

Marion County Public Schools

Madison Street Academy Of Visual And Performing Arts



2018-19 Schoolwide Improvement Plan

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Madison Street Academy Of Visual And Performing Arts

401 NW MARTIN LUTHER KING JR AVE, Ocala, FL 34475

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	43%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The faculty, staff, parents, and business partners of Madison Street Academy of Visual and Performing Arts work together to provide a quality learning environment that ensures success through the integration of the arts, academics, and technology.

Provide the school's vision statement.

Madison Street Academy is committed to providing a quality learning environment that ensures success through the integration of the arts, academics, and technology.

School Leadership Team

Membership

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

Name	Title
Bennett, Ryan	Principal
Mills, Bret	Dean
Parks, Megan	Assistant Principal
Denesha, Amy	School Counselor
Cicione, Jessica	Teacher, K-12
Swope, Natalie	Teacher, K-12

Duties

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

The school-based MTSS Leadership Team is comprised of the following members:
School principal - expert in disaggregate data, assistant principal - expert in curriculum and instruction, guidance counselor - expert in testing and guidance, ESE teacher - expert in ESE curriculum, expert in diagnosing reading problems and school psychologist - expert in diagnostic testing.

Early Warning Systems

Year 2017-18

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	1	0	2	0	0	2	0	0	0	0	0	0	0	5
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	2	0	0	0	0	0	0	0	0	0	2

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	1	0	0	7	24	0	0	0	0	0	0	0	32

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Wednesday 7/25/2018

Year 2016-17 - As Reported

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	
One or more suspensions	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	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	

Year 2016-17 - Updated

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	1	0	1	0	0	0	0	0	0	0	0	2
One or more suspensions	1	0	0	3	0	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	1	1	1	0	0	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	2	2	4	0	0	0	0	0	0	0	0	0	9

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest was our Math lowest 25th percentile. Based on the last two years of math learning gains has been our lowest performing areas which in turn effects our lowest 25th percentile.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline was our ELA lowest 25th percentile, which was a drop of 13 percentage points.

Which data component had the biggest gap when compared to the state average?

Madison Street is above the state average in all reported categories.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was our 5th grade Science. Based on the last two years our Science FCAT scores have be increasing.

Describe the actions or changes that led to the improvement in this area.

The changes that led to the improvement in Science was the school wide focus on hands-on integrated science learning activities as well has the implementation of STEAM.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	93%	46%	56%	98%	47%	52%
ELA Learning Gains	75%	44%	55%	78%	49%	52%
ELA Lowest 25th Percentile	75%	37%	48%	90%	47%	46%
Math Achievement	97%	49%	62%	97%	48%	58%
Math Learning Gains	78%	46%	59%	80%	47%	58%
Math Lowest 25th Percentile	74%	35%	47%	72%	40%	46%
Science Achievement	98%	51%	55%	96%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	1 (0)	0 (0)	2 (0)	0 (0)	0 (0)	2 (0)	5 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	0 (0)	1 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	2 (0)	0 (0)	0 (0)	2 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	90%	46%	44%	57%	33%
	2017	100%	50%	50%	58%	42%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2018	92%	43%	49%	56%	36%
	2017	98%	52%	46%	56%	42%
Same Grade Comparison		-6%				
Cohort Comparison		-8%				
05	2018	94%	46%	48%	55%	39%
	2017	99%	47%	52%	53%	46%
Same Grade Comparison		-5%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	94%	48%	46%	62%	32%
	2017	97%	48%	49%	62%	35%
Same Grade Comparison		-3%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	97%	47%	50%	62%	35%
	2017	100%	55%	45%	64%	36%
Same Grade Comparison		-3%				
Cohort Comparison		0%				
05	2018	98%	50%	48%	61%	37%
	2017	96%	45%	51%	57%	39%
Same Grade Comparison		2%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	98%	49%	49%	55%	43%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ASN	100	80		100	100						
BLK	81	65	67	86	65	64					
HSP	97	95		100	74		100				
MUL	92			100							
WHT	94	71	70	98	81	79	100				
FRL	85	67	65	94	74	68	93				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	100			100							
ASN	100	100		100	80						
BLK	91	81	73	91	57		92				
HSP	100	79		96	92						
MUL	100	82		100	91						
WHT	100	81	89	99	73	84	95				
FRL	95	79	79	97	69	73	95				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Math and Science

Rationale Teachers will be able to better understand and implement how to differentiate math and science instruction through centers and related projects/learning.

Intended Outcome If teachers receive targeted professional development and collaboration, then teachers will differentiate Math/Science instruction and the performance of students overall will increase with respect to learning gains and proficiency.

Point Person Ryan Bennett (ryan.bennett@marion.k12.fl.us)

Action Step

Description Math and Science will be a focus of training followed by classroom modeling/observations and debriefing of best practices. Provide differentiated learning centers (including teacher led) based on students' needs. Hands-on manipulative's will be used to provide inquiry-based learning in math instruction. Also, time will be spent on professional development in order to effectively differentiate instruction and align instructional materials and the delivery of the FL standards. Teachers will learn how to use diagnostic reports from iReady Math as well as IXL Math and Science to help determine each individualized students' math and science needs.

Person Responsible Megan Parks (megan.parks@marion.k12.fl.us)

Plan to Monitor Effectiveness

Description An agenda will outline the academic focus of each monthly PLC along with a notated calendar. Through the implementation of PLC's, teachers will have the opportunity to learn and share strategies/best practices that will be evident in classroom walkthroughs and observations. Scheduled modeled lessons, lesson plans, and debriefing notes each semester. Data chats will be utilized to monitor and modify the effectiveness of our action plan.

Person Responsible Megan Parks (megan.parks@marion.k12.fl.us)

Activity #2	
Title	ELA
Rationale	Because of a decrease in our schools ELA/Writing state test scores time will be spent on professional development in order to effectively differentiate instruction and align instructional materials to the FL standards.
Intended Outcome	If we continue to increase student engagement, comprehension of rigorous text, ability to utilize higher level thinking, and ability to demonstrate understanding, then the performance of students overall will increase with respect to learning gains and proficiency.
Point Person	Ryan Bennett (ryan.bennett@marion.k12.fl.us)
Action Step	
Description	Teachers will utilize PLC planning time to ensure they are using complex and rigorous texts across content areas to increase student ELA and Writing performance. ELA and Writing will be the focus of training followed by data review and conferencing to plan next steps. iReady Instructional lessons and Writescore Lessons will be used to differentiate instruction based on student needs.
Person Responsible	Megan Parks (megan.parks@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Teacher observation and walkthroughs will be utilized to monitor effectiveness. Implementation of strategies by teachers observed during classroom walkthroughs and artifacts and/or disaggregated data shared at Professional Development Sessions. Through the implementation of monthly PLC's, teachers will have the opportunity to learn and share strategies/best practices that will be evident in classroom walkthroughs and observations.
Person Responsible	Megan Parks (megan.parks@marion.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

We continue to strive toward 100% parental participation in school activities. The school's scheduled orientation, open house, and the Annual Title 1 Meeting will invite parents in to be engage in our school community as we work together help our students succeed.

School-wide student recognition programs are scheduled each semester for students to showcase their learning in various ways.

The Media Center is open before and after school hours for parents to actively participate in reading with their child.

Parent-Teacher conferences are scheduled at various times for teachers to build relationships with parents as they assist students academically.

School Advisory Committee (SAC) provides and families the opportunity to be involved in the academic program of the school. The SAC develops, monitors, and evaluates the School Improvement Plan for our school to implement programs and services that support students.

PFEP Link

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

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.

The guidance counselor is a resource person whom parents and/or students utilize throughout the year. The counselor works with local and state agencies to meet the physical and emotional needs of students. The counselor also facilitates identifying and serving students that have special education needs including gifted.

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

MCPS provide an Exception Student Education Pre-K Program at our schools for eligible 3 thru 5 year olds. All students are fully integrated into the school thus helping them transition to Kindergarten. MCPS also provides a Summer VPK Program for all eligible Pre-K students.

FLKRS and ECHOS administered to kindergarteners within the first 30 days to evaluate the effectiveness of these our Pre-K programs.

Marion County Public Schools coordinated with Childhood Development Services Inc. and the Early Learning Coalition to get Pre-K students registered for Kindergarten in April. A school based week long Kindergarten Round Up is planned for the Spring and is advertised through community based flyers, letters sent home with current students, and a Skylert message sent out. A special orientation is provided to all parents of incoming kindergarten and other new students to MSA to give them information regarding school policies and procedures to help orient them to the school. STAGGER START is a district initiative to assist kindergarten students in transitioning into local elementary schools. The primary focus of stagger start is to give the staff the opportunity to administer assessments, including FLKRS, and begin to develop one-on-one relationships with students.

Students in fifth grade are offered opportunities to attend middle school information sessions both on our campus and as field trips on-site.

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.

Marion County uses a variety of source data to progress monitor students. All data is warehoused in Unify which allows for easy disaggregation by ethnicity, socio-economics, ELL, ESE, teacher and course. This data includes State/District Assessments (FSA, QSMA's, CMSA's, iReady and Write Score Assessments) as well as local assessments (Document Based Questions, etc.). Unify is also used for teacher comparisons by student, standard, and demographics. School and district are able to compare data as well as similar schools across the State.

Discipline data is housed in the Student Management System(SMS) and can be disaggregated using an

internal software (Custom Reports).

Tiered data can be found in Unify where intervention tier is identified and progress monitoring notes are documented. Additional information can be found in course selection for Reading Intervention at the Secondary level in SMS. Teachers also keep data notebooks with individualized student information relative to the progress within the relative tier of intervention.

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

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life.

Part V: Budget

Total:

\$42,937.00