James Madison Middle School

2021-22 Schoolwide Improvement Plan

Table of Contents

James Madison Middle School

3375 DAIRY RD, Titusville, FL 32796

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

Demographics

Principal: Travis Di ESE L J

Start Date for this Principal: 7/12/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 7-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (49%) 2017-18: C (49%) 2016-17: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 7-8	No	72%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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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 mission at James Madison Middle is to lift the whole child by providing equity and access for all students to become productive members of their community and contributors to a global society.

Provide the school's vision statement.

James Madison Middle School's vision is to provide every student with rigorous instruction, equity in opportunity, and a high quality education. Our focus is to prepare students for success by creating career and postsecondary pathways to the workforce.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Bowens, Latasha	Principal	Responsible for all Instruction, School Leadership, and all school based operations.
Hoppenbrouwer, Andrew	Assistant Principal	All functions of Curriculum and instruction.
Clarke, Cris	Assistant Principal	Responsible for Proactive discipline, Schoolwide PBIS administrator, Math instructional leader, and Instructional monitor for students at risk.
Velasquez, Bobby	School Counselor	Responsible for school wide academic advisement, Data monitoring and tracking students at risk. Responsible for Academic advisement and preparation for high school. Leader of social emotional learning and behavioral intervention.
Trahan, Ilea	Other	Serves as discipline support (Dean of discipline), LEA, and Testing coordinator. Monitors test scores and other relevant data and Restorative Practice facilitator.
Purkiss, Kerryanne	Other	
Mastroianni, Kelli	Teacher, K-12	ELA Dept Chair, 7th Grade team leader, & Gifted Coordinator
Boyd, Benny	Teacher, K-12	Math Department Chair, 8th Grade Team Leader, & School Based Technology Leader
Barratt, Alyssa	Other	School Social Worker, Student Services team member, Student Truancy Contact.
McCullough, Micah	Magnet Coordinator	Media Specialist, Innov8* Steam Coordinator
Bryan, Katheryn	Math Coach	Geometry Teacher, Math Mentor, provides supplemental math support
Doucimo, Todd	Instructional Coach	School Literacy coach, Intensive Reading coordinator, Instructional Coach

Demographic Information

Principal start date
Monday 7/12/2021, Travis Di ESE L J

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
5

Total number of teacher positions allocated to the school
35

Total number of students enrolled at the school
474

Identify the number of instructional staff who left the school during the 2020-21 school year.
8

Identify the number of instructional staff who joined the school during the 2021-22 school year.
10

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	256	218	0	0	0	0	474
Attendance below 90 percent	0	0	0	0	0	0	0	87	46	0	0	0	0	133
One or more suspensions	0	0	0	0	0	0	0	46	29	0	0	0	0	75
Course failure in ELA	0	0	0	0	0	0	0	11	23	0	0	0	0	34
Course failure in Math	0	0	0	0	0	0	0	8	8	0	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	60	47	0	0	0	0	107
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	76	45	0	0	0	0	121
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
LEVEL 1 ON 2021 FSA ELA	0	0	0	0	0	0	0	47	70	0	0	0	0	117
LEVEL 1 ON 2021 FSA MATH	0	0	0	0	0	0	0	50	62	0	0	0	0	112

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	43	26	0	0	0	0	69

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	16	8	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	0	10	6	0	0	0	0	16

Date this data was collected or last updated

Sunday 9/12/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	238	234	0	0	0	0	472
Attendance below 90 percent	0	0	0	0	0	0	0	34	39	0	0	0	0	73
One or more suspensions	0	0	0	0	0	0	0	9	4	0	0	0	0	13
Course failure in ELA	0	0	0	0	0	0	0	123	96	0	0	0	0	219
Course failure in Math	0	0	0	0	0	0	0	120	82	0	0	0	0	202
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	60	47	0	0	0	0	107
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	76	45	0	0	0	0	121

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	10	1	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	4	2	0	0	0	0	6

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	238	234	0	0	0	0	472
Attendance below 90 percent	0	0	0	0	0	0	0	34	39	0	0	0	0	73
One or more suspensions	0	0	0	0	0	0	0	9	4	0	0	0	0	13
Course failure in ELA	0	0	0	0	0	0	0	123	96	0	0	0	0	219
Course failure in Math	0	0	0	0	0	0	0	120	82	0	0	0	0	202
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	60	47	0	0	0	0	107
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	76	45	0	0	0	0	121

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	10	1	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	4	2	0	0	0	0	6

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				39%	59%	54%	44%	59%	53%
ELA Learning Gains				42%	56%	54%	43%	52%	54%
ELA Lowest 25th Percentile				35%	48%	47%	40%	45%	47%
Math Achievement				51%	66%	58%	46%	65%	58%
Math Learning Gains				51%	55%	57%	47%	56%	57%
Math Lowest 25th Percentile				43%	45%	51%	40%	47%	51%
Science Achievement				45%	52%	51%	40%	54%	52%
Social Studies Achievement				67%	75%	72%	70%	72%	72%

Grade Level Data Review - State Assessments
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
07	2021					
	2019	33%	58%	-25%	52%	-19%
Cohort Comparison						
08	2021					
	2019	43%	63%	-20%	56%	-13%
Cohort Comparison		-33%				

				MATH			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	52%	62%	-10%	54%	-2%
Cohort Comparison						
08	2021					
	2019	23%	43%	-20%	46%	-23%
Cohort Comparison		-52%				

				SCIENCE			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	44%	53%	-9%	48%	-4%
Cohort Comparison						

		BIOLOGY EOC			
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
		CIVICS EOC			
Year	School	District	School Minus District	State	School Minus State
2021					
2019	68%	74%	-6%	71%	-3%
		HISTORY EOC			
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	71%	61%	10%	61%	10%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	60%	40%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Reading Plus
MAPS

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	72/28%	82/32%	97/*38%
	Economically Disadvantaged	46/25%	50/27%	63/34%
	Students With Disabilities	5/8%	4/6%	6/9%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43/17%	77/30%	113/44%
	Economically Disadvantaged	28/15%	50/27%	72/39%
	Students With Disabilities	2/3%	8/12%	11/17%
	English Language Learners	0%	1/33%	0%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	60/27%	58/26%	33/15%
	Economically Disadvantaged	37/24%	39/20%	18/12%
	Students With Disabilities	6/11%	4/8%	3/6%
	English Language Learners	0%	1/50%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	42/28%	30/26%	26/20%
	Economically Disadvantaged	31/28%	18/22%	21/21%
	Students With Disabilities	3/7%	2/6%	3/9%
	English Language Learners	1/50%	0%	0%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	12	27	28	12	25	31	13	23	23		
BLK	17	26	22	21	39	46	11	27	50		
HSP	34	35		33	28		37	50	39		
MUL	32	34		24	19	10	38	57	43		
WHT	46	39	33	46	38	34	43	56	52		
FRL	32	33	30	34	34	34	30	44	46		
2019 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 2017-18	C & C Accel 2017-18
SWD	21	40	31	20	33	30	13	39			
BLK	24	40	32	23	33	31	15	55	58		
HSP	38	44	31	71	63		56	75	71		
MUL	52	54		52	58		36	80			

2019 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 2017-18	C & C Accel 2017-18
WHT	42	41	35	57	54	53	51	70	74		
FRL	35	43	35	44	46	36	41	63	67		

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
SWD	12	29	33	16	38	33	24	36			
BLK	30	33	19	24	40	27	28	56	70		
HSP	33	39	33	39	42	50	8	59	60		
MUL	38	58		44	61	67	40	64	100		
WHT	49	45	45	53	47	39	47	75	65		
FRL	41	43	37	42	48	37	34	66	59		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	352
Total Components for the Federal Index	9
Percent Tested	91%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	32
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	43
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

One trend that is noticeable is learning gaps in ELA. On the 2021 ELA FSA, 39 percent of students were proficient in reading. Utilizing the Reading Plus progression monitoring during the 2020-2021 school year, 110 students finished the 3rd benchmark assessment at lower than a 5th grade proficiency level, along with 112 students showing lower than a 5th grade comprehension level.

Another trend presents in the 2021 Math FSA assessment. Madison Middle School noticed a significant decrease in math proficiency between the 2019 and 2021 school years. In 2021, 39% of students were proficient in math (a decrease of 12%), 36% of students showed learning gain (a decrease of 15%), and 33% of the lowest quartile of students showed a learning gain (a decrease of 12%).

Two final trends emerging across each grade level is a performance decrease in Science (8th) and Civics (7th). The decrease in performance between 2019 and 2021 school year in 8th grade Science was 8%, from a pass rate of 45% to 37%. On the 7th grade Civics EOC, there was a performance drop of 16% between school years, from a pass rate of 67% to 52%.

In regards to subgroups, African American students had a 18% ELA proficiency rate and 20% math proficiency rate. ESE students had a 9% ELA proficiency rate and 16% Math proficiency rate.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data components that demonstrate the greatest need for improvement reside in the ELA and Math proficiency and learning gains scores.
Another data component that is an area of concern is access and opportunity for acceleration opportunities.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

One contributing factor is the impact and interruption due to the current health crisis. Between March and May of the 19-20 SY, students were completely removed from direct instruction and worked completely distance. During the 20-21 SY, some students completed their education on an eLearning platform, which is many cases did not have as positive of an impact as brick and mortar learning. For those that were on campus, many were quarantined, in some cases multiple times, due to close contact tracing.

Other contributing factors include lack clear learning expectations. In many cases, students were unclear about goals of lessons and what was expected of them to show mastery. Another factor is teacher driven progress monitoring. With the inconsistency of the learning environment during the 20-21 SY, the skills and ability levels of students were unclear until we received end of the year assessments. This lack of understanding made remediation difficult. Along with the aforementioned misunderstanding, consistent remediation strategies to bridge learning gaps were not completed with fidelity. Students who presented learning gaps were not directly addressed by the school, which exacerbated and achievement gaps coming into the school year.

New actions that are needed to improve these areas is a stronger commitment and attention to chronic absenteeism and an increase of SEL instruction to assist with the interruption of education, along with an increased focus on targeted instruction for students presenting learning gaps, embedded remediation and acceleration strategies, and common assessments for progress monitoring.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Data components that showed the most improvement includes a 73% pass rate on the Algebra 1 EOC. Another data component that shows success is a lack of regression in ELA proficiency. Even with the large impact of the current health crisis, there was no regression in ELA proficiency between the 2019 and 2021 school years.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors to the success in Algebra includes consistent monitoring and remediation strategies. The teacher responsible for the Algebra classes had a purposeful focus on the skill growth of his students and utilized the IXL program for targeted algebraic skill growth. Students were also offered consistent remediation opportunities to fill the gaps in their understanding.

In regards to the ELA proficiency rate between the 2019 and 2021 school years, contributing factors include purposeful scheduling in accelerated and intensive reading courses, with an effort to increase rigor for capable students and reading remediation for students displaying skill gaps.

What strategies will need to be implemented in order to accelerate learning?

To accelerate learning in ELA, a new curriculum is being utilized that will have an effect in multiple areas. The first effect is in differentiating the curriculum, which will provide teachers a greater opportunity to provide targeted instruction for each individual student.

Another strategy is that needs to be implemented in consistent and appropriate progress monitoring, designed to clarify the needs of each student, and identifying skills and abilities that need to to be improved throughout the year.

Teachers will also have an increased focus on priority standards. This focus will include increased instruction on priority standards which will yield the greatest growth among the students. Teachers will also put into practice student skill tracking sheets, with learning goal scales. The learning goal scales and tracking sheets will encourage students to have a greater awareness over their learning and track priority standards throughout the year.

Another strategy to accelerate learning is through additional learning opportunities during the Madison Morning School. Multiple teachers, including ones with reading endorsement, will support students utilizing the IXL program to improve targeting skill sets.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

During this school year, the school is implementing focused professional development on the Professional Learning Community (PLC) process among departments and grade levels. During pre-planning prior to the school year, the school leadership organized professional development to refine the lesson planning process, shifting the school focus from grades to skill development. Teachers were trained to implement skill based tracking and grading, which would be utilized in common

formative assessments throughout the year. During the year, professional development will be provided regarding planning remediation strategies across the department.

Another professional development provided at pre-planning was improving the grade level MTSS process, increasing the understanding of students displaying learning gaps. Teachers with similar courses (in grade and level of rigor) were instructed on a guided process for reviewing strategies in their PLCs, and identifying strategies for supporting students in need of tiered support.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Madison Middle School will implement a few additional services that will ensure sustainability of improvement in the next year and beyond. One of the services that will be provided is purposeful scheduling to allow the professional learning community to grow among our faculty. It is a conscious practice to provide common departments collaborative planning to have weekly departmental PLC meetings. Throughout this year, the school will continue to implement professional development to refine the PLC process and provide opportunity for collaboration among peers. Another service that is being implemented is 1-to-1 technology training to integrate 21st century technology skills into content curriculum. With Madison Middle School being a fully 1-to-1 school, teachers are receiving training and district support to continue to grow the utilization of technology programs and website that will enhance content lessons and better prepare our students for high school and beyond. A final service that we are implementing is school-wide utilization of IXL to develop skills. As previously stated in the SIP, faculty members have received professional development on learning goal development and skill scale tracking. The use of the IXL program will provide teachers and students a pathway for skill remediation, scaffolding, and growth. Students will begin with the IXL diagnostic, and will be guided to skill and content specific practices designed to meet students at their ability level. The continued refinement and implementation of the IXL program will support the growth of all students, at any level.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Learning Goals on the English Language Arts FSA assessment, which presented a decrease of 6% between 2019 and 2021 SY, from 42% to 36%, along with a decrease of 5% in learning gains among the lowest quartile of students, from 35% to 30%.
Measurable Outcome:	Increase in ELA learning gains of the main population from 36% to 45%. Increase in ELA learning gains among the lowest 25% from 30% to 39%
Monitoring:	This area of focus will be monitored through Read180 and System44 progress monitoring, completed three time during the year for the main population of students, and complete five times during the year for students scheduled for intensive reading (lowest 25% of students).
Person responsible for monitoring outcome:	Todd Doucimo (doucimo.todd@brevardschools.org)
Evidence-based Strategy:	Targeted instruction will be implemented school-wide, which will be aligned with priority standards and include tasks and assessments that are designed to match the ability levels of students. Scaffolding and acceleration opportunities will be provided based on the progress monitoring of student performance in both English Language Arts and Intensive Reading. This strategy aligns with goal 1, objective 1 of the BPS strategic plan, ensuring every student has daily engagement with complex, grade-appropriate curriculum.
Rationale for Evidence-based Strategy:	After a review process by the leadership team at Madison, we believe the decline in our learning gains in reading originates from a lack of differentiated instruction, that meets students where they are when they arrive on campus. Students in our lower quartile have reflected a need for targeted instruction and clear, immediate instructional feedback. By utilizing the Read180 and System44 progress monitoring and reading instruction programs, students will receive instruction that is specifically designed to meet their needs, encourage increased literacy skill growth, and provide immediate feedback that is individualized for their abilities. Along those lines, teachers will work with the literacy coach and as a department to have updated data conversations to continually reflect on instructional practices throughout the year.

Action Steps to Implement

Implement new Read180 and System 44 instruction in the intensive reading course, along with ensuring purposefully scheduling to ensure all students with a reading deficient are placed in to a course designed to support reading growth.

Person Responsible	Andrew Hoppenbrouwer (hoppenbrouwer.andrew@brevardschools.org)

Implement the Read180 progress monitoring assessment three times throughout the year for the entire population of Madison Middle School, along with another two progress assessments to students enrolled in the Intensive Reading Course.

Person Responsible	Ilea Trahan (trahan.ilea@brevardschools.org)

Progress monitoring assessment data will be shared with teachers to allow for data-driven decision making to refine lessons and address student needs. Data discussions will also be based on results form standard based common lessons, tasks, and assessments.

Person Responsible   Todd Doucimo (doucimo.todd@brevardschools.org)

Teachers will developed learning goal scales and implement ELA skill learning goal tracking sheets in which the teacher and student can see the progress of priority standard skills. Teachers will provide feedback on specific skill growth and develop strategies for accelerating growth.

Person Responsible   Kelli Mastroianni (mastroianni.kelli@brevardschools.org)

#2. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale:	Madison Middle School redeveloped the PLC process for this school year, including common department planning and PLC Meetings, as well as grade level PLC meetings to streamline the MTSS process. This increased focus and revamping of the Madison PLC process will support growing teachers on our campus, improve the overall instructional practices on campus, and align appropriate supports to at-risk students. Also, Literacy and Math/Science coaches will coordinate skills day practices to improve skill sets required for standard assessments.
Measurable Outcome:	Increase the Civics EOC pass rate from 52%-60% Increase the 8th grade Science FSA pass rate from 37%-45%
Monitoring:	Monitoring of the PLC process will be completed through administrative participation in department and data PLC meetings. The success of the strategies developed during the PLC meetings will be monitored through common assessments developed as part of the department PLC meetings.
Person responsible for monitoring outcome:	Andrew Hoppenbrouwer (hoppenbrouwer.andrew@brevardschools.org)
Evidence-based Strategy:	The redevelopment of the PLC process at Madison Middle school is two-fold: 1. Establishing norms and procedures for department level PLCs. Procedures include a common lesson planning process that includes identifying priority standards, developing quality learning goals, establishing learning goal scales, and collaboratively planning high quality instructional practices and assessments. 2. Establishing norms and procedures for grade level, data PLCs. Procedures include individual teachers organizing data points for a student, organized groups based around similar grade level and course rigor, discussing successes and weaknesses of each student, a reviewing strategies that apply to the student. The final steps include beginning the MTSS process to identify appropriate supports.
Rationale for Evidence-based Strategy:	By revamping the Madison Professional Learning Community, teachers and instructional leaders will collaborate on instructional practices and intervention strategies, to better improve the overall educational experience on campus. Professional development of the departmental PLC process was planned around Robert Marzano's research on learning scales. By increasing focused, collaborative planning time among departmental and grade level teachers, we are able to increase teacher clarity, develop highly effective instructional strategies, and identify students with additional needs and meet their needs with appropriate support.

Action Steps to Implement

Design and implement pre-planning professional development with a focus on aligning departmental PLC meetings around Robert Marzano's research on developing effective learning goals and scales;

Person Responsible	Andrew Hoppenbrouwer (hoppenbrouwer.andrew@brevardschools.org)

Design professional development regarding grade level, data PLCs. On-going professional development throughout the year will include training on disaggregating data and developing MTSS action plans regarding specific students.

Person Responsible	Bobby Velasquez (velasquez.bobby@brevardschools.org)

Strategically planning our coaching team (GSP, Literacy coach, and Math/Science Coach) to participate in department PLC meetings to develop skill building lessons in Science and Social Studies classrooms.

Person Responsible	Todd Doucimo (doucimo.todd@brevardschools.org)

#3. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	Our focus for Middle School acceleration is to provide a greater opportunity and supports for students that show the ability to handle an increased rigorous curriculum. Acceleration opportunities and success for students that showed proficiency in 7th grade mathematics dropped from 20% from 2019 to 2021.
Measurable Outcome:	Increase the Middle School acceleration rate from 51% to 61%.
Monitoring:	Monitoring in the area of focus will be completed through progress monitoring from common assessments given throughout the year, along with semester exam in December.
Person responsible for monitoring outcome:	Andrew Hoppenbrouwer (hoppenbrouwer.andrew@brevardschools.org)
Evidence-based Strategy:	Purposeful planning during the scheduling process, increased access and opportunity to the Algebra 1 honors course, and targeted remediation for students who need support.
Rationale for Evidence-based Strategy:	By identifying students during the summer, we are better able to navigate students into the appropriate classes to ensure access to accelerated academics and high school credits. Teachers are also reviewing student performance throughout the year and implementing scaffolding strategies to build students up to mastery.

Action Steps to Implement

Counselors/Administrators will proactively identify and deliberately schedule students who show math proficiency in their 7th grade year in Algebra 1 Honors.

Person Responsible	Andrew Hoppenbrouwer (hoppenbrouwer.andrew@brevardschools.org)

Development of learning goal scale sheets and progress monitoring assessments that are reviewed by Algebra teacher and Math coach. Data conversations will drive instruction as the years goes forward.

Person Responsible	Katheryn Bryan (bryan.katheryn@brevardschools.org)

Provide remediation/scaffolding opportunities to underperforming students, including usage of IXL, before and after school tutoring, and Algebra EOC boot camps during the school year.

Person Responsible	Benny Boyd (boyd.benny@brevardschools.org)

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Improving subgroup performance in mathematics. African American and ESE student proficiency in math was 19% and 23% lower than the school average, respectively.
Measurable Outcome:	Increase African American performance in math from 20% to 30%. Increase ESE student performance in math from 16% to 26%.
Monitoring:	This area will be monitored utilizing MAPS progress monitoring data, given three times throughout the year.
Person responsible for monitoring outcome:	Ilea Trahan (trahan.ilea@brevardschools.org)
Evidence-based Strategy:	Deliberate and purposeful design of the supports going into Math 7 and pre-algebra courses to provide focused instruction with support facilitation in the classroom. Subgroup students are deliberately scheduled to recieve the additional support through the team teaching model.
Rationale for Evidence-based Strategy:	Consistently throughout the past 3 years, African American and ESE students have achieved a passing math assessment score at a significantly lower rate than their counterparts. Designing the support facilitation, team-teaching classroom creates a lower teacher to student ratio which enables higher quality instruction and an increase in individualized assistance in mathematics. Providing additional support to subgroups in Math 7 and pre-Algebra better prepares students for Algebra in 8th grade or high school.

Action Steps to Implement

Provide teacher training for accessing their individual student performance scores. Train teachers to manipulate the data to showcase subgroup performance and achievement gaps among math strands.

Person Responsible	Todd Doucimo (doucimo.todd@brevardschools.org)

Students will complete the MAPS progress monitoring assessment three times per year to gain accurate formative data points. Results will be shared with by the Math Coach to the mathematics department to encourage data-driven conversations and decision making to refine lessons to address student needs.

Person Responsible	Katheryn Bryan (bryan.katheryn@brevardschools.org)

During pre-planning, counselors, support specialist, and administration will deliberately schedule subgroup students in a support facilitation, team-teacher model Math 7 or Pre-Algebra course.

Person Responsible	Andrew Hoppenbrouwer (hoppenbrouwer.andrew@brevardschools.org)

Organize collaborative planning time between teacher of record and support facilitation teacher to ensure connection between learning goals and instructional strategies.

Person Responsible	Andrew Hoppenbrouwer (hoppenbrouwer.andrew@brevardschools.org)

#5. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Decrease the amount of students with one or more suspensions. Current year includes 75 students who have received one or more suspension days, with multiple students with double digit school days missed due to disciplinary actions.
Measurable Outcome:	Decrease the amount of students with a suspension day from 75 to 50.
Monitoring:	Disciplinary data will be reviewed monthly by the Dean of students, who will share it with the PBIS team.
Person responsible for monitoring outcome:	Cris Clarke (clarke.cris@brevardschools.org)
Evidence-based Strategy:	The Positive Behavior Intervention Systems (PBIS) program at Madison Middle School has been completely revamped for the 2021-2022 school year. The PBIS team has established new procedures and expectations for student behaviors and engagement, created a new school value statement, and consistently provide positive behavior rewards for individual students and the school as a whole.
Rationale for Evidence-based Strategy:	By celebrating and rewarding student exhibiting the new expectations for Madison students, we will reinforce students who consistently show the foundations of the Madison student and continue to grow students who have shown to not follow behavioral expectations in the past. Establishing a positive behavior currency system, students will be able to spend "Madison Bucks" on school supplies, other items, and participation in school events.

Action Steps to Implement

Prior to the school year, the PBIS team will attend district training and establish new procedures and expectations for student behavior. The team will meet at the school and realign all elements of the PBIS process including foundational characteristics, school value statements, curriculum for teaching behaviors, currency allotting process, and school-wide events.

Person Responsible	Andrew Hoppenbrouwer (hoppenbrouwer.andrew@brevardschools.org)

PBIS team will meet to review discipline data from the previous month and reflect on practices and events during the month. Review process will include discipline patterns, such as high event locations, times, and students.

Person Responsible	Kerryanne Purkiss (purkiss.kerryanne@brevardschools.org)

The PBIS store will be established throughout the year to allow student to spend their "Madison Bucks," thus continuing to establish strong ties between positive behaviors and positive outcomes.

Person Responsible	Katheryn Bryan (bryan.katheryn@brevardschools.org)

PBIS events will be held semi-monthly to reward students who consistently follow the Madison student expectations. During that time, students who will not participate in the event will be provided with a learning opportunity utilizing Character Counts curriculum to improve behaviors.

Person Responsible	Kerryanne Purkiss (purkiss.kerryanne@brevardschools.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

In an effort to address school based incidents such as fighting and drug use/possession, multiple strategies are being implemented to improve school culture and the campus environment. As previously stated in one of the areas of focus, a redevelopment of Madison Middle School's positive behavior intervention systems has an increased focus on rewarding positive behavior and utilizing restorative practices to reteach students when negative behaviors occur. In addition to Madison's PBIS program, the school is implementing the IN FOCUS social emotional curriculum on a daily basis. The IN FOCUS program is a teaching resource that will help students develop their social and emotional intelligence. It is geared to reduce bullying and impulsive behavior, teach students to deal with conflict and stress, increase sensitivity and empathy, and develop problem-solving skills, among other improving other student skills.

We believe that the daily engagement of our students in SEL curriculum and PBIS processes will decrease the amount of behavioral incidents that contribute to a negative culture and environment on campus. By following through on the the IN FOCUS curriculum and positive behavior interventions, we will see growth in the emotional intelligence of our student population and an increase in mental maturity.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Madison Middle School is addressing building a positive school culture and environment in various ways. The first strategy being utilized is daily social emotional instruction through the use of In Focus curriculum. This initiative aligns with Brevard Public schools strategic plan, specifically Objective A3: Provide equitable supports in a safe learning environment for every student's social, emotional, and behavioral development. Led by Madison's school social worker and SEL coordinator, teachers use multiple times of the school day to identify SEL strategies from the In Focus curriculum. At the beginning of the school day, the concept is introduced to the classes to allow students time to reflect. During 4th period, 15 minute direct instruction lessons are provided, to support our students mental and emotional health.
Another strategy being utilized to build a positive school culture and environment is the continued growth of Madison's positive behavior intervention systems. Also in alignment with BPS strategic objective A3, during

the summer, the school leadership realigned school-wide expectations and designed a new positive behavior system to better engage students on campus. The PBIS team developed a foundational values and a value statement built around the expectations for our students and stakeholders: At Madison, we VALUE the individual talents and backgrounds of our students; we TEACH acceptance and belonging amongst the population; we EXPECT creativity and camaraderie in all areas of campus life. This value statement, along with the foundation of strong character, high expectations, and camaraderie, are being taught to students utilizing the Character Counts curriculum to continue to grow decision making and culture on campus.

A final strategy being utilized at Madison is the practice of Restorative Discipline when behavioral issue occur. Madison leadership and administration have received discipline regrading implementing restorative practices when addressing office discipline referrals. With school-wide goals focusing on decreasing behavioral issues with reteaching and relationships, a variety of restorative discipline practices are being utilized to support student conflicts, including Fair Practice, Restorative Chats, reflective assignments, and restorative questioning. The Madison administration is continuing to review discipline data to determine subgroups that identify at needing additional behavioral supports in an effort to establish proportional behavioral relationships on campus.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration: The Madison administration primarily works to address student behaviors with a response built around restorative practices. The administration works to be a conduit between all the student stakeholders. When issues do arise, the Madison administration works to include all stakeholders in positive conversations to identify the elements around a specific circumstance, and establish plan of actions to support the students during their growth. The administration also works with the faculty to support their efforts to create a positive environment on campus, including being on the school advisory council, the PBIS team, and participates in SEL/Mental health curriculum lessons.

Non-instructional Faculty Members: Non-instructional faculty members include the school counselor, social worker, and social emotional coordinator. The daily tasks assigned to these individuals includes one-on-one support to students in crisis. Our school social worker works to ensure that every student is supported and prepared to participate in school, whether that is through emotional health or physical items (i.e. pencils, notebooks, shoes, food, etc.). The school counselor also engages students in conversations that include interpersonal skills, fostering positive relationships, and conscious decision making. All three positions, including the social emotional coordinator have worked to develop school wide programs that promote a positive culture and environment, including daily SEL instruction through In Focus, planning PBIS incentive events to reward positive actions on campus, and the implementing the mental health curriculum throughout the year.

Instructional Faculty Members: Madison teachers continuously strive to develop strong relationships with students and colleagues all over the campus. Teachers are the primary individuals responsible for enacting the Positive Behavior Intervention Supports on campus, by finding opportunities to reward students for positive behaviors on in their classrooms. They also consistently establish two-way communication with parents to ensure a common message among teachers and parents.

Parents: Parents play an active role in promoting a positive culture and environment at Madison. Parents are responsible for the direct follow up with faculty members. To support this responsibility, Madison Middle School is holding Parent Academy sessions every month to provide input to parents about ways they can better support their student. Strategies discussed during the Parent Academy sessions include how to utilize FOCUS, how to get involved as a volunteer at school, and how to help with your students academics, among other topics. These sessions allow the Madison faculty and parents to work together to hold students to the highest expectations.

Community: Madison Middle School is working to develop partnerships with local churches and other agencies to reestablish the Madison Mentoring Program on campus. During the 2020-2021, on campus mentoring and volunteering was put on hiatus due to covid-19 restrictions. However, by communicating with St. Andrew's United Methodist Church, along with other religious institutions in Titusville area, we are going to be able to organize volunteers to work with at-risk students. The goals of the Madison Mentoring Program are to develop strong relationships between mentor and mentee, providing students with academic support, supporting students through the difficulties of adolescents.