

Miami-Dade County Public Schools

Madison Middle School



2016-17 Schoolwide Improvement Plan

Madison Middle School

3400 NW 87TH ST, Miami, FL 33147

<http://madisonmiddle.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	D	F

**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 Dade 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Madison Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Madison Middle School prides itself on its ability to provide a safe and supportive environment where the expectation lies in our desire to serve every child, every chance, every day. We as a school community embrace the fact that every child can learn when provided with highly effective teachers and surrounded by individuals who truly cares about their well-being and development as a whole.

The mission statement of Madison Middle School states:

"The faculty and staff at Madison Middle School are committed to maintain a safe and comfortable school, where all students gain knowledge from each other and the adults who guide them. Students learn in different ways and succeed through active involvement. In our school, student's learning needs are the primary focus of all decisions.

Teachers, administrators, parents, students, and the community share the responsibility for advancing our mission, promoting mutual respect, and enhancing student self-esteem to become confident, self-directed, life-long learners."

b. Provide the school's vision statement.

The vision of Madison Middle School is to develop the intellectual capacity of all children and uphold their right to learn. Madison Middle School embodies its purpose at the start of each day by having the administrative team and City Year greet each child by his or her name at the entrance of the school. Students receive homework help and before school and after school tutoring from City Year and staff members.

Every child is given the opportunity to participate in our independent reading appropriately named R.I.S.E.

(Reading in School Every Day). The purpose of R.I.S.E is that of ensuring all students read every day uninterrupted daily and also to help them appreciate and love reading. At the beginning of the school day, all students recite the school's creed:

"Today I ..a proud Madison Mustang will be involved in my learning. I am teachable and I know that I can learn. I want to learn. I can do anything if I try. Today, I will be the best I can be. I will show respect. I will not waste time. I will not quit. I will work harder today than I did yesterday. This allows for self-reflection and attitude adjustment early in the day, thereby alleviating discipline issues while increasing the student's focus

2. School Environment

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

The process by which the school learns about students' cultures and builds relationships between teachers and students is by incorporating multi-cultural activities in the classroom, by celebrating and teaching cultural sensitivity as part of our professional development training to both student and teacher and by promoting cultural awareness through school-wide activities.

Our (PTA) Parent Teacher Student Association, Parental Involvement initiatives, SAC, weekly grade-level team meetings, and club organizations help to promote and build relationships between teachers and students. Students that are involved in extracurricular activities helps to build and foster positive relationships between the teacher and student.

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

Madison Middle School prides itself on its ability to provide a safe and supportive environment where the expectation lies in our desire to serve every child, every day, and for all students to feel safe and secure. The school creates an environment where students feel safe and respected by promoting a bully free environment, by fostering an environment conducive to learning and that builds trust among teachers and students. There will be challenges, and we are full aware that they do exist, however the faculty, staff, community stakeholders, and the administrative team are working relentlessly every day to ensure that we build and sustain a school culture that promotes a safe environment.

c. 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.

The positive behavior support system provides teachers and students with clear behavioral expectations and ongoing training and support to ensure that the system is consistently enforced. During our monthly faculty meetings behavioral expectations are reviewed, and reinforced. Behavioral data is shared with the staff to discuss and collaborate on systems that assist with minimizing distractions to keep students engaged during instruction. Our PBS coach has developed a progressive discipline plan for teachers to adhere to as it relates to tardies, absences, lunch detention, regular detention, and indoor suspension.

d. 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.

At Madison Middle school we believe that to foster caring relationships between teachers and students, cooperation and conflict reduction among students, a greater sense of school safety, and the development of social and emotional skills are key components to ensuring that the students' social-emotional needs are being met. As increasing efforts to move toward preparing our youth to enter and contribute to a competitive and global workforce, the basic social-emotional needs of students must be addressed in order for them to function in school and be productive in society. The School Support Team in conjunction with the student services team to include administration, a guidance counselor, school social worker, psychologist, and the community involvement specialist work together to address the social-emotional needs of the students. In many cases there are resources available within our school to address their needs, however in other cases the students are referred to outside resources to provide additional support to the student and parent.

3. Early Warning Systems

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

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

The school's early warning system for Attendance below 90% is identified below:

-Students with 3 or more absences must be written up on a scam and referred to students services for follow up

- The Guidance counselor and the Success Coach will contact the parent
- The Community Involvement Specialist/Guidance Counselor will conduct a home visits
- The Success Coach will send letters home to students with 10 or more absences and set up meetings with the parent
- The student will be placed on an attendance contract and referred out for additional services as needed
- The Guidance Counselor/Success Coach will prepare truancy packets for students with 10 or more consecutive unexcused/excused absences
- A meeting will be held with the parent of student's with excessive absences to devise a plan and course of action

Students with three or more suspensions at Madison Middle School are listed on the Alternative to Discipline Plan through PBS. Students are tracked according to the Student Code of Conduct document Chapter II, which list the levels of student behaviors Levels I through V with corrective actions. The plan for students at Madison Middle receiving three or more suspensions will be assigned to the following activities and or programs, which are incorporate progressive discipline:

1. 5000 Role Models of Excellence
2. Madison Middle School Positive Imprint after-school Mon-Wednesday 4:00pm-6:00pm
3. Referred to Jann Mann Opportunity school
4. For Mental Health the Miami Bridge (5 to 30 days)
5. For Discipline Outward Bound Program (30 days)
6. Placement to Pace All Girls school (girls)
7. Placement to the Academy of Excellence

Students failing a course in English/LA or math are referred to the school guidance counselor/success coach. The failing students are recorded on a spreadsheet and the counselor and success coach will meet with them individually to develop a plan of action. Students are also recommended for course recovery, FLVS, and or summer school.

Students scoring a Level 1 on the state standardized test in English Language Arts and Math are scheduled and placed in Intensive Reading Plus System 44/READ 180 and Intensive Math to provide remediation to students in need. Deficiencies that are identified are addressed in the Intensive classes through the data driven groups called DI. Cityyear core members serve as interventionist to provide remediation and to address the deficiencies through small group instruction to address the needs of the student. Other interventionists are hired to provide a service to students that are in need.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	54	68	61	0	0	0	0	183
One or more suspensions	0	0	0	0	0	0	1	1	2	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	28	11	23	0	0	0	0	62
Level 1 on statewide assessment	0	0	0	0	0	0	7	119	128	0	0	0	0	254

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	47	24	22	0	0	0	0	93	

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

Beginning the first week of school city year core members were strategically placed in the classroom to provide support to our students. The core members were placed by identified their strengths. Our level 1 and level 2 students will need interventions in class to best meet their needs. Cityyear core members have been placed in the reading classrooms to provide interventions using the ETO resources as well as IREADY resources to remediate our students. In our Intensive Reading and Math classes we have assigned core members that will provide interventions during DI to students that have the greatest needs. We also have strategically placed each core member where they can best service our students to improve academic performance. Twenty six percent of our students have been identified as proficient in reading while the other 74% will need intense intervention. So all intervention strategies have been employed by the school in the Reading and math classrooms. We have also placed a core member in the 7th grade Civics classroom to provide support to Ms. Albert our Civics teacher. Our other interventionists has been placed in Ms. Lescano's Developmental Language Arts through ESOL class.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

Title 1 School - See PIP

2. 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.

The process in which the school uses to build and sustain partnerships with the local community is through our School Advisory Council (SAC) or EESAC committee and through our Parent Academy supported by Ms. Herring, the (CIS), Community Involvement Specialist. Our Community Involvement Specialist is the liason between the school, parents and the community. We have a parent resource center located on our campus located in the Attendance office here at Madison Middle school where parents are welcome to come in to obtain resources. Our monthly EESAC meeting is held the 3rd Thursday of the month to discuss school business, school improvement and resources to assist our teachers with enhancing the level and quality of instruction. The overall goal is student achievement. The school also builds and sustains partnerships with the local community through EESAC.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Taylor, Kysha	Assistant Principal
Fleurissaint, Micheka	Instructional Coach
Clark, Kerry	Instructional Coach

b. Duties

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

Dr. Phillipe Napoleon, Principal: Ensures that all members of the Rtl Leadership Team buy in and carry out the school's vision and mission, effectively manages the Rtl team to promote collaboration and a positive school culture and climate; monitors and ensures implementation of intervention support and that there is evidence of documentation; ensures adequate professional development is aligned to needs assessment data, the action plan as well as the SIP to support Rtl implementation; inform staff and parents of school-based Rtl initiatives.

LeNere Dawkins, Assistant Principal: Ensures that all records are maintained to include ESE related documentation, attendance records, academic and behavioral interventions and supervises and ensures that all collaborative planning for mathematics and science is facilitated by the math coach and science chair. Maintains records

Kysha Taylor, Assistant Principal: Ensures that all interventions as it pertains to school-wide reading and writing is implemented throughout the core subjects. Supervises and ensures that collaborative planning for ELA/reading, and social studies is facilitated by the coach with fidelity to maintain the highest level of student achievement and progress among our students at Madison Middle. Maintains all records and documentation to include assessment data, academic reports, data analysis, monitors the implementation of district and state assessments.

Instructional Coaches: (Micheka Fleurissaint)Reading, (Analia Barboza), Reading, Anthony Armbrister (Mathematics): Assist in the implementation of a strong core curriculum and support and monitor instruction; devise and utilize a process for identifying specific student needs; provide information about core curriculum, research based programs and materials; assist in the design and implementation for progress monitoring; data collection and analysis; facilitate planning and conduct professional development; collaborate with teachers, administrators, regional, district and state personnel about the school's data, instructional programs and intervention strategies.

Alten Russell, Positive Behavior Support Coordinator: Facilitates in planning and conducting professional development; collaborate with teachers on student's behavior; monitors attendance and behavior, instructional programs and intervention strategies.

Elyse Wasserman, School Psychologist: Provide data-based, non-biased psychological assessment, consultant to teachers, professional staff, and parents, implement and monitor drug and alcohol prevention programs, support the school violence prevention program, protective behaviors program and academic improvement programs.

Carolyn Turner, Social Worker: Provide social services and assistance to improve the social and

psychological functioning of students and their families in an effort to positively affect the well-being of families and the academic functioning of their children. Assist in providing academic and interventions for targeted students.

Tonjeria Hammond, Success Coach: The Success Coach has been developed to encourage academic success and positive behavior support in students in need of additional support. The Success Coach is responsible for maintaining contact logs of every student on the school's targeted list.

Vernon Howard, Guidance Counselor: Implement programs and intervene where attendance issues are present; work with students; families and the School Attendance Review Team on attendance issues/problems; facilitates intervention plans. The guidance counselor will also serve as a liaison between teacher and student to support academic success.

Mary Herring, Community Involvement Specialist: Participates in data-based decision making; serve as liaison for students; parents, school staff, program facilitators, and administrators regarding information, activities, and services provided.

Language Arts, Mathematics, Science, Social Science, SPED, ELL and Electives Department Chairpersons: Participates in student data collection through assessments and interventions, provides instruction/intervention techniques, and collaborate with grade team teachers on focused instructional lessons; and implement interventions and maintenance strategies.

Mary Herring, Community Involvement Specialist: Participates in data-based decision making; serve as liaison for students; parents, school staff, program facilitators, and administrators regarding information, activities, and services provided.

Micheka Fleurissaint, Literacy Coach and Analia Barboza: Ensures the implementation of the District's Comprehensive Reading Plan; assist in data collection activities, and provide technical assistance to teachers regarding data-based instructional planning.

2. 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.

The primary role of the Rtl Leadership Team is to analyze, monitor, and provide ongoing progress evaluation of the strategies outlined in the School Improvement Plan (SIP). The team will collaborate regularly, problem solve, share effective practices, evaluate implementations, make decisions, and practice new processes and skills. In developing and implementing the school improvement plan, the Rtl Leadership Team identified students' deficiencies and aligned the strategies based on the identified need to improve learner outcomes. The Rtl Leadership Team will monitor students' progress and data monthly.

Title I, Part A

Madison Middle School provides services to ensure students requiring additional academic support and remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school) for all students inclusive of English

Language Learners (ELL) and Students with Disabilities (SWD). The district coordinates with Title II and Title III to ensure staff development needs are provided and support services to students, respectively. Instructional Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on research-based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the

Title I, Part C, Migrant Education Program.

Title I, Part D

The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with the District’s drop-out Prevention program.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on

Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Madison Middle School will utilize available Title III funds to supplement and enhance the programs for

English Language Learners (ELL) and immigrant students by providing:

- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL content area teachers
- Offering extended learning opportunities (After-School and Saturdays) to English Language Learners.

Title VI, Part B - NA

Title X- Homeless

Madison Middle School is serviced by The Homeless Assistance Program (Project Upstart, Homeless Children & Youth Program), which seeks to ensure a successful educational experience for homeless children by collaborating with parents, school, and the community

Supplemental Academic Instruction (SAI)

Madison Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation

Violence Prevention Programs

Madison Middle School offers a non-violence and anti-drug program to students through curriculum implementation, facilitated by classroom teachers and the TRUST counselor. The TRUST Specialist focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crisis.

Nutrition Programs

Nutrition Programs

- Madison Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- Nutrition education, as per state status, is taught through physical education.
- The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study, students at Madison Middle School will complete academic programs and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Madison Middle School partners with DiplomasNow (City Year) to provide mentorship programs for qualifying students leading to 4 year postsecondary scholarships at universities. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certification.

Students complete an Electronic Personal Education Planner (EPEP) to map out their goals and courses for their Major Area of Interest (MAI).

Job Training

N/A

Other

Madison Middle School involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's Parent Academy resource center in order to inform parents regarding available programs, their rights under No Child Left Behind (NCLB) and other referral services. Madison Middle School will work to increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Madison Middle School receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, differentiated instruction/intervention, and classroom libraries. Additionally, the Title I School Improvement Grant/Fund provides support funding and assistance to Differentiated Accountability schools on an as needed basis. During the 2016-2017 school year Madison Middle School will conduct informal surveys and assessments to

determine the specific needs of parents. Additionally, workshops will be scheduled through the school's Title I Parent Academy.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Student
Vernon Howard	Teacher
Edward Byrd	Teacher
Mary Herring	Education Support Employee
Phillipe Napoleon	Principal
Ariel Hicks	Teacher
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC's involvement with evaluating the school improvement plan is to review, monitor and approve the SIP. The SIP is an ongoing fluid document that allows schools to address the academic and behavior needs of students as it pertains to student achievement. All stakeholders that are officially members of the SAC will evaluate, review, make changes as needed and approve the SIP. When and if any changes need are made throughout the year the members of the committee will be updated and informed.

b. Development of this school improvement plan

The SAC serves as the voice of the community in the development of the school improvement process. The SAC was involved with reviewing the barriers, and strategies that were identified in our action plan effective last school year and those that weren't. The principal and other EESAC members representing various departments and "professional learning communities" provide information addressing the diverse needs of our student population. They assist with identifying key determinants or deficiencies that need to be addressed to improve the overall student achievement. The SAC committee serves to provide input and suggestions during the development of the SIP and are tasked with reviewing and approving the SIP for the 2016-2017 school year.

c. Preparation of the school's annual budget and plan

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

Projected Use of SAC Funds Amount

Food Items for the FSA snack packs and Saturday Academy Pizza, field trips and student incentives and Parent Involvement Center \$1,500.00

Saturday school Incentives and field trips \$2,000.00

Incentives for Students caught reading \$500.00

Composition Notebooks \$400.00

Science Incentives \$1,000.00

Incentives to Support Positive behavior \$500.00

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Taylor, Kysha	Assistant Principal
McBride, Michael	Instructional Coach
Clark, Kerry	Instructional Coach
Fleurissant, Micheka	Instructional Coach
West, Ashley	Instructional Coach
Dawkins, LeNere	Assistant Principal
Napoleon, Philippe	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The goal of the Literacy Leadership team is to create a community of learners that focus on school-wide literacy initiatives that focus on the development of proficient reading and writing skills. Its sole purpose is to drive school-wide Reading Initiatives to improve school-wide literacy and to increase overall student achievement. This initiative will be accomplished by determining professional development needs related to active reading strategies to promote student achievement, on-going collaboration to discuss student data, school-wide sustained independent reading program initiatives such as (D.E.A.R) Drop, Everything And Read, MyON reader, Book It , our Accelerated Reader Book Million Word Book challenge, after school activities, literacy nights and encouraging all teachers to promote reading within the classroom and during home learning. The Literacy Leadership team will foster a Professional Learning Community to enhance and promote literacy at Madison Middle school.

D. Public and Collaborative Teaching

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

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

Teachers participate in professional learning communities to improve instruction and student achievement. Members of the school staff participate in professional learning communities that meet both informally and formally. Collaboration is embedded in our school culture and occurs across grade levels and content areas. Faculty members promote discussion about student learning, instructional practices, assessment data, and research-based practices. Learning from using and discussing the

results of inquiry-based practices such as action research, the examination of students work samples, lesson studies, and peer coaching frequently occur among school personnel. Our school personnel express belief in the value of collaborative learning communities.

Some other examples of positive working relationships are forged through common planning sessions and team meetings. Teachers are able to share best practices, discuss student's work, conduct data chats, and plan meaningful and purposeful lessons that align with the standards to target the needs of the students. Also, the support provided to the teacher by the instructional coach has forged many positive professional relationships by building trust among the staff, collaborating, sharing best practices and developing and planning effective lessons for our students.

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

Description of Strategy: District Teacher Recruitment Fair/e-Recruitment

Person Responsible: Principal

Projected Completion Date: August 2016-June 2017

Description of Strategy: MINT: Assigning new teachers a highly qualified mentor or peer teacher leader.

Person Responsible: Principal and Assistant Principals

Projected Completion Date: August 2016 - September 2017

Description of Strategy: Continued partnership with Teach For America (TFA)

Person Responsible: Teach For America, Principal and Assistant Principals

Projected Completion Date: August 2016 - June 2017

Description of Strategy: In-house professional development opportunities/Job-embedded professional development with an emphasis on effective collaborative planning, active learning strategies, students discourse and accountable talk, data analysis, and questioning techniques.

Person Responsible: Administrative Team

Projected Completion Date: August 2016 - June 2017

Description of Strategy: Regular meetings of new teachers with Instructional Coaches/Mentors Person Responsible: Principal and Assistant Principal

Projected Completion Date: August 2016 - Aug. 2017

Description of Strategy: New Teacher Orientation: Newly hired teachers will participate in the District Sponsored New Teacher Orientation

Person Responsible: District

Projected Completion Date: August 2016 - September 2017

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

Mentee's Name: Bria Toussaint

Mentor Assigned: Micheka Fleurissant

Rationale for Pairing:

Bria Toussaint will be entering her first year as a TFA instructor who could potentially benefit and grow professionally as a result of having a reading coach/ teacher as her mentor.

Ms. Fleurissant is a master transformational reading coach with a skill set that can assist and equip Ms. Toussaint with the necessary skills to grow professionally. She is knowledgeable in instructional practices that incorporate reading and writing strategies such as RACE, problem-solving that promotes critical thinking skills in the area of mathematics. Ms. Fleurissant has the ability to disaggregate and utilize data to facilitate instruction and meet the needs of our diverse students. Additionally, she will be

able to facilitate professional learning communities, incorporate effective common planning sessions, share best practices and provide in-class support to Ms. Toussaint based on her observations.

Planned Mentoring Activities:

The mentor and mentee will meet weekly in a Professional learning community to discuss student data, lesson planning, instructional strategies and professional development opportunities.

Mentee's Name: Jacqueline Zambrano

Mentor Assigned: Anoop Patel

Rationale for Pairing:

Anoop Patel is a third year TFA alum, science lead and department chair with pedagogical skills as well as content knowledge. He is highly motivated and has the ability to utilize technology in such a way to engage the diverse learners in his classroom. He is knowledgeable in instructional practices that incorporate both rigor and relevance and real world concepts to aid students to access the science curriculum. He has the ability to disaggregate and utilize data to facilitate instruction and to meet the needs of his students. Additionally, he is able to facilitate collaborative planning and effective common planning and provide and share best practices in science.

Planned Mentoring Activities:

The mentor and mentee will meet weekly in a Professional learning community to discuss student data, lesson plans, and professional development opportunities.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school ensures that core instructional programs, pacing guides and materials are aligned with the Florida Standards during common planning sessions within the respective departments, during professional training workshops, and through the use of the district pacing guides that are aligned with the New Standards. The core instructional programs that are utilized in our school have been aligned with the district mandates as well as the (FSA) Florida Standards Assessments adopted in February of 2014 by the state. The district keeps us well informed on any changes and updates in our secondary weekly updates. In our monthly ICAD workshops we receive training on the use of instructional practices or strategies that are research-based as well as updates on what the expectations are from the state as well as the district level. Through common planning we have addressed how to unpack the standard to plan effective lessons through the use of backwards planning. The district pacing guides have been created and aligned with the New Standards and administration as well as the coaches ensure through common planning sessions job-embedded professional development that the teachers are following the pacing guides to teach the standards to prepare our students for success on the FSA/EOC test administration.

b. Instructional Strategies

1. 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.

The school uses data to plan and drive instruction in the classroom to address and meet the academic needs of our students. The data is compiled and analyzed by department and with the leadership team to plan and drive instruction. Our IREADY and FSA data is used for reading placement of students with a level 1 or 2 in reading and the data is used to group the students and target their deficiencies. However, students are grouped accordingly and within those groups resources are aligned to address their academic needs. So instruction is intentional, purposeful, and strategic. Our I-READY data is used to group students and drive and differentiate instruction in the Language Arts/reading class. It is also used before and afterschool as an enrichment to support the Language Arts teachers. It is also used in our sixth grade foundations class in a DI technology rotation.

2. 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: After School Program

Minutes added to school year: 21,600

At Madison Middle School, we provide before and after-school tutoring. The All-Stars After School tutorial program is offered Tuesday and Thursday from 4:00-6:00 p.m. with our city year core members. The program encompasses enrichment activities that support the Florida Standards for ELA and Mathematics as well as utilizing school-wide technology embedded assistance instructional (CAI) programs such as Imagine Learning, ACHIEVE 300, Accelerated Reader, and I-READY to provide standard-based instruction to students.

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Taylor, Kysha, kataylor7@dadeschools.net

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

The lowest 25 percent of reading and mathematics have been identified and are targeted as students needing improvement. The instructional focus calendar and results of the progress monitoring assessments reinforce benchmarks learned in core courses and provide data in order to address remedial needs of each student. Our Level 3, 4, and 5 students are in enrichment literacy courses to continue to strive academically and develop further growth from their prior knowledge. "Bubble students are grouped in specialized "critical thinking" classes so that they are focused on their areas of deficiency in reading, and mathematics

Strategy: Weekend Program

Minutes added to school year: 3,600

At Madison Middle School, we offer Saturday Success Academy from October to March. The Saturday Success Academy is offered weekly from 9:00 am to noon. The program encompasses FCAT benchmarks into instructional lesson plans as well as utilizing school-wide computerized assistance instructional (CAI) programs to deliver data driven instruction to students.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Frazier, Uwezo, pr6391@dadeschools.net

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

The level 1 students in reading and mathematics have been identified and are targeted through DI small group instruction to address their deficiencies for the sole purpose of improving student performance. The instructional focus calendar and results of the growth progress monitoring assessments reinforce standards in the classroom learned in core courses and provide data in order to address remediate students in the intensive reading and math classes. Our Level 3, 4, and 5 students have been placed in the Algebra I, Physical Science, IPREP, some are in FLVS and Advanced courses.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

N/A

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

4. 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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** If all teachers at Madison Middle School establish high expectations to increase the level of rigor during instruction to create an environment conducive for discussions and student accountable talk, based on the infusion of rigorous and purposeful questioning strategies, then core instruction will improve and student achievement will increase in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If all teachers at Madison Middle School establish high expectations to increase the level of rigor during instruction to create an environment conducive for discussions and student accountable talk, based on the infusion of rigorous and purposeful questioning strategies, then core instruction will improve and student achievement will increase in all content areas. 1a

G083567

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	20.0
Middle School Performance in EOC and Industry Certifications	67.0
AMO Reading - All Students	
AMO Math - All Students	

Targeted Barriers to Achieving the Goal 3

- There is limited evidence of rigor during instruction that promotes an environment conducive for discussions and discourse, with infusion of rigorous higher-order questioning strategies that assist teachers in checking for student understanding.

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1.Bank of Reading Strategies 2.Professional Development Training 3.Interventionist 4.Instructional Coaches 5.Instructional Framework/Pacing Guides 6.Curriculum Support Specialist 7.Technology 8.Common Planning 9. School-wide Reading Initiative 10. Lesson Studies

Plan to Monitor Progress Toward G1. 8

Following FCIM, progress monitor assessment data reports will be reviewed and used to drive targeted instruction as needed.

Person Responsible

Uwezo Frazier

Schedule

Quarterly, from 8/24/2015 to 8/24/2015

Evidence of Completion

Formative Assessments: District Interim Assessments; Progress Monitoring Assessments; Topic assessments; I-Ready Diagnostics, Summative Assessments: 2015 FCAT 2.0 Science, and FSA/EOC

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

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

 = Problem Solving Step  S123456 = Quick Key

G1. If all teachers at Madison Middle School establish high expectations to increase the level of rigor during instruction to create an environment conducive for discussions and student accountable talk, based on the infusion of rigorous and purposeful questioning strategies, then core instruction will improve and student achievement will increase in all content areas. 1

G083567

G1.B1 There is limited evidence of rigor during instruction that promotes an environment conducive for discussions and discourse, with infusion of rigorous higher-order questioning strategies that assist teachers in checking for student understanding. 2

B221729

G1.B1.S1 Provide professional development which assist teachers in understanding expectations of the Standards. Professional development will focus on the creation of rigorous lesson planning which will promote critical thinking, textual analysis, analytical writing, and student engaging and discourse among students. 4

S233953

Strategy Rationale

To provide quality instruction that will activate critical thinking skills, problem solving, and analytical writing skills that will lead to student achievement.

Action Step 1 5

Provide professional development which will assist teachers in understanding expectations of the Language Arts Florida Standards. Professional development will focus on the creation of rigorous lesson plans which promote critical thinking, textual analysis, analytical writing, and engaging academic discourse among students.

Person Responsible

Micheka Fleurissaint

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

PD Agenda, Sign-in sheets

Action Step 2 5

Utilize available resources in common planning to ensure that rigorous lessons are created. Ensure that teachers analyze student work samples in order to assess the effectiveness of their lessons and promote reflection on how well their lessons incorporate critical reading and writing, aligned to the learning targets, and promote academic discourse, and active learning.

Person Responsible

Micheka Fleurissaint

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

PD Sign-in sheets and agenda

Action Step 3 5

Monitor fidelity of implementation of the action plan to include effective common planning products and ensure that students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities that lead to academic discourse, and active learning that promote critical reading and writing skills.

Person Responsible

Kysha Taylor

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

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

Classroom walkthroughs to monitor use of PBS system and implementation of classroom management strategies provided during the PD.

Person Responsible

Schedule

Evidence of Completion

Walkthrough Documentation

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

Data from PBS system

Person Responsible

Schedule

Evidence of Completion

Data from PBS system

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA2 M304991	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.MA1 M304988	Data from PBS system		No Start Date	Data from PBS system	No End Date once
G1.B1.S1.MA1 M304989	Classroom walkthroughs to monitor use of PBS system and implementation of classroom management...		No Start Date	Walkthrough Documentation	No End Date one-time
G1.MA1 M304990	Following FCIM, progress monitor assessment data reports will be reviewed and used to drive...	Frazier, Uwezo	8/24/2015	Formative Assessments: District Interim Assessments; Progress Monitoring Assessments; Topic assessments; I-Ready Diagnostics, Summative Assessments: 2015 FCAT 2.0 Science, and FSA/EOC	8/24/2015 quarterly
G1.B1.S1.A1 A300508	Provide professional development which will assist teachers in understanding expectations of the...	Fleurissant, Micheka	8/22/2016	PD Agenda, Sign-in sheets	6/8/2017 monthly
G1.B1.S1.A2 A300509	Utilize available resources in common planning to ensure that rigorous lessons are created. Ensure...	Fleurissant, Micheka	8/22/2016	PD Sign-in sheets and agenda	6/8/2017 monthly
G1.B1.S1.A3 A300510	Monitor fidelity of implementation of the action plan to include effective common planning products...	Taylor, Kysha	8/22/2016		6/8/2017 monthly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide professional development which will assist teachers in understanding expectations of the Language Arts Florida Standards. Professional development will focus on the creation of rigorous lesson plans which promote critical thinking, textual analysis, analytical writing, and engaging academic discourse among students.	\$0.00
2	G1.B1.S1.A2	Utilize available resources in common planning to ensure that rigorous lessons are created. Ensure that teachers analyze student work samples in order to assess the effectiveness of their lessons and promote reflection on how well their lessons incorporate critical reading and writing, aligned to the learning targets, and promote academic discourse, and active learning.	\$0.00
3	G1.B1.S1.A3	Monitor fidelity of implementation of the action plan to include effective common planning products and ensure that students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities that lead to academic discourse, and active learning that promote critical reading and writing skills.	\$0.00
Total:			\$0.00