevard Public Schools Professional Development

Participants

Faculty and Administration

Schedule

On 10/17/2014

G2.B1.S3 Implement Professional Learning Community Non-Negotiables.

PD Opportunity 1

Development of Lesson Plan Overview Professional Development

Facilitator

Bridget Reed, Brevard Public Schools Peer Mentor Teacher

Participants

Faculty and Administration

Schedule

On 9/30/2014

PD Opportunity 2

GradeCam (To use as tool for disaggregating data) Overview Professional Development

Facilitator

Loren Kerschensteiner and Todd Rassman, Science and Math Coach

Participants

Faculty

Schedule

On 10/8/2014

PD Opportunity 3

Initiate and implement Professional Development to improve the understanding and application of lesson delivery based on the Standards

Facilitator

Coaches Marynec, Kerschensteiner, Rassman District Resource Teachers: Kim Bragg Patty Adams Bob McLaren Mallory White Neyda Francis Shelly Dickinson

Participants

All teachers and administration

Schedule

On 2/16/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Positive Learning Culture	1,238
Goal 2: Rigorous Standards-Based Instruction	8,199
Grand Total	9,437

Goal 1: Positive Learning Culture

Description	Source	Total
B1.S1.A4 - Dream Bucs and Positive Referrals and Positive Postcards	School Improvement Funds	250
B1.S1.A4 - PBIS Incentives	Other	450
B1.S1.A6 - Discipline Referrals that tie to PBIS, Extended School Day Forms for Discipline Ladder, Dean's Detention Forms for Discipline Ladder, No Go Notification and Contract for Discipline Ladder	School Improvement Funds	500
B1.S1.A8 - New Vision and Mission Prints	School Improvement Funds	38
Total Goal 1		1,238

Goal 2: Rigorous Standards-Based Instruction

Description	Source	Total
B1.S1.A1 - Printing of Higher Order Questioning stems for all classrooms	School Improvement Funds	60
B1.S1.A2 - 10 Teach with Tech Program (to convert white boards to SMART boards): 3 - Math 2 - Reading 4 - LA 1 - 8th Grade Science	School Improvement Funds	2,110
B1.S1.A2 - Calculators	School Improvement Funds	500
B1.S1.A2 - Scholastic Math	School Improvement Funds	227
B1.S1.A2 - Common Core Math Warm Ups Remedial 6th Grade: \$127 7th Grade: \$127 8th Grade: \$97 Speed Skills Challenge: \$77	School Improvement Funds	428
B1.S3.A1 - PlanBook.Edu for 18 teachers and 2 Admin	School Improvement Funds	305
B1.S3.A1 - PlanBook.Edu for 1 Admin	General Fund	19

Goal 2: Rigorous Standards-Based Instruction		
Description	Source	Total
B1.S3.A2 - Science October x4 Teachers (Bragg) approx. \$300 Math October x4 Teachers (Bragg) approx. \$300 LA October and January x4 Teachers (McClaren) approx. \$600	Title II	1,200
B1.S3.A2 - Social Studies October, January x4 Teachers (Respass) approx. \$600 Science January x4 Teachers (Respass) approx. \$300 Math October, January (2 dates) x4 Teachers (Respass) approx. \$900 Reading October, January x2 Teachers (Respass) approx. \$300	Other Federal	2,100
B1.S3.A4 - GradeCam	School Improvement Funds	1,250
Total Goal 2		8,199