

Miami-Dade County Public Schools

# Madison Middle School



2017-18 Schoolwide Improvement Plan

# Madison Middle School

3400 NW 87TH ST, Miami, FL 33147

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p><b>2016-17 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">98%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">99%</p>

## School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	D*	D

*\*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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Madison Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Mission Statement:

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, students' learning needs are the primary focus of all decisions. Administrators, teachers, parents, students and the community share the responsibility for advancing our mission, promoting mutual respect and enhancing students self esteem to become confident, self-directed, life-long learners.

##### b. Provide the school's vision statement.

Vision Statement:

Our focus is to develop the intellectual capacity of all children and uphold their right to learn.

This school year our theme is "MAKE IT HAPPEN." In an effort to instill character and confidence in the abilities of our students. To help them to understand that "hard work does pay off" and to never give up!!!

The Superintendent's initiative "Values Matter" is also a school-wide initiative to teach the importance of values and moral responsibility and the obligation of every student. It teaches them character and self awareness. We have asked teachers to incorporate the Values Matter curriculum into their lesson during the first 5-10 minutes of the period at least once a week to introduce and discuss its importance.

#### 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 parental Involvement initiatives and activities, monthly EESAC meetings, weekly grade-level team meetings, and club organizations help to promote and build relationships between parents, teachers, stakeholders and students. Students that are involved in extracurricular activities help 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 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.**

Our positive behavior support initiative provides teachers and students with clear behavioral expectations and ongoing training and support to ensure that the system is consistently being adhered to with fidelity. 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 coordinator in conjunction with the discipline team, have developed a progressive discipline plan for teachers and students to adhere to as it relates to tardies, absences, lunch mentoring, 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. Moreover, 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**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 excessive absences must be written up on a scam and referred to students services for follow up
- A member of the attendance committee will set up a conference with the student/students
- Attendance team will contact the parents of students with excessive absences
- Letter sent home to the parent
- The Attendance team will meet with the parent to devise a plan and course of action
- The Community Involvement Specialist/Guidance Counselor will conduct a home visits
- The attendance team 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 attendance team will prepare truancy packet for students with 10 or more excessive absences

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. AOS/ Student Success Centers
2. Madison Middle School Positive Imprint after-school Monday-Wednesday 4:00pm-6:00pm
3. Referral to Jann Mann Opportunity school
4. Indoor Suspension
5. Students are referred to S3C program

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 by grade level to develop a course 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. Additional interventionists are employed to provide a service to students that are in need if the funding will allow us to do so.

**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	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	49	13	8	0	0	0	0	70
Level 1 on statewide assessment	0	0	0	0	0	0	83	109	76	0	0	0	0	268

**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	105	121	81	0	0	0	0	307

**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 percent of our students have been identified as proficient in reading while the other 80% will need intense intervention. So all intervention strategies have been employed by the school in the Reading and math classrooms. All cityyear core members have been placed per the district, in our intensive reading and math classes. Additional core members have been placed in our Civics class and our 8th grade Pre-Algebra class. Additional funding provided by the district will allow us to place interventionists in our IPREP, science, and ELL classrooms.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

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

**2. Description**

The faculty/staff of Madison Middle will hold monthly EESAC meetings as well as monthly parental involvement activities to engage parents and family.

**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. Our parent resource center is located on our campus in room 23. Our monthly EESAC meetings are held every third Thursday of the month to discuss school business, school improvement plan, student achievement, data, 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

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Ladd, David	Principal
Taylor, Kysha	Assistant Principal
Simons, Anthony	Assistant Principal

## b. Duties

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

David T. Ladd, 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.

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.

Anthony Simons, 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

Transformational Coaches (Literacy): Micheka Fleurissaint, Ashley West, (Mathematics) Barbara Frost; 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, assist with the implementation and the utilization of research-based programs and materials; assist the on-going progress monitoring of students and make adjustments as needed. Facilitate common planning and conduct job-embedded professional development activities; collaborate with all stakeholders to include administrators, teachers, students and parents. Ensure that appropriate interventions and remediation is taking place in the classroom to address the deficiencies of the students.

Jabari Hughes, Test Chair & CSI Instructor will assist with facilitating, supervising and monitoring of assessments, and will also assist with the implementation of our progressive discipline plan.

Tangela Ramos, 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.

M. Carole Dieudonne, 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.

Carol 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 targeted interventions for students with excessive absences.

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. Assist with academic/ behavioral interventions. Monitor students attendance and to serve as the designee to the SST coordinator in an effort to provide additional support to students that are struggling with academic, behavioral, and social emotional needs.

Michelle Dorval, 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. Assist with the scheduling needs of students to include placement. Coordinate articulation as well as the curriculum as magnet showcase for students.

Samantha Johnson, SPED Chairperson, Assist with the management, coordination and supervision of ESE students that are in the inclusive setting. Serves as a liaison between the school-site and district to assist with the compliance of documentation in the SPED program. Provide support and consultation to student that are in need of additional support.

Mary Herring, (CIS) Community Involvement Specialist: Participates in data-based decision making; serves as a liaison for students; parents, school staff, program facilitators, and administrators regarding information, activities, and services provided to our parents. Facilitate and coordinate parental involvement activities school-wide. Conducts home visits as needed. Assists and supports with TITLE 1 programs and documentation.

Micheka Fleurissant and Ashley West, (Literacy): Ensures the implementation of the District's Comprehensive Reading Plan; assist in data collection activities, and provide ongoing coaching support to teachers regarding data-driven instructional planning.

Barbara Frost,( Mathematics): Ensures the implementation of the District's Math content and pacing guide; assist in the collection and analysis of the data, and will provide coaching support to teachers.

**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 RTI Leadership Team collaborates 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

N/A

Title I, Part D

The District receives funds to support the FIU All-Stars 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

- 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
David T Ladd	Principal
Michelle Dorval	Teacher
Mary Herring	Education Support Employee
Tangela Ramos	Teacher
Carmine Mastropolo	Teacher
Linette Forbes	Teacher
Barbara Frost	Teacher
Jeffery Gibert	Teacher
Angela Taylor	Teacher
Anthony Simons, III	Education Support Employee
Naydalize Burgos	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

##### 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 2017-2018 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 = \$5900.00 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
Fleurissant, Micheka	Instructional Coach
West, Ashley	Instructional Coach
Hughes, Jabari	Dean
Simons, Anthony	Assistant 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 literacy and to increase overall student achievement. This initiative will be accomplished by determining professional development needs directly related to promoting literacy strategies to increase student achievement, on-going collaboration to discuss student data, school-wide reading and writing strategies across the curriculum. We have also incorporated a school-wide vocabulary initiative referred to as the vocabulary (WOW) Word of the Week), MyON reader, for students to access books online. City year after school heroes, incorporates literacy activities and supports our annual literacy night to establish a culture/climate of literacy and to encourage parental involvement. All teachers support our literacy initiatives, and provide opportunities in the classroom that foster literacy activities.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

**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 research-based instructional practices such as action research, professional learning

communities, team meetings, teacher-driven observations, 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 2017-June 2018

Description of Strategy: MINT: Assigning new teachers a certified MINT mentor or buddy teacher..

Person Responsible: Principal and Assistant Principals

Projected Completion Date: August 2017 - September 2018

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

Person Responsible: Teach For America, Principal and Assistant Principals

Projected Completion Date: August 2017 - June 2018

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 2017 - June 2018

Description of Strategy: Regular meetings of new teachers with Instructional Coaches/Mentors Person

Responsible: Principal and Assistant Principal

Projected Completion Date: August 2017 - Aug. 2018

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

Person Responsible: District

Projected Completion Date: August 2017 - September 2018

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

Mentee's Name: Micah Thomas

Mentor Assigned: Tangela Ramos

Rationale for Pairing:

Micah Thomas is a beginning teacher, first year as a TFA instructor who could potentially benefit and grow professionally as a result of having a MINT mentor.

Mrs. Ramos is a veteran teacher and this is her first year at Madison, with knowledge and experiences that will assist and equip Ms. Thomas with the necessary skills to grow professionally. She is knowledgeable in instructional practices that incorporate discipline strategies and techniques that will assist Ms. Thomas in the area of classroom management.



**Planned Mentoring Activities:**

The mentor and mentee will meet bi-weekly in a Professional learning community to collaborate and discuss student classroom management techniques, instructional resources and professional development opportunities.

Mentee's Name: Diana Haber

Mentor Assigned: Tangela Ramos

**Rationale for Pairing:**

Diana Haber is a first year TFA teacher and this is her first year at Madison. She is an instructor in our reading department that teaches sixth and seventh grade students.

Tangela Ramos: Mrs. Ramos is our PBS coordinator and dean of students that serves as a MINT mentor, she is also our dean of students, PD liaison, activities and athletic director and instructional support team member. She is highly motivated and supports all teachers in need of guidance and insight as it pertains to their classroom and how to deal with students. She also provides assistance in our ESE department and provides strategies and accommodations to support our ESE population. She is an advocate for students and positive behavior supports.

**Planned Mentoring Activities:**

The mentor and mentee will meet bi-weekly in a Professional learning community to collaborate and discuss student data, lesson planning, classroom management techniques 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 academic resources and instructional 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 DAS updates and weekly briefings. In our monthly ICADs and AP 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. We are also focusing on the FEI, Instructional Planning and Instructional Delivery and engagement. The coaching support will focus on planning lessons that provide students in whole group the opportunity to be engaged in the lesson. 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 FIU All-Stars After School tutorial program is offered Monday through Friday from 4:00-6:15 p.m. 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. Morning tutoring is offered by our cityyear core members from 8:30am-9:00am, Monday-Friday in the media center. 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 3000, 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 pre- 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 January to April. The Saturday Success Academy is offered weekly from 9:00AM to 12PM. The program encompasses standard-based instruction and computer-based instructional programs to provide supplemental and additional support in preparation for the district and state assessments.

**Strategy Rationale**

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

**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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.** If core instruction is increased in all content area, then student achievement will improve.

## 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 core instruction is increased in all content area, then student achievement will improve. 1a**

G096951

**Targets Supported 1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	28.0
Middle School Performance in EOC and Industry Certifications	94.0
AMO Reading - All Students	
AMO Math - All Students	

**Targeted Barriers to Achieving the Goal 3**

- Teachers are struggling to plan and execute lessons that incorporate the gradual release model during whole group.

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- 1. Transformational Coach 2. Curriculum Support Specialist 3. Teach Like a Champion techniques 4. Collaborative strategies and protocols 5. Pacing Guides 6. Item Specifications

**Plan to Monitor Progress Toward G1. 8**

On-going progress monitoring by the administration to ensure that lesson planning includes the gradual release process.

**Person Responsible**

David Ladd

**Schedule**

Weekly, from 8/21/2017 to 6/7/2018

**Evidence of Completion**

Formative Assessments: Mini-Assessments; Topic Assessments; I-Ready Diagnostics, Summative Assessments: 2018 FSA, NGSSS Science, and EOC exams

## 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.** If core instruction is increased in all content area, then student achievement will improve. 1

G096951

**G1.B1** Teachers are struggling to plan and execute lessons that incorporate the gradual release model during whole group. 2

B260823

**G1.B1.S1** Provide professional development that will focus on collaborative structures during whole group instruction with the gradual release model. 4

S276192

### Strategy Rationale

To provide lessons that will increase student engagement in whole group instruction.

### Action Step 1 5

During common planning the coach will assist the teachers with developing lesson plans that focus on the gradual release model during whole group instruction.

#### Person Responsible

Ashley West

#### Schedule

Biweekly, from 8/21/2017 to 6/7/2018

#### Evidence of Completion

PD Agenda, Sign-in sheets, Lesson plans, Grouping Templates

### Action Step 2 5

During common planning the coach will ensure that teachers have a good understanding of how to analyze and evaluate the data to provide resources that will remediate and address the students' deficiencies.

#### Person Responsible

Micheka Fleurissaint

#### Schedule

Monthly, from 8/22/2016 to 6/7/2017

#### Evidence of Completion

Common Planning agendas and Sign-in sheets



### Action Step 3 5

The coach during common planning, will assist the teachers with active student engagement techniques

**Person Responsible**

Micheka Fleurissaint

**Schedule**

Biweekly, from 8/21/2017 to 6/7/2018

**Evidence of Completion**

Meeting agendas, sign in sheets, walkthroughs

### Action Step 4 5

Provide opportunities for teachers to share best practices and identify learning outcomes through curriculum collaboration groups with emphasis on gradual release.

**Person Responsible**

**Schedule**

Biweekly, from 8/21/2017 to 6/7/2018

**Evidence of Completion**

Meeting agendas, sign in sheets, walkthroughs

### 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**

David Ladd

**Schedule**

Weekly, from 8/21/2017 to 6/7/2018

**Evidence of Completion**

Walkthrough Documentation

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

The administrator will conduct daily classroom walkthroughs by department

**Person Responsible**

David Ladd








**Schedule**

Weekly, from 8/21/2017 to 6/7/2018

***Evidence of Completion***

Classroom walkthrough data collection

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B1.S1.A2  A371790	During common planning the coach will ensure that teachers have a good understanding of how to...	Fleurissaint, Micheka	8/22/2016	Common Panning agendas and Sign-in sheets	6/7/2017 monthly
G1.MA1  M399997	On-going progress monitoring by the administration to ensure that lesson planning includes the...	Ladd, David	8/21/2017	Formative Assessments: Mini-Assessments; Topic Assessments; I-Ready Diagnostics, Summative Assessments: 2018 FSA, NGSSS Science, and EOC exams	6/7/2018 weekly
G1.B1.S1.MA1  M399995	The administrator will conduct daily classroom walkthroughs by department	Ladd, David	8/21/2017	Classroom walkthrough data collection	6/7/2018 weekly
G1.B1.S1.MA1  M399996	Classroom walkthroughs to monitor use of PBS system and implementation of classroom management...	Ladd, David	8/21/2017	Walkthrough Documentation	6/7/2018 weekly
G1.B1.S1.A1  A371789	During common planning the coach will assist the teachers with developing lesson plans that focus...	West, Ashley	8/21/2017	PD Agenda, Sign-in sheets, Lesson plans, Grouping Templates	6/7/2018 biweekly
G1.B1.S1.A3  A371791	The coach during common planning, will assist the teachers with active student engagement techniques	Fleurissaint, Micheka	8/21/2017	Meeting agendas, sign in sheets, walkthroughs	6/7/2018 biweekly
G1.B1.S1.A4  A371792	Provide opportunities for teachers to share best practices and identify learning outcomes through...		8/21/2017	Meeting agendas, sign in sheets, walkthroughs	6/7/2018 biweekly

## 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	During common planning the coach will assist the teachers with developing lesson plans that focus on the gradual release model during whole group instruction.	\$0.00
2	G1.B1.S1.A2	During common planning the coach will ensure that teachers have a good understanding of how to analyze and evaluate the data to provide resources that will remediate and address the students' deficiencies.	\$0.00
3	G1.B1.S1.A3	The coach during common planning, will assist the teachers with active student engagement techniques	\$0.00
4	G1.B1.S1.A4	Provide opportunities for teachers to share best practices and identify learning outcomes through curriculum collaboration groups with emphasis on gradual release.	\$0.00
<b>Total:</b>			<b>\$0.00</b>