

Miami-Dade County Public Schools

# Madison Middle School



2018-19 Schoolwide Improvement Plan

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# Madison Middle School

3400 NW 87TH ST, Miami, FL 33147

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

## School Demographics

|   |  |  |
|---|--|--|
| <b>School Type and Grades Served</b><br>(per MSID File)<br><br>Middle School<br>6-8 | <b>2017-18 Title I School</b><br><br>Yes | <b>2017-18 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)<br><br>97% |
| <b>Primary Service Type</b><br>(per MSID File)<br><br>K-12 General Education        | <b>Charter School</b><br><br>No          | <b>2018-19 Minority Rate</b><br>(Reported as Non-white on Survey 2)<br><br>98%               |

## School Grades History

| Year  | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|-------|---------|---------|---------|---------|
| Grade | D       | C       | D       | D*      |

## School Board Approval

This plan is pending approval by the Dade 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.

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.

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

Vision Statement:

To develop scholars through high expectations and to empower students to realize their potential as global leaders.

### School Leadership Team

#### Membership

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

| Name                  | Title               |
|-----------------------|---------------------|
| Ladd, David           | Principal           |
| Simons, Anthony       | Assistant Principal |
| Veras, Karen          | Assistant Principal |
| Fleurissaint, Micheka | Instructional Coach |
| Frost, Barbara        | Instructional Coach |
| West, Ashley          | Instructional Coach |
| Dieudonne, Carole     | Psychologist        |
| Hammond, Tonjeria     | School Counselor    |
| Johnson, Samantha     | Teacher, K-12       |
| Herring, Mary         | Other               |

#### Duties

**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 Response to Intervention (RtI) Leadership Team share and carry out the school's vision and mission, effectively manages the RtI 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 RtI implementation; inform staff and parents of school-based RtI initiatives.

Madeline Meiklejohn, 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 as well as all ESE and ESOL related documentation.

Anthony Simons, Assistant Principal: Ensures that all records are maintained to include 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.

Transformational Coaches (Literacy): Micheka Fleurissant, Ashley West, (Mathematics) Barbara Frost; assist in the implementation of a strong core curriculum, support and monitor instruction. The coaches 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. The coaches facilitate common planning and conduct job-embedded professional development activities; collaborate with all stakeholders to include administrators, teachers, students and parents. The coaches ensure that appropriate interventions and remediation is taking place in the classroom to address the deficiencies of the students. The coaches provide individualized coaching cycles to specific teachers to improve instructional delivery.

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.  
Bridget Sharptin, 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, 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. The counselor serves 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.

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 Fleurissaint 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.

## 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     | 0           | 0 | 0 | 0 | 0 | 0 | 2  | 3   | 6  | 0 | 0  | 0  | 0  | 11    |
| One or more suspensions         | 0           | 0 | 0 | 0 | 0 | 0 | 0  | 0   | 1  | 0 | 0  | 0  | 0  | 1     |
| Course failure in ELA or Math   | 0           | 0 | 0 | 0 | 0 | 0 | 4  | 3   | 16 | 0 | 0  | 0  | 0  | 23    |
| Level 1 on statewide assessment | 0           | 0 | 0 | 0 | 0 | 0 | 64 | 106 | 78 | 0 | 0  | 0  | 0  | 248   |

#### 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 | 88 | 123 | 94 | 0 | 0  | 0  | 0  | 305   |

#### 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 | 1 | 1 | 0 | 0 | 0  | 0  | 0  | 2     |
| Retained Students: Previous Year(s) | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

#### Date this data was collected

Friday 8/31/2018

### 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  | 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 |

**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 | 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 | 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 |

## 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?**

FSA 8th grade Math Proficiency is the lowest data component at 5%. In 2016 8th grade proficiency was at 35%, in 2017 at 10%. The decrease data component is a trend as it has decline significantly in the past three years.

**Which data component showed the greatest decline from prior year?**

Algebra I Proficiency showed the greatest drop in 2018. There was a 30 percentage point decline from 89% in 2017 to 59% in 2018. This was a substantial decline.

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

Math achievement had the biggest gap when comparing Madison to the overall State math achievement. Madison mathematics proficiency is at 18 % compared to the state at 58 % . This is a 40 percentage point gap between Madison Middle and the average state's proficiency

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

ELA Learning Gains of the lowest 25% showed the greatest increase. There was an 11% increase from 32% in 2017 to 43% in 2018. This is not a trend currently, since there was a decrease from 2016 to 2017 in the lowest 25% learning gains from 45% in 2016 to 34% in 2017.

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

Standards based common planning, reading intervention courses for all level one and two students, implementation of data-driven instruction, administrative walkthroughs, the sharing of best practices, and push-in and pull-out interventions based on on-going assessment results have provided improvement in our academic achievement of the lowest 25% of students in ELA learning gains.

**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             | 22%    | 56%      | 53%   | 27%    | 51%      | 52%   |
| ELA Learning Gains          | 38%    | 56%      | 54%   | 46%    | 55%      | 53%   |
| ELA Lowest 25th Percentile  | 43%    | 52%      | 47%   | 45%    | 51%      | 45%   |
| Math Achievement            | 18%    | 56%      | 58%   | 36%    | 51%      | 55%   |
| Math Learning Gains         | 29%    | 56%      | 57%   | 47%    | 53%      | 55%   |
| Math Lowest 25th Percentile | 41%    | 55%      | 51%   | 39%    | 48%      | 47%   |
| Science Achievement         | 29%    | 52%      | 52%   | 35%    | 49%      | 50%   |
| Social Studies Achievement  | 42%    | 73%      | 72%   | 48%    | 63%      | 67%   |

**EWS Indicators as Input Earlier in the Survey**

| Indicator                       | Grade Level (prior year reported) |           |         | Total     |
|---------------------------------|-----------------------------------|-----------|---------|-----------|
|                                 | 6                                 | 7         | 8       |           |
| Attendance below 90 percent     | 2 (0)                             | 3 (0)     | 6 (0)   | 11 (0)    |
| One or more suspensions         | 0 (0)                             | 0 (0)     | 1 (0)   | 1 (0)     |
| Course failure in ELA or Math   | 4 (49)                            | 3 (13)    | 16 (8)  | 23 (70)   |
| Level 1 on statewide assessment | 64 (83)                           | 106 (109) | 78 (76) | 248 (268) |

**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** Ongoing Progress Monitoring

There has been inconsistent growth across grade levels and content areas as indicated below:

**Rationale** ELA Achievement increased from 20% in 2017 to 22% in 2018  
ELA Learning Gains increased from 34% in 2017 to 38% in 2018  
ELA Lowest 25th Percentile increased from 32% in 2017 to 43% in 2018  
Math Achievement decreased from 27% in 2017 to 18% in 2018  
Math Learning Gains decreased from 40% in 2017 to 29% in 2018  
Math Lowest 25th Percentile decreased from 45% in 2017 to 41% in 2018  
Science achievement decreased from 32% in 2017 to 29% in 2018  
Social Studies achievement decreased from 49% in 2017 to 42% in 2018  
In order to to sustain the increases and for the school to continue to improve student outcomes there is a need to continue to focus on data driven instruction in the content areas of reading, mathematics, and science.

**Intended Outcome** If we systematically engage in ongoing progress monitoring, then students will achieve academic growth in increased levels of proficiency and learning gains.

**Point Person** David Ladd (davidladd@dadeschools.net)

## Action Step

**Description** 7-week implementation steps to address the area of focus are established by school and district support staff and monitored by the district. They are housed on the district server and can be accessed through request at any time. Some of the overarching actions that will be addressed this year are:  
Develop a school wide data protocol with the leadership team that includes a process for capturing data (trackers), a calendar with all administrative to teacher, coach to teacher and teacher to student data chats, incentive plan and a process to reflect on the data and establish next steps.  
Provide structured on-going progress monitoring to track student progress and make adjustments to instruction utilizing the Data Tracking Spreadsheet.  
Provide comprehensive explicit and systematic data driven instruction to address students' learning needs.  
Provide differentiated small group instruction through an instructional framework by teachers and interventionists using the push-in classroom model.  
Use targeted interventions for students not making adequate progress.

**Person Responsible** David Ladd (davidladd@dadeschools.net)

## Plan to Monitor Effectiveness

**Description** 7-week implementation steps to address the area of focus are established by school and district support staff and monitored by the district. They are housed on the district server and can be accessed through request at any time. They will be monitored by:  
Monitor the school wide data protocol and ensure that the data (trackers) are being kept up to date, all the data chats on the calendar with all administrative to teacher, coach to teacher and teacher to student data chats, are being conducted, implement the incentive plan and consistently reflect on the data and establish next steps.  
Ensure data driven instruction is consistently evident through classroom walk-through and monthly Data Chats.  
Conduct monthly data chats with teachers; teachers conduct monthly data chats with students.

**Person Responsible** David Ladd (davidladd@dadeschools.net)

**Activity #2**

**Title** Collaborative Learning Structures

There has been inconsistent growth across grade levels and content areas as indicated below:

**Rationale**

ELA Achievement increased from 20% in 2017 to 22% in 2018

ELA Learning Gains increased from 34% in 2017 to 38% in 2018

ELA Lowest 25th Percentile increased from 32% in 2017 to 43% in 2018

Math Achievement decreased from 27% in 2017 to 18% in 2018

Math Learning Gains decreased from 40% in 2017 to 29% in 2018

Math Lowest 25th Percentile decreased from 45% in 2017 to 41% in 2018

Science achievement decreased from 32% in 2017 to 29% in 2018

Social Studies achievement decreased from 49% in 2017 to 42% in 2018

In order to to sustain the increases and for the school to continue to improve student outcomes there is a need to continue to focus on data driven instruction in the content areas of reading, mathematics, and science.

**Intended Outcome**

If we promote collaborative/structures, then students will be engaged in learning in all core classes and make significant learning gains and increase in proficiency.

**Point Person**

David Ladd (davidladd@dadeschools.net)

**Action Step**

**Description**

7-week implementation steps to address the area of focus are established by school and district support staff and monitored by the district. They are housed on the district server and can be accessed through request at any time. Some of the overarching actions that will be addressed this year are:

-Teachers will deliver the collaborative structure and will be evident in their lesson plans.

-Collaborative learning structures will be implemented and, students will be working collaboratively in groups. Students will be engaging in student accountable talk, think/write/pair/share, and/or writing activities that demonstrate mastery of the content.

-Lesson will gradually release students and their learning will be facilitated by teacher rather than instructed.

**Person Responsible**

David Ladd (davidladd@dadeschools.net)

**Plan to Monitor Effectiveness**

**Description**

7-week implementation steps to address the area of focus are established by school and district support staff and monitored by the district. They are housed on the district server and can be accessed through request at any time. They will be monitored by:

-Collaborative structure will be seen being implemented in the classroom. (students will be working through the task together in an organized way, students know the purpose of the structure). Teachers and students will be confident and the process of collaborative structures will be seamless.

Necessary adjustments will be made by all stakeholders based on feedback.

**Person Responsible**

David Ladd (davidladd@dadeschools.net)

**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.**

To build positive relationships with parents, Madison Middle School implements numerous incentives, activities, and programs that meet the needs of all parents. The school will have monthly EESAC meetings to measure the progress of the School Improvement Plan. The Student Success Coach will host monthly parent meetings. During those meetings, instructional coaches are invited to present information on reading/math/science topics to increase parents' understanding of topics and to enable them to better assist their children with their home learning.

#### **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.**

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. Students' well-being is the focus of the school. The teachers are being trained on Social Emotional Learning through the MAWI curriculum to assist students in feeling valued and supported. Miami-Dade County Public School (M-DCPS) is implementing a Middle School Redesign initiative with focus on student centered instruction. Additional electives are being offered such as Art, Computer Technology, Dance, and Foreign Language, based on student interest.

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

At Madison Middle School, transition and articulation activities for incoming 6th grade students and outgoing 8th grade students begin during the third nine weeks. Incoming 6th graders and their parents are invited to school orientation during the summer. Sixth grade students are also enrolled in a 6th grade transitions course. Grade level orientations are also held at the beginning of each school year.

Outgoing 8th graders are provided several opportunities throughout the year to visit feeder pattern schools. One such event is a Curriculum Fair at one of our feeder pattern schools. At the event, students tour the high school, meet counselors and program leaders from academies, and complete subject selections. Parents are invited to participate in course selection and academic and career planning at any point in the process.

**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 ETO utilizes funds to provide additional support to Madison Middle School. Additional funding is used to fulfill the school improvement responsibilities for schools classified as Targeted Support and Improvement. M-DCPS funds are used to purchase supplemental materials and technology, to provide incentive pay, intervention and enrichment activities, job-embedded professional development to build the capacity of teachers, coaches, and administrators, and targeted interventions and/or enrichment opportunities through an extended learning day. Title I funding is utilized to acquire transformation coaches who have a history of positive student outcomes as teachers. A stipend is paid to coaches to recruit and retain highly qualified individuals. The school receives additional teaching positions to reduce class size and provide additional courses, to address the needs of all students. Furthermore, each school receives funds to conduct interventions to accelerate student achievement. The school utilizes the funds for during the day, before and/or after school, on Saturdays, and during Spring Break interventions. The school and ETO keep a detailed inventory of all allotted resources.

The school's leadership team along with the (ETO) analyzes all data sources during the summer to problem solve and identify the essential practices to sustain and improve outcomes. The school leadership team meets weekly to discuss the school improvement progress by analyzing student data and adjusts the action steps to adequately meet all students' needs. Additional meetings are held in conjunction with the district to ensure involvement in the ongoing problem-solving and strategic planning to determine how to apply resources for the highest impact to ensure all resources are being maximized and aligned to the progress of the school. A Rapid Response Support Model is implemented to facilitate ongoing dialogue and problem solving within all levels of the district to ensure the school receives the appropriate support to eliminate barriers that impede student achievement. A Data Assessment and Technical Assistance Coordination of Management (DATA/COM) is conducted three times per year at the district level to gain a deeper understanding of the progress the school and make informed decisions that will improve student outcomes. DATA/COM allows the principal to have direct access to the Superintendent and district personnel to gain a deeper understanding of the school data and school progress. The principal, Superintendent, state, and district personnel collaborate to problem solve and align resources to appropriately support the school. Strategic Planning Meetings are held three times per year for the (ETO), Region personnel, and school-site leadership teams to reflect on the implementation of the defined structures and systems to ensure student success. ETO and region personnel analyze qualitative data and the implementation of the school's action plan steps. Strategic Planning Meetings allow collaboration with the school to ensure that all resources are being maximized to accelerate outcomes.

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

By promoting Career Pathways and Programs of Study, students will have a better understanding and appreciation of the post-secondary opportunities available and develop a plan for acquiring the skills necessary to take advantage of those opportunities. Curriculum on specific careers is integrated through the 6th grade foundations, 8th grade Social Studies classes and Engaged Citizenship through Service Learning is geared toward helping middle school students gain a greater understanding of career choices. The school based counselor utilizes the Virtual Job Shadow website to assist students in choosing a career at the middle school level. Students will also obtain understanding of business and industry workforce requirements by determining what is needed to acquire Ready to Work and other industry certifications. Readiness for post-secondary opportunities will strengthen with the integration of academic and career

and  
technical education components and a coherent sequence of courses.

| <b>Part V: Budget</b> |                     |
|-----------------------|---------------------|
| <b>Total:</b>         | <b>\$213,892.50</b> |