

Brevard Public Schools

# James Madison Middle School



2015-16 School Improvement Plan

## James Madison Middle School

3375 DAIRY RD, Titusville, FL 32796

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

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Middle	No	68%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	31%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	D	C	B

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### 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>.

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## 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	3	<a href="#">Ella Thompson</a>
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**

The week prior to school starting, 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. Students and teachers work together to build classroom expectations around our Mohawk P.R.I.D.E P = Personal Responsibility, R = Respect, I = the individual, D = Dedicated to Safety, E = Engaged Learner. James Madison Middle School offers a Back to School Night in August to meet families and bridge to the community. The school will also be offering a parent curriculum night in September to invite families into the school to explore the new Florida Standards. 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, Positive Phone Calls 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 school psychologist splits her time between James Madison Middle School and a local elementary school. She is part of the PBS teams and assists in the problem solving process. 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 several days 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. New for this school year, James Madison Middle School staff and student leaders will be trained in and implement Sources of Strength.

**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	59	16	75
One or more suspensions	20	21	41
Course failure in ELA or Math	3	5	8
Level 1 on statewide assessment	50	34	84

*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	37	39	76

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

A listing of all students who exhibit one or more Early Warning System indicators noted above was compiled from Performance Matters. Discipline data relative to 7th graders for their 6th grade year was not available for number of days ISS/OSS unless the student was retained. This listing of students was provided to all faculty and included a column representing each subgroup such as grade, race, ESE status, and LEP status. The 12-month assistant principal will schedule and facilitate the mandatory parent meeting, with the assistance of the school counselor, for the students who exhibit two or more indicators. He 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, he 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 Early Warning System Indicator 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 four days a week on block (Mondays and Thursdays are "A" days. Tuesdays and Fridays are "B" days). On Wednesdays, teachers have all students all periods shortened instead of block. 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 PBS Team Member(s) within their Collaborative Mutual Accountability (CMA team) in order to brainstorm and implement ideas for improvement. The principal will share school wide attendance 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. The PBS team leader will collaborate with the school counselor and the GSP in order to brainstorm and implement ideas for improvement.

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. The 10-month assistant principal is in charge of discipline. Each time a student is referred on a discipline referral, she 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. 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
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 school-wide 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. The 10-month Assistant Principal, in collaboration with the school counselor will utilize the 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 within their Collaborative Mutual Accountability (CMA team) in order to brainstorm and implement ideas for improvement.

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 SUPER SATURDAY support on four Saturdays. The third is the addition of Intensive Math as an additional math course for struggling math students. 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 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 SUPER SATURDAY support on four Saturdays. The third is the addition of Intensive Math as an additional math course for struggling math students. In addition, students who achieved at a Level 1 or 2 as measured by the FCAT 2.0 Reading Assessment of 2014, with accompanying 2015 FAIR data are assigned a reading intervention course.

Teachers will dedicate time with technology use of students as most of the Florida Standardized Testing will be computer based assessments. Teachers' assessments will include Florida Standardized Testing questioning format. Progress monitoring of all students will occur within department PLCs allowing for data driven instruction. 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. IPST professional development will be offered this school year.

## 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 Back to School Night, Fuel Up to Play Night, Curriculum Night, Book Fair Night, 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, "Ed-Connects" Phone Calls/Emails home, as well as utilizing our Marquee, our webpage, and Edline. An informational meeting will be offered this school year in the hopes of developing either a PTO or a PTA or a PTSA this school year.

**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 school 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:

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, the guidance service professional and school counselor to ensure monitoring of the school improvement process. Department chairs 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. 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.

## School Advisory Council (SAC)

### Membership:



Name	Stakeholder Group
Sherry Tomlinson	Principal
Mirtha Howard	Teacher
Todd Rassman	Teacher
Edna Flowers	Education Support Employee
Angela Ellis	Teacher
Clara Gill	Teacher
Deb Smith	Teacher
Gabriel Kurtz	Student
Gloria Bartley	Business/Community
Diane Carmichael	Parent
Pam Gillingham	Parent
Susan Kurtz	Parent
Cheryl Martin	Parent
Allison Morgan	Parent
Todd Waggoner	Parent
Sheryl Worst	Business/Community
Hillary Lynch	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. James Madison Middle School focused on Standards Based Instruction and Building an Positive School Culture after feedback from our instructional review in September. We also implemented Culturally Responsive Positive Behavior Intervention Support (CRPBIS). Administration and instructional coaches developed a rubric which included pieces of both of these goals to use during classroom walk-throughs. Instructional coaches worked with teachers primarily in language arts, math, and science and were able to complete four coaching cycles centered around standards based instruction. Instructional coaches used the rubric to track data throughout the year for progress monitoring, and administrators tracked data using the rubric and the district evaluation system. We were pleased that we were able to observe a greater amount of the classrooms engaged in standards based instruction. According to our progress monitoring data, we improved by almost 50% with reference to the number of classrooms engaged in standards based instruction by the end of the school year. In regards to CRPBIS, celebrations focused around honing many of the previous year's new processes 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. This information was shared with our School Advisory Council.

#### *Development of this school improvement plan*

While data from our end of year review and coaching cycle walk-throughs showed improvement, the leadership team at James Madison Middle School did not feel that we have consistently embedded

standards based instruction and CRPBIS in all classrooms. After review of the school improvement data and what data has been released from the state from the 2015 standardized testing cycle, we have decided to continue our focus on Standards Based Instruction and improving school culture. This decision was validated with an Instructional Review conducted in September 2015.

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

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

Funding was utilized to support standards based instruction in the classroom (Printing of higher order questioning stems for all classrooms, 10 Teach with Tech programs, Calculators, Scholastic Math, Common Core Math Warm Ups, PlanBook.Edu for 18 teachers and 3 Administrators, etc.).

Funding was utilized to pay substitute teachers in order for teachers to attend staff development and work on common planning (Assistance from District resources as well as school funding).

Funding was utilized to purchase GradeCam to assist teachers with formative and summative assessments and data analysis. Specifics of how School Improvement (SAC) money was spent for the 2014-2015 school year are:

For Goal 1 (Positive Learning Culture):

Dream Buc\$ and Positive Referrals and Positive Postcards \$250

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 \$500  
Vision and Mission Prints \$38

For Goal 2 (Rigorous Standards-Based Instruction):

Higher Order Questioning Stems for Classrooms \$60

10 Teach with Tech Program (to convert white boards to Smart boards): 3 for math, 2 for reading, 1 for LA, and 1 for 8th grade science \$2110

Calculators for Math Classrooms \$500

Scholastic Math \$227

Common Core Math Warm Ups, Remedial 6th Grade: \$127, 7th Grade \$127, 8th Grade \$97, Speed Skills Challenge \$77

Planbook.Edu for 18 teachers and 2 admin \$305

GradeCam \$1250

***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:**

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 have the opportunity to meet with other grade level colleagues in order to collaborate and problem solve regarding specific students they share who may qualify for Tier 2 interventions through our MTSS program during the before school time or the early release Wednesday afternoons. 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%. This year we have added a unit of Intensive Math to our math department. The Intensive Math teacher will join the Math PLC and will collaborate with math teachers to plan for student success. We have also added two new ESE support units, with added Learning Strategies classes and Support Facilitation. These two teachers will join the ESE team to collaborate and plan for the success of our ESE students population.

### **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. Before the start of pre-planning, all new teachers were invited in for a welcome meeting led by the 10-month Assistant Principal. Brand new teachers (with less than three years of experience) attend a new teacher in-service offered by our district just before pre-planning.

## **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 is allocated on the master schedule. Teachers are encouraged to utilize iCPalms and Floridastudents.org 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. We have added an Intensive Math unit as a second math class for struggling learners. The Intensive Math teacher differentiates instruction based on formative assessment data in order to prepare students for the skills they need for their regular math class. 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](mailto: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 2015 FSA assessments will be invited to four Saturday school sessions from 8:30 to 11:30 on select Saturdays in February and March. These sessions will incorporate interdisciplinary units linking reading, mathematics, and science in order to increase student achievement on the 2016 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](mailto: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. It is a goal of our faculty to begin a new program where teachers and instructional coaches will push-in at our feeder elementary schools to do fun, hands-on activities in order to familiarize our incoming 7th graders with the school faculty.

**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, Algebra 1 Honors, Algebra, Spanish 1, and Spanish 2, Computing for College and Careers

High School Credit Courses

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**

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

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

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

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

**Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## 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

 = 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

G073880

**Targets Supported** 1b

Indicator	Annual Target
Students in seventh grade exhibiting two or more EWS indicators	10.0
Students in eighth grade exhibiting two or more EWS indicators	13.0
Attendance Below 90%	60.0

**Resources Available to Support the Goal** 2

- Allocation of Time: Early Release, Common Planning
- School-wide Positive Behavior Support
- Professional Development Opportunities
- School Personnel
- Growth Mindset Books

**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 8/12/2015 to 5/24/2016

**Evidence of Completion**

Our data will decrease in comparison to former years.

**G2. Rigorous Standards-Based Instruction** 1a

G073881

**Targets Supported** 1b

Indicator	Annual Target
Math Gains	25.0
ELA/Reading Gains	25.0
FCAT 2.0 Science Proficiency	55.0
Civics EOC Pass	65.0

**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)
- Scheduling

**Plan to Monitor Progress Toward G2.** 8

Administrative/Coach Meeting data tracking

**Person Responsible**

Sherry Tomlinson

**Schedule**

Monthly, from 10/5/2015 to 5/24/2016

**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**

 G073880

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

 B192969

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

 S204465

#### 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 student interest for positive reward system.

#### Person Responsible

Shandra English

#### Schedule

On 10/30/2015

#### Evidence of Completion

Survey Results

### Action Step 2 5

Faculty and staff will utilize Dreambucs, positive referrals, and positive postcards. Staff incentives will include drawings for gift cards and "Mohawk PRIDE" parking spot for staff.

**Person Responsible**

Rebecca Tagye

**Schedule**

Daily, from 8/5/2015 to 5/25/2016

**Evidence of Completion**

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

### Action Step 3 5

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

**Person Responsible**

Shandra English

**Schedule**

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

**Evidence of Completion**

Agenda

### Action Step 4 5

Coffee and Conversation with Bus Drivers for PBS Overview

**Person Responsible**

Rebecca Tagye

**Schedule**

On 9/4/2015

**Evidence of Completion**

Calendar/Agenda

### Action Step 5 5

A PBIS overview training will be offered to all teachers and staff members during pre-planning by the PBIS team .

**Person Responsible**

Shandra English

**Schedule**

On 8/11/2015

***Evidence of Completion***

Agenda

### Action Step 6 5

A group of volunteer teachers and administrators (Mohawk PRIDE Campaign) will meet for two days over the summer to problem-solve school culture and student behavior. The Mohawk PRIDE team will present solutions developed during these meetings to all teachers during pre-planning.

**Person Responsible**

Rebecca Tagye

**Schedule**

On 8/11/2015

***Evidence of Completion***

Agenda

### Action Step 7 5

Madison Middle School will begin an "Anti-Violence Campaign." Students will earn coveted rewards after 30 days of violence-free school days, and rewards will grow as time progresses. A bulletin board recording current number of days will be updated daily by the media specialist and/or her media assistant.

**Person Responsible**

Rebecca Tagye

**Schedule**

Daily, from 8/12/2015 to 5/25/2016

***Evidence of Completion***

Photo evidence of bulletin board, list of rewards

**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 8/12/2015 to 5/24/2016

***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 8/12/2015 to 5/24/2016

***Evidence of Completion***

End of Year Data Report Comparative to Former Years

**G1.B1.S2 Implement Growth Mindset Professional Development** 4

S204466

**Strategy Rationale**

James Madison Middle School teachers attended an introductory Growth Mindset Professional Development during an early release Wednesday PD opportunity in the 2014 - 2015 school year. Teachers expressed interest in Growth Mindset and the implementation thereof.

**Action Step 1** 5

Provide Growth Mindset Professional Development through a Book Study

**Person Responsible**

Lisa Higham

**Schedule**

Monthly, from 9/1/2015 to 5/25/2016

***Evidence of Completion***

Agenda

**Action Step 2** 5

Meet Monthly with Faculty and Action Plan based on Lessons Learned

**Person Responsible**

Lisa Higham

**Schedule**

On 5/24/2016

***Evidence of Completion***

Agenda

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Facilitate discussions

**Person Responsible**

Lisa Higham

**Schedule**

Monthly, from 9/1/2015 to 5/24/2016

***Evidence of Completion***

Conversations will reflect a growth mindset belief system

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Growth Mindset Survey

**Person Responsible**

Lisa Higham

**Schedule**

On 5/24/2016

***Evidence of Completion***

Survey Data indicating Growth Mindset Belief System from 100% of faculty and administration

**G1.B1.S3 Improve Staff Culture** 4

S204467

**Strategy Rationale**

An Insight survey was given in January of 2015 which provided data on school culture, among other things.

**Action Step 1** 5

Administer Culture "Temperature" Survey for all Instructional/Teachers

**Person Responsible**

Sherry Tomlinson

**Schedule**

Quarterly, from 9/4/2015 to 5/25/2016

**Evidence of Completion**

Survey Results

**Action Step 2** 5

Embed Team Building Activities into Meetings

**Person Responsible**

Sherry Tomlinson

**Schedule**

Quarterly, from 8/5/2015 to 5/25/2016

**Evidence of Completion**

Agendas

**Action Step 3** 5

Create Faculty Subcommittees as needed and Action Plan based on Survey Results

**Person Responsible**

Sherry Tomlinson

**Schedule**

Monthly, from 9/23/2015 to 5/25/2016

**Evidence of Completion**

Agenda

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Administer Culture Temperature Survey to Faculty and Team Survey to Leadership

**Person Responsible**

Sherry Tomlinson

**Schedule**

Quarterly, from 8/5/2015 to 5/25/2016

**Evidence of Completion**

Culture Temperature Survey Results

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Action plans created from survey results

**Person Responsible**

Sherry Tomlinson

**Schedule**

On 5/24/2016

**Evidence of Completion**

Agendas; Survey Comments



**G1.B1.S4 Implement Sources of Strength** 4

S204468

**Strategy Rationale**

Sources of Strength, a research-based, evidence-based anti-suicide program was offered to James Madison Middle School to implement over the next 3 years.

**Action Step 1** 5

Present Sources of Strength

**Person Responsible**

Shandra English

**Schedule**

On 9/22/2015

***Evidence of Completion***

Agenda

**Action Step 2** 5

Identify Student Leaders and Staff Leaders and Attend 3 day Training

**Person Responsible**

Shandra English

**Schedule**

On 10/23/2015

***Evidence of Completion***

Agenda

**Action Step 3** 5

Host a Sources of Strength Parent Informational Night

**Person Responsible**

Shandra English

**Schedule**

On 10/7/2015

***Evidence of Completion***

Agenda

**Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

Action Planning at Monthly Meetings

**Person Responsible**

Shandra English

**Schedule**

Monthly, from 10/12/2015 to 5/24/2016

***Evidence of Completion***

Events on Calendar

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4** 7

Student Survey

**Person Responsible**

Shandra English

**Schedule**

On 5/25/2016

***Evidence of Completion***

Positive Trends on Survey

## G2. Rigorous Standards-Based Instruction 1

G073881

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

B192970

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

4

S204469

#### 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 through data from this instructional review supported the need of a coaching cycle walk through 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 Walk through calendar with specific dates for the following, and implement:

a) Administration calibrated walks with feedback to teachers.

\*Determine the focus for the cycle

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 walk throughs.

#### Person Responsible

Sherry Tomlinson

#### Schedule

Weekly, from 8/12/2015 to 5/24/2016

#### Evidence of Completion

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

## Action Step 2 5

Review and update the Rigorous Standards-Based Instruction classroom walk through form and data collection instrument to then utilize for coaching focus calendar.

### **Person Responsible**

Loren Kerschensteiner

### **Schedule**

On 10/1/2015

### ***Evidence of Completion***

Rubric

## Action Step 3 5

Present Classroom Walk Through and Data Collection Instrument Overview

1. With Faculty

### **Person Responsible**

Sherry Tomlinson

### **Schedule**

On 9/29/2015

### ***Evidence of Completion***

Agenda

## 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 5/24/2016

### ***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 10/5/2015 to 5/24/2016

**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 in Math, Language Arts, Reading, and Science** 4

 S204470

**Strategy Rationale**

Teachers and Instructional Coaches are focused on rigorous standards-based instruction. Teachers working one-on-one with instructional coaches and content area experts will be able to take risks to implement new strategies and focus on improving one area of instruction at a time.

**Action Step 1** 5

Implement Instructional Framework in MESH

**Person Responsible**

Josh Torres

**Schedule**

Daily, from 8/31/2015 to 5/24/2016

**Evidence of Completion**

Instructional Framework Templates

### Action Step 2 5

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

#### **Person Responsible**

Todd Rassman

#### **Schedule**

Every 6 Weeks, from 8/5/2015 to 5/25/2016

#### **Evidence of Completion**

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

### Action Step 3 5

Post Conference with Teachers and Instructional Coaches

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

#### **Person Responsible**

Todd Rassman

#### **Schedule**

Every 6 Weeks, from 10/13/2015 to 5/25/2016

#### **Evidence of Completion**

Classroom walkthrough observation data

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

Admin/Coaching Cycle calendar will be followed

#### **Person Responsible**

Loren Kerschensteiner

#### **Schedule**

Daily, from 8/12/2015 to 5/25/2016

#### **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**

Josh Torres


**Schedule**

On 5/24/2016

**Evidence of Completion**

Classroom walkthrough data Common assessment data

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

 S204471

**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

Course alike MESH and Reading teachers will be provided a substitute teacher for at least one full day in order to unpack standards and develop standards based lessons and instruction (utilizing iCPalms as possible) in order to better understand rigor of Standards and plan with the end in mind (UbD).

**Person Responsible**

Josh Torres

**Schedule**

On 5/24/2016

**Evidence of Completion**

Lesson plans and/or KUDs for Standards

## Action Step 2 5

Teachers will prepare and administer a minimum of four Standards-Based Common Assessments (at minimum: one per grading period). Priority will be given to more frequent common formative assessments.

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

### **Person Responsible**

Josh Torres

### **Schedule**

Quarterly, from 9/1/2015 to 5/24/2016

### **Evidence of Completion**

Common Assessment Data

## Action Step 3 5

Teachers will analyze all Common Assessment Data after each administration.

### **Person Responsible**

Josh Torres

### **Schedule**

Quarterly, from 8/12/2015 to 5/24/2016

### **Evidence of Completion**

Common Assessment Data

## Action Step 4 5

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

### **Person Responsible**

Josh Torres

### **Schedule**

Daily, from 8/12/2015 to 5/25/2016

### **Evidence of Completion**

UbD Lesson Plan (backward design)



### Action Step 5 5

Develop and utilize a common PLC agenda and data tracking template for MESH(R). DeFour's four guiding questions will be referenced.

**Person Responsible**

Lisa Higham

**Schedule**

On 12/18/2015

***Evidence of Completion***

Common instrument

### Action Step 6 5

Facilitate a Curriculum Night for Parents to assist in understanding of Florida State Standards

**Person Responsible**

Todd Rassman

**Schedule**

On 9/1/2015

***Evidence of Completion***

Agenda

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

Non-negotiables are Implemented in PLCs

**Person Responsible**

Josh Torres

**Schedule**

Weekly, from 8/12/2015 to 5/24/2016

***Evidence of Completion***

Copy of Common Assessment with appropriate Standards PLC minutes and agenda Data Tracking Form

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

Increased standardized testing achievement data

**Person Responsible**

Sherry Tomlinson


**Schedule**

Annually, from 5/24/2016 to 5/25/2016

**Evidence of Completion**

Walk thru data Changes in instruction take place Standardized testing data

**G2.B1.S4 Implement Understanding by Design Unit Lesson Planning Process 4**

 S204472

**Strategy Rationale**

A Brevard Public Schools district-wide survey showed that many teachers do not believe that the new Florida Standards will prepare students for college and career. Teachers also shared that they do not feel that they are comfortable unpacking the new Florida Standards and do not fully understand the content.

**Action Step 1 5**

Instructional Coaches will offer professional development on unit lesson planning, beginning with the end in mind, through the Understanding by Design process.

**Person Responsible**

Loren Kerschensteiner

**Schedule**

Quarterly, from 8/5/2015 to 2/15/2016

**Evidence of Completion**

Agendas, Lesson plans

**Action Step 2** 5

Teachers will collaboratively develop and implement at least one unit lesson planned with the end in mind, using the Understanding by Design process.

**Person Responsible**

Josh Torres

**Schedule**

On 2/15/2016

***Evidence of Completion***

Lesson plans

**Plan to Monitor Fidelity of Implementation of G2.B1.S4** 6

Understanding By Design Timeline from District will be followed for PD and Implementation

**Person Responsible**

Josh Torres

**Schedule**

On 5/24/2016

***Evidence of Completion***

Agendas Lessons Professional Development

**Plan to Monitor Effectiveness of Implementation of G2.B1.S4** 7

At least one lesson plan completed and implemented following UbD

**Person Responsible**

Josh Torres

**Schedule**

On 5/24/2016

***Evidence of Completion***

Walk Thru Lesson Plan

G2.B3 Scheduling 2

B192972

G2.B3.S1 Master schedule will be developed which best supports needs of students. 4

S204473

**Strategy Rationale**

Past year data show:

1. Planning ahead is difficult when school is on an A/B rotating scheduled.
2. Early release Wednesdays are now every week district wide. This will mean time out of the same blocks often.
3. Students with disabilities (who have an IEP) are not performing as well as other students.
4. Students with behavior challenges are tracking in classes together.
5. Students were not being placed in accurate math classes thus causing schedules to be changed.
6. Students identified as having an EP, who are gifted, met monthly and needed more support.

**Action Step 1 5**

A fixed schedule will be implemented rather than the rotating schedule. "A" days will be on Monday and Thursdays. "B" days will be on Tuesdays and Fridays. Straight 8 (all classes) will be on Wednesdays. Common planning will be created for MESH(R).

**Person Responsible**

Josh Torres

**Schedule**

On 8/5/2015

**Evidence of Completion**

Master Schedule

**Action Step 2 5**

The Orleans Hannah will be administered to all upcoming seventh graders. Data on all students will be accessed and reviewed to place students properly in math classes.

**Person Responsible**

Todd Rassman

**Schedule**

Annually, from 4/15/2015 to 8/5/2015

**Evidence of Completion**

Registration Math Recommendation Sheets

**Action Step 3** 5

Offer six sections of Intensive Math and identify students who would benefit from this class.

**Person Responsible**

Josh Torres

**Schedule**

On 8/5/2015

***Evidence of Completion***

Master Schedule

**Action Step 4** 5

Offer support facilitation through two ESE teachers, and learning strategies for identified students who are ESE.

**Person Responsible**

Josh Torres

**Schedule**

On 9/7/2015

***Evidence of Completion***

Support Facilitation Schedule and Master Schedule

**Action Step 5** 5

Gifted students will meet and be supported each Wednesday (rotating blocks) with a gifted certified teacher.

**Person Responsible**

Mirtha Howard

**Schedule**

Weekly, from 8/19/2015 to 5/11/2016

***Evidence of Completion***

Gifted Schedule

**Action Step 6** 5

Teaming will no longer be in place to avoid the tracking in the small school setting. Students with behavior problems will be identified and hand scheduled in order to avoid tracking.

**Person Responsible**

Josh Torres

**Schedule**

On 9/7/2015

***Evidence of Completion***

Schedules/Wall of hand scheduling

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

Teachers will be "set up for success" in order to best allow teaching to the Rigor of the Standards

**Person Responsible**

Josh Torres

**Schedule**

On 8/12/2015

***Evidence of Completion***

Master Schedule

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

Students will have greater opportunity for exposure to rigor of Standards

**Person Responsible**

Josh Torres

**Schedule**

On 8/12/2015

***Evidence of Completion***

Master Schedule

**Appendix 1: Implementation Timeline**

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

**Brevard - 0052 - James Madison Middle School - 2015-16 SIP**

*James Madison Middle School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Positive Behavior Intervention Support Team will develop and administer survey to assess student interest for positive reward system.	English, Shandra	8/31/2015	Survey Results	10/30/2015 one-time
G1.B1.S2.A1	Provide Growth Mindset Professional Development through a Book Study	Higham, Lisa	9/1/2015	Agenda	5/25/2016 monthly
G1.B1.S3.A1	Administer Culture "Temperature" Survey for all Instructional/Teachers	Tomlinson, Sherry	9/4/2015	Survey Results	5/25/2016 quarterly
G1.B1.S4.A1	Present Sources of Strength	English, Shandra	9/22/2015	Agenda	9/22/2015 one-time
G2.B1.S1.A1	Develop a Walk through calendar with specific dates for the following, and implement: a) Administration calibrated walks with feedback to teachers. *Determine the focus for the cycle 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 walk throughs.	Tomlinson, Sherry	8/12/2015	Positive trends for classroom walkthrough data (Standards-based instruction and rigor) Common Assessment Data	5/24/2016 weekly
G2.B1.S2.A1	Implement Instructional Framework in MESH	Torres, Josh	8/31/2015	Instructional Framework Templates	5/24/2016 daily
G2.B1.S3.A1	Course alike MESH and Reading teachers will be provided a substitute teacher for at least one full day in order to unpack standards and develop standards based lessons and instruction (utilizing iCPalms as possible) in order to better understand rigor of Standards and plan with the end in mind (UbD).	Torres, Josh	9/1/2015	Lesson plans and/or KUDs for Standards	5/24/2016 one-time
G2.B1.S4.A1	Instructional Coaches will offer professional development on unit lesson planning, beginning with the end in mind, through the Understanding by Design process.	Kerschensteiner, Loren	8/5/2015	Agendas, Lesson plans	2/15/2016 quarterly
G2.B3.S1.A1	A fixed schedule will be implemented rather than the rotating schedule. "A" days will be on Monday and Thursdays. "B" days will be on Tuesdays and Fridays. Straight 8 (all classes) will be on Wednesdays. Common planning will be created for MESH(R).	Torres, Josh	8/5/2015	Master Schedule	8/5/2015 one-time
G1.B1.S1.A2	Faculty and staff will utilize Dreambucs, positive referrals, and positive postcards. Staff incentives will include drawings for gift cards and "Mohawk PRIDE" parking spot for staff.	Tagye, Rebecca	8/5/2015	Students utilizing positive incentives in school building for rewards and staff utilizing parking spot	5/25/2016 daily
G1.B1.S2.A2	Meet Monthly with Faculty and Action Plan based on Lessons Learned	Higham, Lisa	9/1/2015	Agenda	5/24/2016 one-time
G1.B1.S3.A2	Embed Team Building Activities into Meetings	Tomlinson, Sherry	8/5/2015	Agendas	5/25/2016 quarterly
G1.B1.S4.A2	Identify Student Leaders and Staff Leaders and Attend 3 day Training	English, Shandra	9/25/2015	Agenda	10/23/2015 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.A2	Review and update the Rigorous Standards-Based Instruction classroom walk through form and data collection instrument to then utilize for coaching focus calendar.	Kerschensteiner, Loren	9/22/2015	Rubric	10/1/2015 one-time
G2.B1.S2.A2	Pre-conference with department and/or individual teachers, sharing and discussing classroom walk through data, and communicating trends and monthly focus. Differentiated/ Individualized coaching cycle in MESH (R).	Rassman, Todd	8/5/2015	PLC agendas and minutes Forms for Coaching Feedback Coaching Calendars for Meetings Admin Calendars for Feedback	5/25/2016 every-6-weeks
G2.B1.S3.A2	Teachers will prepare and administer a minimum of four Standards-Based Common Assessments (at minimum: one per grading period). Priority will be given to more frequent common formative assessments. *Elective courses and Physical Education will use available assessments based on course standards.	Torres, Josh	9/1/2015	Common Assessment Data	5/24/2016 quarterly
G2.B1.S4.A2	Teachers will collaboratively develop and implement at least one unit lesson planned with the end in mind, using the Understanding by Design process.	Torres, Josh	8/5/2015	Lesson plans	2/15/2016 one-time
G2.B3.S1.A2	The Orleans Hannah will be administered to all upcoming seventh graders. Data on all students will be accessed and reviewed to place students properly in math classes.	Rassman, Todd	4/15/2015	Registration Math Recommendation Sheets	8/5/2015 annually
G1.B1.S1.A3	Culturally Responsive Positive Behavior Intervention Support (CRPBIS) team will meet and present discipline data/plans to faculty monthly.	English, Shandra	8/18/2014	Agenda	6/1/2015 monthly
G1.B1.S3.A3	Create Faculty Subcommittees as needed and Action Plan based on Survey Results	Tomlinson, Sherry	9/23/2015	Agenda	5/25/2016 monthly
G1.B1.S4.A3	Host a Sources of Strength Parent Informational Night	English, Shandra	10/7/2015	Agenda	10/7/2015 one-time
G2.B1.S1.A3	Present Classroom Walk Through and Data Collection Instrument Overview 1. With Faculty	Tomlinson, Sherry	9/29/2015	Agenda	9/29/2015 one-time
G2.B1.S2.A3	Post Conference with Teachers and Instructional Coaches 1) Post observation form 2) Classroom walkthrough data and observation of action-strategies	Rassman, Todd	10/13/2015	Classroom walkthrough observation data	5/25/2016 every-6-weeks
G2.B1.S3.A3	Teachers will analyze all Common Assessment Data after each administration.	Torres, Josh	8/12/2015	Common Assessment Data	5/24/2016 quarterly
G2.B3.S1.A3	Offer six sections of Intensive Math and identify students who would benefit from this class.	Torres, Josh	8/5/2015	Master Schedule	8/5/2015 one-time
G1.B1.S1.A4	Coffee and Conversation with Bus Drivers for PBS Overview	Tagye, Rebecca	9/4/2015	Calendar/Agenda	9/4/2015 one-time
G2.B1.S3.A4	Teachers will adjust/develop instruction based on Common Assessment Data.	Torres, Josh	8/12/2015	UbD Lesson Plan (backward design)	5/25/2016 daily
G2.B3.S1.A4	Offer support facilitation through two ESE teachers, and learning strategies for identified students who are ESE.	Torres, Josh	9/7/2015	Support Facilitation Schedule and Master Schedule	9/7/2015 one-time



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A5	A PBIS overview training will be offered to all teachers and staff members during pre-planning by the PBIS team .	English, Shandra	8/5/2015	Agenda	8/11/2015 one-time
G2.B1.S3.A5	Develop and utilize a common PLC agenda and data tracking template for MESH(R). DeFour's four guiding questions will be referenced.	Higham, Lisa	11/2/2015	Common instrument	12/18/2015 one-time
G2.B3.S1.A5	Gifted students will meet and be supported each Wednesday (rotating blocks) with a gifted certified teacher.	Howard, Mirtha	8/19/2015	Gifted Schedule	5/11/2016 weekly
G1.B1.S1.A6	A group of volunteer teachers and administrators (Mohawk PRIDE Campaign) will meet for two days over the summer to problem-solve school culture and student behavior. The Mohawk PRIDE team will present solutions developed during these meetings to all teachers during pre-planning.	Tagye, Rebecca	8/5/2015	Agenda	8/11/2015 one-time
G2.B1.S3.A6	Facilitate a Curriculum Night for Parents to assist in understanding of Florida State Standards	Rassman, Todd	9/1/2015	Agenda	9/1/2015 one-time
G2.B3.S1.A6	Teaming will no longer be in place to avoid the tracking in the small school setting. Students with behavior problems will be identified and hand scheduled in order to avoid tracking.	Torres, Josh	9/7/2015	Schedules/Wall of hand scheduling	9/7/2015 one-time
G1.B1.S1.A7	Madison Middle School will begin an "Anti-Violence Campaign." Students will earn coveted rewards after 30 days of violence-free school days, and rewards will grow as time progresses. A bulletin board recording current number of days will be updated daily by the media specialist and/or her media assistant.	Tagye, Rebecca	8/12/2015	Photo evidence of bulletin board, list of rewards	5/25/2016 daily
G1.MA1	Student Discipline Event #s OSS/ISS #s	Tagye, Rebecca	8/12/2015	Our data will decrease in comparison to former years.	5/24/2016 monthly
G1.B1.S1.MA1	Out of School Suspension Data	Tagye, Rebecca	8/12/2015	End of Year Data Report Comparative to Former Years	5/24/2016 annually
G1.B1.S1.MA1	Early Warning Indicator System Data: Monthly Discipline Data (Incident numbers, numbers of student with referrals and ISS/OSS numbers), Attendance Data, Course Failure Data	Tagye, Rebecca	8/12/2015	Data (comparative to former school years)	5/24/2016 monthly
G1.B1.S2.MA1	Growth Mindset Survey	Higham, Lisa	5/24/2016	Survey Data indicating Growth Mindset Belief System from 100% of faculty and administration	5/24/2016 one-time
G1.B1.S2.MA1	Facilitate discussions	Higham, Lisa	9/1/2015	Conversations will reflect a growth mindset belief system	5/24/2016 monthly
G1.B1.S3.MA1	Action plans created from survey results	Tomlinson, Sherry	8/5/2015	Agendas; Survey Comments	5/24/2016 one-time
G1.B1.S3.MA1	Administer Culture Temperature Survey to Faculty and Team Survey to Leadership	Tomlinson, Sherry	8/5/2015	Culture Temperature Survey Results	5/25/2016 quarterly
G1.B1.S4.MA1	Student Survey	English, Shandra	10/12/2015	Positive Trends on Survey	5/25/2016 one-time
G1.B1.S4.MA1	Action Planning at Monthly Meetings	English, Shandra	10/12/2015	Events on Calendar	5/24/2016 monthly
G2.MA1	Administrative/Coach Meeting data tracking	Tomlinson, Sherry	10/5/2015	Classroom Walkthrough Data Improvement in lessons using	5/24/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				Standards-Based Instruction Common Assessment Data	
G2.B1.S1.MA1	Increase feedback to teachers to improve rigorous Standards-Based Instruction	Tomlinson, Sherry	10/5/2015	Positive trends for classroom walkthrough data of rigorous Standards-Based Instruction Common Assessment Data	5/24/2016 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	5/24/2016 weekly
G2.B3.S1.MA1	Students will have greater opportunity for exposure to rigor of Standards	Torres, Josh	8/12/2015	Master Schedule	8/12/2015 one-time
G2.B3.S1.MA1	Teachers will be "set up for success" in order to best allow teaching to the Rigor of the Standards	Torres, Josh	8/12/2015	Master Schedule	8/12/2015 one-time
G2.B1.S2.MA1	Reflection Admin/Coaching Meeting	Torres, Josh	8/12/2015	Classroom walkthrough data Common assessment data	5/24/2016 one-time
G2.B1.S2.MA1	Admin/Coaching Cycle calendar will be followed	Kerschensteiner, Loren	8/12/2015	PLC agendas and minutes Classroom walkthrough observation data, trends, and focus Feedback to Teachers	5/25/2016 daily
G2.B1.S3.MA1	Increased standardized testing achievement data	Tomlinson, Sherry	5/24/2016	Walk thru data Changes in instruction take place Standardized testing data	5/25/2016 annually
G2.B1.S3.MA1	Non-negotiables are Implemented in PLCs	Torres, Josh	8/12/2015	Copy of Common Assessment with appropriate Standards PLC minutes and agenda Data Tracking Form	5/24/2016 weekly
G2.B1.S4.MA1	At least one lesson plan completed and implemented following UbD	Torres, Josh	5/24/2016	Walk Thru Lesson Plan	5/24/2016 one-time
G2.B1.S4.MA1	Understanding By Design Timeline from District will be followed for PD and Implementation	Torres, Josh	8/5/2015	Agendas Lessons Professional Development	5/24/2016 one-time

## 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

Coffee and Conversation with Bus Drivers for PBS Overview

##### Facilitator

Rebecca Tagye

##### Participants

Bus drivers servicing Madison Middle School

##### Schedule

On 9/4/2015

#### PD Opportunity 2

A PBIS overview training will be offered to all teachers and staff members during pre-planning by the PBIS team .

##### Facilitator

Debbie Smith and Shandra English

##### Participants

All staff

##### Schedule

On 8/11/2015

### PD Opportunity 3

A group of volunteer teachers and administrators (Mohawk PRIDE Campaign) will meet for two days over the summer to problem-solve school culture and student behavior. The Mohawk PRIDE team will present solutions developed during these meetings to all teachers during pre-planning.

#### Facilitator

Christina Cerrato, JR Hanson, Carolyn McClellan and PBIS Team

#### Participants

Staff

#### Schedule

On 8/11/2015

## G1.B1.S2 Implement Growth Mindset Professional Development

### PD Opportunity 1

Provide Growth Mindset Professional Development through a Book Study

#### Facilitator

Lisa Higham

#### Participants

Faculty and Administration

#### Schedule

Monthly, from 9/1/2015 to 5/25/2016

### PD Opportunity 2

Meet Monthly with Faculty and Action Plan based on Lessons Learned

#### Facilitator

Lisa Higham

#### Participants

Faculty and Administration

#### Schedule

On 5/24/2016

## G1.B1.S4 Implement Sources of Strength

### PD Opportunity 1

Present Sources of Strength

#### Facilitator

Lori Duester, Kathy Simonson

#### Participants

All staff

#### Schedule

On 9/22/2015

### PD Opportunity 2

Identify Student Leaders and Staff Leaders and Attend 3 day Training

#### Facilitator

Sources of Strength National Trainers

#### Participants

30-40 Student Leaders and 10-20 Staff Leaders

#### Schedule

On 10/23/2015

## 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

Present Classroom Walk Through and Data Collection Instrument Overview 1. With Faculty

#### Facilitator

Sherry Tomlinson

#### Participants

All Faculty

#### Schedule

On 9/29/2015

## G2.B1.S4 Implement Understanding by Design Unit Lesson Planning Process

### PD Opportunity 1

Instructional Coaches will offer professional development on unit lesson planning, beginning with the end in mind, through the Understanding by Design process.

#### Facilitator

Lisa Higham, Loren Kerschensteiner, Todd Rassman

#### Participants

Faculty and Administration

#### Schedule

Quarterly, from 8/5/2015 to 2/15/2016

## G2.B3 Scheduling

G2.B3.S1 Master schedule will be developed which best supports needs of students.

### PD Opportunity 1

Offer support facilitation through two ESE teachers, and learning strategies for identified students who are ESE.

#### Facilitator

Dr. Dawna Bobersky

#### Participants

Teachers who have support facilitation in classrooms and who are support facilitation teachers.

#### Schedule

On 9/7/2015

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Positive Behavior Intervention Support Team will develop and administer survey to assess student interest for positive reward system.	\$0.00
2	G1.B1.S1.A2	Faculty and staff will utilize Dreambucs, positive referrals, and positive postcards. Staff incentives will include drawings for gift cards and "Mohawk PRIDE" parking spot for staff.	\$0.00
3	G1.B1.S1.A3	Culturally Responsive Positive Behavior Intervention Support (CRPBIS) team will meet and present discipline data/plans to faculty monthly.	\$0.00
4	G1.B1.S1.A4	Coffee and Conversation with Bus Drivers for PBS Overview	\$0.00
5	G1.B1.S1.A5	A PBIS overview training will be offered to all teachers and staff members during pre-planning by the PBIS team .	\$0.00
6	G1.B1.S1.A6	A group of volunteer teachers and administrators (Mohawk PRIDE Campaign) will meet for two days over the summer to problem-solve school culture and student behavior. The Mohawk PRIDE team will present solutions developed during these meetings to all teachers during pre-planning.	\$0.00
7	G1.B1.S1.A7	Madison Middle School will begin an "Anti-Violence Campaign." Students will earn coveted rewards after 30 days of violence-free school days, and rewards will grow as time progresses. A bulletin board recording current number of days will be updated daily by the media specialist and/or her media assistant.	\$0.00
8	G1.B1.S2.A1	Provide Growth Mindset Professional Development through a Book Study	\$0.00
9	G1.B1.S2.A2	Meet Monthly with Faculty and Action Plan based on Lessons Learned	\$0.00
10	G1.B1.S3.A1	Administer Culture "Temperature" Survey for all Instructional/Teachers	\$0.00
11	G1.B1.S3.A2	Embed Team Building Activities into Meetings	\$0.00
12	G1.B1.S3.A3	Create Faculty Subcommittees as needed and Action Plan based on Survey Results	\$0.00
13	G1.B1.S4.A1	Present Sources of Strength	\$0.00
14	G1.B1.S4.A2	Identify Student Leaders and Staff Leaders and Attend 3 day Training	\$0.00
15	G1.B1.S4.A3	Host a Sources of Strength Parent Informational Night	\$0.00
16	G2.B1.S1.A1	Develop a Walk through calendar with specific dates for the following, and implement: a) Administration calibrated walks with feedback to teachers. *Determine the focus for the cycle 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 walk throughs.	\$0.00
17	G2.B1.S1.A2	Review and update the Rigorous Standards-Based Instruction classroom walk through form and data collection instrument to then utilize for coaching focus calendar.	\$0.00

## Budget Data

18	G2.B1.S1.A3	Present Classroom Walk Through and Data Collection Instrument Overview 1. With Faculty	\$0.00
19	G2.B1.S2.A1	Implement Instructional Framework in MESH	\$0.00
20	G2.B1.S2.A2	Pre-conference with department and/or individual teachers, sharing and discussing classroom walk through data, and communicating trends and monthly focus. Differentiated/Individualized coaching cycle in MESH (R).	\$0.00
21	G2.B1.S2.A3	Post Conference with Teachers and Instructional Coaches 1) Post observation form 2) Classroom walkthrough data and observation of action-strategies	\$0.00
22	G2.B1.S3.A1	Course alike MESH and Reading teachers will be provided a substitute teacher for at least one full day in order to unpack standards and develop standards based lessons and instruction (utilizing iCPalms as possible) in order to better understand rigor of Standards and plan with the end in mind (UbD).	\$0.00
23	G2.B1.S3.A2	Teachers will prepare and administer a minimum of four Standards-Based Common Assessments (at minimum: one per grading period). Priority will be given to more frequent common formative assessments. *Elective courses and Physical Education will use available assessments based on course standards.	\$0.00
24	G2.B1.S3.A3	Teachers will analyze all Common Assessment Data after each administration.	\$0.00
25	G2.B1.S3.A4	Teachers will adjust/develop instruction based on Common Assessment Data.	\$0.00
26	G2.B1.S3.A5	Develop and utilize a common PLC agenda and data tracking template for MESH(R). DeFour's four guiding questions will be referenced.	\$0.00
27	G2.B1.S3.A6	Facilitate a Curriculum Night for Parents to assist in understanding of Florida State Standards	\$0.00
28	G2.B1.S4.A1	Instructional Coaches will offer professional development on unit lesson planning, beginning with the end in mind, through the Understanding by Design process.	\$0.00
29	G2.B1.S4.A2	Teachers will collaboratively develop and implement at least one unit lesson planned with the end in mind, using the Understanding by Design process.	\$0.00
30	G2.B3.S1.A1	A fixed schedule will be implemented rather than the rotating schedule. "A" days will be on Monday and Thursdays. "B" days will be on Tuesdays and Fridays. Straight 8 (all classes) will be on Wednesdays. Common planning will be created for MESH(R).	\$0.00
31	G2.B3.S1.A2	The Orleans Hannah will be administered to all upcoming seventh graders. Data on all students will be accessed and reviewed to place students properly in math classes.	\$0.00
32	G2.B3.S1.A3	Offer six sections of Intensive Math and identify students who would benefit from this class.	\$0.00
33	G2.B3.S1.A4	Offer support facilitation through two ESE teachers, and learning strategies for identified students who are ESE.	\$0.00
34	G2.B3.S1.A5	Gifted students will meet and be supported each Wednesday (rotating blocks) with a gifted certified teacher.	\$0.00
35	G2.B3.S1.A6	Teaming will no longer be in place to avoid the tracking in the small school setting. Students with behavior problems will be identified and hand scheduled in order to avoid tracking.	\$0.00



**Budget Data**

<b>Total:</b>	<b>\$0.00</b>
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