

Miami-Dade County Public Schools

Madison Middle School



2021-22 Schoolwide Improvement Plan

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Madison Middle School

3400 NW 87TH ST, Miami, FL 33147

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

Demographics

Principal: Anthony Simons III

Start Date for this Principal: 8/18/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
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* English Language Learners* Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: D (35%) 2016-17: C (41%)
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 Dade 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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Madison Middle School

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

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 6-8	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The faculty and staff at Madison Middle School are committed to maintaining 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.

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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Frost, Barbara	Instructional Coach	As an Instructional Coach, models instructional strategies and lessons from the District curriculum, plans and conducts collaborative planning, and analyzes and utilizes assessment data to plan effective instruction. Assists the administration in monitoring at-risk students, develop interventionist focus calendars, and creates incentives for students.
Hammond, Tonjeria	School Counselor	As the School Counselor, Ms. Hammond is responsible for providing academic and behavioral support and counseling to students. Develop schedules for class visits, generate student database with student course history, and utilize SEL resources to implement lessons and activities that support the social and emotional learning of students. She is a member of the Critical Response Team as well as the Mental Health Team.
Veras, Karen	Assistant Principal	Assists the principal with the daily operations of the school. She oversees professional development, monitoring of ESE compliance provides support for Math and Social Studies instruction, oversees school-wide technology, develops the School Improvement Plan, and other tasks as needed.
Simons, Anthony	Principal	As the principal, provides strategic direction within the school. He leads teachers, staff and students. He sets academic goals and ensures students meet their learning objectives. Mr. Simons assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, administers the budget, hires and evaluates staff, and oversees facilities.
Johnson, Samantha	Teacher, ESE	Provides support to both teachers and ESE students in the classroom. She ensures that all required documentation is completed properly and on time.
English, Shaquetta	Instructional Technology	Assists with increasing teacher effectiveness with technology integration within classroom instruction. Assists teachers with using Microsoft Teams, Schoology, Portal, and Microsoft Office 365 tools. She also monitors and supports the fidelity of implementation of a range of digital innovative tools used in the district.
Jones, Dontricia	Instructional Coach	Models instructional strategies and lessons from District curriculum, plans and conducts collaborative planning, and analyzes and utilizes assessment data to plan effective instruction. Ms. Jones assists the administration in monitoring at-risk students, develop interventionist focus calendars, and creates incentives for students.
Martin, Taneka	ELL Compliance Specialist	As the EESAC chair, she collaborates and interacts with all stakeholders. As the ESOL compliance liaison, she is responsible for assessing our ESOL students and disseminates resources and data to our staff. Additionally, she conducts ELL meetings, sharing assessment data and ELL plans with parents. Lastly, as an educator, she provides our students with innovative,

Name	Position Title	Job Duties and Responsibilities
		engaging, and relevant instruction utilizing resources and data to ensuring that she is meeting the needs of all my students.
George, Charlesque	Assistant Principal	Assists the principal with the daily operations of the school. She oversees attendance tracking, monitors the school's budget, provides support for English Language Arts and Science instruction, oversees school-wide intervention programs, supports student services, and performing other tasks as needed.
Descally, Shanovia	Instructional Coach	As an Instructional Coach, models instructional strategies and lessons from the District curriculum, plans and conducts collaborative planning, and analyzes and utilizes assessment data to plan effective instruction. Ms. Descally-Perrine assists administration in monitoring at-risk students, develops interventionist focus calendars, and creates incentives for students.

Demographic Information

Principal start date

Wednesday 8/18/2021, Anthony Simons III

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.*

7

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.*

19

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

442

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

2

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

3

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	185	124	133	0	0	0	0	442
Attendance below 90 percent	0	0	0	0	0	0	75	75	83	0	0	0	0	233
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	47	16	29	0	0	0	0	92
Course failure in Math	0	0	0	0	0	0	43	24	46	0	0	0	0	113
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	28	36	43	0	0	0	0	107
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	34	34	30	0	0	0	0	98
Number of students with a substantial reading deficiency	0	0	0	0	0	0	105	87	89	0	0	0	0	281

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	67	55	68	0	0	0	0	190

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	4	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	7	8	4	0	0	0	0	19

Date this data was collected or last updated

Wednesday 7/21/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
Number of students enrolled														
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA														
Course failure in Math														
Level 1 on 2019 statewide FSA ELA assessment														
Level 1 on 2019 statewide FSA Math assessment														

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

Indicator	Grade Level	Total
Students with two or more indicators		
The number of students identified as retainees:		
Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	145	139	153	0	0	0	0	437
Attendance below 90 percent	0	0	0	0	0	0	75	84	81	0	0	0	0	240
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	17	25	38	0	0	0	0	80
Course failure in Math	0	0	0	0	0	0	24	46	39	0	0	0	0	109
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	37	43	42	0	0	0	0	122
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	35	30	48	0	0	0	0	113

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	56	66	76	0	0	0	0	198

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	3	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	8	3	7	0	0	0	0	18

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				35%	58%	54%	22%	56%	53%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains				53%	58%	54%	38%	56%	54%
ELA Lowest 25th Percentile				51%	52%	47%	43%	52%	47%
Math Achievement				40%	58%	58%	18%	56%	58%
Math Learning Gains				55%	56%	57%	29%	56%	57%
Math Lowest 25th Percentile				54%	54%	51%	41%	55%	51%
Science Achievement				42%	52%	51%	29%	52%	52%
Social Studies Achievement				59%	74%	72%	42%	73%	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
06	2021					
	2019	36%	58%	-22%	54%	-18%
Cohort Comparison						
07	2021					
	2019	30%	56%	-26%	52%	-22%
Cohort Comparison		-36%				
08	2021					
	2019	31%	60%	-29%	56%	-25%
Cohort Comparison		-30%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	24%	58%	-34%	55%	-31%
Cohort Comparison						
07	2021					
	2019	31%	53%	-22%	54%	-23%
Cohort Comparison		-24%				
08	2021					
	2019	45%	40%	5%	46%	-1%
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	37%	43%	-6%	48%	-11%
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	53%	73%	-20%	71%	-18%
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	75%	63%	12%	61%	14%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tools that will be used to compile data will be iReady Data AP1 for Fall, AP2 for Winter, and AP3 for Spring in both ELA and Math for all grade levels. In addition, 7th Grade Civics will use mini-assessments and Mid-Year Assessments. 8th Grade Science will use unit assessments and Mid-year Assessments.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17.5	28.1	26.6
	Economically Disadvantaged	16.1	26.9	25.3
	Students With Disabilities	6.3		
	English Language Learners	6.3	20.0	18.8
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16.3	21.0	26.3
	Economically Disadvantaged	16.0	20.6	25.0
	Students With Disabilities	5.0	12.5	16.7
	English Language Learners		5.3	5.0
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22.4	21.5	20.3
	Economically Disadvantaged	22.4	21.5	20.3
	Students With Disabilities	11.1	9.1	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16.5	20.4	28.6
	Economically Disadvantaged	16.5	20.4	28.6
	Students With Disabilities	7.7	9.1	
	English Language Learners	6.7		
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		45	
	Economically Disadvantaged		45	
	Students With Disabilities		23.0	
	English Language Learners		6.0	

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25.6	27.3	35.2
	Economically Disadvantaged	25.6	27.3	35.2
	Students With Disabilities	6.7	6.3	7.7
	English Language Learners		7.7	16.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17.4	34.7	32.1
	Economically Disadvantaged	17.4	34.7	32.1
	Students With Disabilities	7.1	11.8	
	English Language Learners		23.1	8.3
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		22.0	
	Economically Disadvantaged		22.0	
	Students With Disabilities		0	
	English Language Learners		0	

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	15	21	13	14	20	17	19	18			
ELL	20	30	18	23	24	18	38	43	75		
BLK	24	29	23	15	16	17	34	34	57		
HSP	30	33	17	30	28	20	44	55	70		
FRL	27	31	19	23	23	20	39	45	63		
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	14	45	46	24	33	40	17	14			
ELL	25	47	51	33	54	53	35	43			
BLK	29	55	63	33	52	63	38	57	63		
HSP	39	51	44	46	56	46	48	62	85		
FRL	36	53	53	40	55	52	43	59	77		

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	2	30	41	4	41	48	9	20			
ELL	8	37	47	4	36	47		24			
BLK	20	37	41	18	25	33	23	42	57		
HSP	25	40	45	17	33	50	35	43	55		
FRL	23	38	42	18	29	41	29	42	56		

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	32
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	30
Total Points Earned for the Federal Index	318
Total Components for the Federal Index	10
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	17
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	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	28
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	35
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	32
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?

2019 Data Findings: ELA Achievement increased by 13 percent, Learning Gains increased by 15%, and ELA Lowest 25% increased by eight percent. All 2019 ELA and Math Subgroups also increased in Achievement, Learning Gains, and Lowest 25%. Math Achievement increased by 22 percent, Learning Gains increased by 26 percent, and Math Lowest 25% increased by 13 percent. In Social Studies, the SWD subgroup decreased by six percent while the ELL increased by 19 percent. In our Science subgroups, SWD increased by eight percent.

2021 Data Findings: In ELA and Math Achievement, all grades decreased as compared to the 2019 FSA. Overall, ELA achievement fell from 35% to 27% and 40% to 22% in Math during the 2020-2021 academic year. ELA Learning Gains decreased from 53% to 32%, Learning Gains for the lowest 25% decreased from 51% to 20% on the 2021 FSA. Math Learning Gains decreased from 55% to 22%, Learning Gains for the lowest 25% decreased from 54% to 19%. Civics EOC proficiency decreased 14 percentage points from 59% to 45%. Science proficiency decreased 4 percentage points from 42% to 38%. Middle School Acceleration had the smallest decrease from 75% in 2019 to 63% in 2021. Our 6th-grade student population had the lowest ELA achievement with 23% while 8th grade had the lowest Math achievement with 6%.

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

All grade levels showed an increase on the ELA iReady AP1 to AP3 assessments except for our 7th-grade population during the 2019-2020 school year. This trend was also evident during the 2020-2021 academic year. During the 2020-2021 academic year all grade levels for Math showed an increase from AP1 to AP3. Our 6th-grade cohort of students had the lowest scores for AP3. Our 2019 Achievement data was below the district average for all core areas with a 23% difference in ELA, 18% in Math, 10% in Science, and 15% in Social Studies. A comparative analysis of the data compiled from the 2018-2019 academic year to the 2020- 2021 academic year reveals that there is a decrease in proficiency in all core areas. ELA decreased by 8%, Math by 18%, Science by 4%, and Social Studies by 14%. Based on this data analysis the area with the greatest need for improvement is math and ELA.

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

Many of our students lack the foundational skills necessary for higher-level achievement. For the last three years, we have focused on standard-based collaborative planning, data-driven instruction which we used to implement standards-based instruction in all classrooms. We will develop strategies that teachers can implement that focus on scaffolding and intervention for lower-performing students so they can access grade-level content. We will be strategic with aligning resources and include OPMs within our data chats with teachers and students.

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

ELA Learning Gains increased from 38 percentage points in 2018 to 53 percentage points on the 2019 FSA. Math Learning Gains increased 29 percentage points in 2018 to 55 percentage points on the 2019 FSA.

In 2021, all categories for both ELA and Math showed a decrease in FSA scores. The smallest decrease was in Science, with only a four percent decrease.

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

Although there were attendance issues for in-person and MSO students which lead to decreases in achievement data, we tried to minimize learning loss. We created a collaborative planning schedule that allotted time to plan for DI. Administrators will attend weekly collaborative planning sessions and contribute to conversations with individual departments to carefully align resources.

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

Data-driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, Interventions-RTI, and flexible groupings after data chats will all be implemented to accelerate learning.

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.

The PLST will develop whole group sessions and job-embedded sessions on using data to drive instruction (Sept/21), Aligning resources to small group instruction (October/21), Tracking OPM data (November/December/21), making adjustments to groups as data becomes available (February/21) and continuous data chats with individualized feedback and next steps (ongoing). Coaching cycles will also be implemented individually with teachers to support specific needs (ongoing).

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

Collaborative planning will be held weekly, and a member of the Leadership Team will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals. Extended Learning opportunities will be provided with before and after school tutoring and interventions as well as Saturday Academies, Spring Break Academy, and special camps, and STEM-based clubs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Based on the data reviewed, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated Achievement for all subjects decreased. ELA Achievement for 2019 was 35%, as compared to 27% for 2021. Math Achievement for 2019 was 40%, as compared to 22% for 2021. Science Achievement for 2019 was 42%, as compared to 38% for 2021. Social Science Achievement for 2019 was 59% as compared to 45% for 2021. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to differentiate instruction based on the levels of students we serve. We will provide the scaffolding necessary for our students to access and master grade-level content in order to increase achievement levels.
Measurable Outcome:	By successfully implementing Differentiated Instruction, our students will increase by at least 3 percentage points in ELA and 8 percentage points in Math as evidenced by the 2022 State Assessment.
Monitoring:	The Leadership Team will monitor the process by actively participating in the collaborative planning sessions. The team will conduct walkthroughs with specific look fors. These look-fors will ensure implementation of differentiated instruction and selected resources are evident and being used appropriately. We will implement small and flexible grouping based on data points collected.
Person responsible for monitoring outcome:	Anthony Simons (simons3@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of :Differentiated Instruction. Differentiated Instruction will provide students with opportunities to different avenues to learning. This will allow all students within the classroom to learn effectively, regardless of differences in ability.
Rationale for Evidence-based Strategy:	Data-Driven Instruction will ensure that teachers use relevant, recent, and aligned data. According to the SIP Survey, only 19% of teachers track student data to adjust instruction all of the time. Teachers will learn how to appropriately use data to make adjustments in instruction, instructional delivery, and provide the necessary differentiated instruction by planning lessons that are customized to student needs.

Action Steps to Implement

Instructional Coaches will assist teachers on how to interpret student data, in order to develop group/ rotation schedule. Rotations will include teacher, City Year Core Member, or Interventionists support. August 23rd - September 17th.

Person Responsible Dontricia Jones (dontriciajones@dadeschools.net)

Instructional Coaches will provide professional development on effective strategies for differentiated instruction and will model implementation. August 30th - October 15th.

Person Responsible Shanovia Descally (sdescally@dadeschools.net)

Teachers will implement group rotations within the framework and track student progress in their DI groups. September 8th - October 15th.

Person Responsible Barbara Frost (bfrost@dadeschools.net)

Teachers will conduct data chats with students, so they can understand their own data. This will result in greater student buy-in and confidence during interventions. September 20th - October 15th.

Person Responsible Charlesque George (237643@dadeschools.net)

Teachers will provide opportunities during DI for differentiated materials, clear expectations for each group and between groups, as well as notebooks being used during iReady time. November 1st - December 17th.

Person Responsible Barbara Frost (bfrost@dadeschools.net)

Teachers will Identify areas needed for additional focus through an Instructional Focus Calendar created according to grade levels, using ongoing progress monitoring data. November 1st - December 17th.

Person Responsible Dontricia Jones (dontriciajones@dadeschools.net)

Coaches will instruct teachers on how to implement data trackers, monitor and adjust instruction based upon data findings. January 31st - April 29th.

Person Responsible Dontricia Jones (dontriciajones@dadeschools.net)

Coaches and administrative staff will develop and implement targeted intervention plan, that will address students based on topic/unit tests, MYA and AP2 scores to focus on their specific area of concern. January 31st - April 29th.

Person Responsible Barbara Frost (bfrost@dadeschools.net)

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:	Based on a comparative analysis of our 2019 to 2021 FSA data, our school will implement the Targeted Element of Collaborative Planning. ELA Achievement for 2019 was 35%, as compared to 27% for 2021. This is an 8 percentage point difference. Math Achievement for 2019 was 40%, as compared to 22% for 2021. This is an 18-percentage point difference. We selected the overarching area of Collaborative Planning to incorporate Effective Curriculum and Resource utilization. This will provide the opportunity for us to support teachers in effectively utilizing aligned materials to drive instruction. This will also allow our teachers to develop lesson materials that are aligned to the rigor, standards, and expectations set by the state.
Measurable Outcome:	By implementing Effective Curriculum and Resource Utilization, then our students will show increases, as evidenced by a 5% increase in our iReady ongoing progress monitoring trackers for ELA and Math from AP1 to AP2.
Monitoring:	During collaborative planning, the Administration and Instructional coaches will assist in developing supplemental resources to assist underperforming students. Teacher lesson plans will be monitored to ensure that they include the specific resources and effective curriculum, so it can be implemented within the lesson. Walkthroughs will be conducted and feedback on curriculum implementation will be provided.
Person responsible for monitoring outcome:	Karen Veras (277770@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Collaborative Planning, our school will focus on the evidence-based strategy of: Effective Curriculum and Resource Utilization. Effective Curriculum and Resource Utilization will implement District curriculum and resources to maximize student learning including utilizing program materials, technology, pacing guides, task cards, and supplemental resources to support student learning.
Rationale for Evidence-based Strategy:	By implementing Effective Curriculum and Resource Utilization, we will ensure that teachers are using the appropriate curriculum that is relevant as well as engaging resources that are customized to student needs. According to the Climate Survey, 52% of the teachers feel that there are insufficient resources. Leadership will evaluate the resources being used and make adjustments if necessary.

Action Steps to Implement

Instructional Coaches will develop a schedule and conduct weekly Collaborative Planning sessions, that include the Assistant Principal and the Curriculum Support Specialist. This schedule will be shared with all stakeholders to ensure that everyone is prepared and present to engage in the lesson planning process. August 30th - October 15th.

Person Responsible Karen Veras (277770@dadeschools.net)

During Collaborative Planning, teachers will develop an end product of lesson plans for the week. These lesson plans will include utilizing program materials, technology, pacing guides, task cards and supplemental resources to support student learning. August 30th - October 15th.

Person Responsible Dontricia Jones (dontriciajones@dadeschools.net)

Lesson plans developed during Collaborative Planning will be monitored to ensure that they include the specific resources and effective curriculum. Teachers will be provided with feedback prior to execution of the lesson. September 2nd - October 15th.

Person Responsible Charlesque George (237643@dadeschools.net)

Walkthroughs will be conducted to observe the implementation of the specific resources within the lesson and feedback on curriculum implementation will be provided. September 8 - October 15th.

Person Responsible Anthony Simons (simons3@dadeschools.net)

Teachers will provide opportunities for more explicit instruction during the I Do with Name the Steps, as well as a plan for checks for understanding throughout the lesson. November 1st - December 17th.

Person Responsible Barbara Frost (bfrost@dadeschools.net)

Lesson plans developed during Collaborative Planning will be monitored to ensure that teachers develop end products that utilize correct supplemental materials and graphic organizers aligned to the lesson. November 1st - December 17th.

Person Responsible Shanovia Descally (sdescally@dadeschools.net)

Teachers will be required to bring artifacts to common planning in order to imbed checks for understanding throughout the lesson, particularly for our ESE and ESOL low-performing students. January 31st - April 29th.

Person Responsible Shanovia Descally (sdescally@dadeschools.net)

Coaches will plan and model lessons that provide a necessary "You Do" portion, so teachers can follow the framework and release students to practice the skills in order to increase performance . January 31st - April 29th.

Person Responsible Barbara Frost (bfrost@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Student Attendance. Attendance data for 2020-2021, 46% of the students had 31 or more absences as compared to 28% during the 2018-2019 school year. Students with attendance issues were not engaged which led to course failures. This highlights the need for us to develop a system that will monitor student attendance and address any concerns in a timely manner. This will also ensure that our students are provided with the proper services they need to be successful at Madison Middle School.
Measurable Outcome:	By implementing the Targeted Element of Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, our attendance will increase 5 percentage points by December 2021.
Monitoring:	The Leadership Team will identify and monitor students with attendance issues and identify the causes for absences and create a plan of action to ensure students attend school daily. Regular student incentives will be provided to promote consistent school attendance. Teachers will monitor the attendance trends of their students and submit the names of students with attendance issues. Additional parent contact will be made by an Attendance Task Force team member. The Attendance Task Force is made up of our Administrators, Counselor, SCSI Instructor, Community Involvement Specialist, Grade Level Teachers, and City Year Core Members. Attendance data will be discussed during weekly grade level meetings and during regular scheduled data chats with teachers, students and parents.
Person responsible for monitoring outcome:	Charlesque George (237643@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of: Attendance Initiatives. Attendance will be monitored weekly to identify trends and prevent excessive absences.
Rationale for Evidence-based Strategy:	Attendance initiatives will assist in decreasing the number of student absences. These initiatives will allow us to monitor, identify, reward and provide assistance to students in order to decrease student absences.

Action Steps to Implement

Teachers will monitor the daily attendance bulletin for accuracy. Teachers will notify the administrator over student attendance of any discrepancies in the attendance bulletin. This will allow our team to make any corrections and collect reliable data. August 30th - October 15th.

Person Responsible Charlesque George (237643@dadeschools.net)

Grade level teams will identify students who have notable attendance and those with improved attendance. Administration and student services will acknowledge students monthly via the PA system. Other incentives will be used to encourage students to consistently attend school. September 8th - October 15th.

Person Responsible Charlesque George (237643@dadeschools.net)

The attendance task force team will monitor weekly attendance and identify students that are consistently absent. The team will make every effort to contact parents and guardians of students with excessive

absences. Contact will be made via phone and home visits. This will allow us to support students in alleviating barriers that affect their attendance in school. September 15th - October 15th.

Person Responsible Charlesque George (237643@dadeschools.net)

The attendance task force will also complete truancy packets for students with excessive absences. September 15th - October 15th.

Person Responsible Charlesque George (237643@dadeschools.net)

Continue to monitor the "Attendance Intervention" reports to track students with 5 or more absences and complete truancy packets for those reaching 15 or more absences. November 1st - December 17th.

Person Responsible Charlesque George (237643@dadeschools.net)

Increase attendance through providing incentives for attendance on a monthly basis to students by grade level. November 1st - December 17th.

Person Responsible Charlesque George (237643@dadeschools.net)

Home visits will be conducted by the Community Involvement Specialist for students with excessive absences, where parent contact has not been successful. January 31st - April 29th.

Person Responsible Mary Herring (266353@dadeschools.net)

Administration will identify students that have stopped coming to school, follow required steps in order to request Attendance Services withdraw the students as whereabouts unknown.

Person Responsible Charlesque George (237643@dadeschools.net)

#4. Leadership specifically relating to Leadership Development**Area of Focus Description and Rationale:**

Based on data from the School Climate survey, the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Leadership Development. According to the SIP Survey, 55% of the teachers in the building did not always feel that they were provided with support/resources to implement the newly learned strategy, following a professional development opportunity. We are going to have teachers model their own professional learning by sharing the learning process or product with the staff. By involving them in the professional development process, they will become professional development leaders within our school.

Measurable Outcome:

By implementing the Targeted Element of Developing Others, our teachers will be provided the opportunity to contribute to school-wide professional development through weekly mini-PD's and monthly faculty meetings. This will be realized through teachers participating in the professional development training, department, team and monthly faculty meetings. The percentage of teachers providing professional development during in-house professional development will increase by 25% by Mid-Year..

Monitoring:

The Leadership Team will identify specific teachers that will receive training, development and specific work assignments to ensure that they become the lead developers within the school community. These teachers will share their knowledge and strengths with other teachers during in-house professional development. Common planning sign-in sheets, agendas, PD records, and presentation materials will serve as evidence.

Person responsible for monitoring outcome:

Taneka Martin (tanekam@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Leadership Development, we will focus on the evidence-based strategy of: Strategic Selection of Training, Development, and Work Assignments. By creating a survey that teachers can identify specific topics, processes and products that they are experts in, we can have them train the rest of our teachers. By having teachers be hands on with the professional development, we hope to increase the feeling of shared leadership and sustained learning.

Rationale for Evidence-based Strategy:

By involving the staff in their own professional development, it will assist in integrating the talents of our teachers within the building. This will help to build on our vision and mission at Madison Middle. According to the SIP Survey, 55% of the teachers feel that following a professional development opportunity, that they are provided with support/resources to implement newly learned strategies, only some of the time. Throughout this process, the Leadership Team will create buy-in, develop teacher leaders and provide needed professional development to increase achievement.

Action Steps to Implement

Create a schedule for Mini-PD's and faculty meetings. September 1st.

Person Responsible

Taneka Martin (tanekam@dadeschools.net)

Survey teachers in order to identify specific topics, process or products that the teachers are proficient in. September 8th - September 14th.

Person Responsible

Taneka Martin (tanekam@dadeschools.net)

Use the teacher survey to identify and send teachers to participate in professional development to gain additional knowledge within the specific topic, process or product. September 20th - October 15th.

Person Responsible Charlesque George (237643@dadeschools.net)

The professional leader will provide the staff with specific professional development that can be implemented within their classroom. September 20th - October 15th.

Person Responsible Charlesque George (237643@dadeschools.net)

The professional leader will provide the staff with with professional development on understanding student FSA scores and bubble students. November 1st - November 15th.

Person Responsible Dontricia Jones (dontriciajones@dadeschools.net)

The professional leader will provide the staff with professional development on IXL an its proper implementation within the framework. November 15th - December 17th.

Person Responsible Barbara Frost (bfrost@dadeschools.net)

Faculty will be re-surveyed to gather if need or interest in professional development topics have changed. January 31st - February 18th.

Person Responsible Karen Veras (277770@dadeschools.net)

Coaches will create professional developments based on the data from the surveys. Professional developments will continue to be conducted during faculty meetings and department meetings. Coaches will continue to model and provide support in order to implement the information or strategies acquired from the professional development. A new schedule will be created in order for teachers to implement the new strategies within their lessons and learning walks and walkthroughs will be conducted. January 31st - April 29th.

Person Responsible Dontricia Jones (dontriciajones@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

Madison Middle School reported 2.2 incidents per 100 students. When compared to all middle/junior schools statewide, we fall into the low category. In Violent Incidents we ranked 254 out of 553, with 1.56 incidents per 100 students. Madison is ranked #1 out of 553 with zero Property Incidents reported. Drug/Public Order Incidents Madison is ranked 166 out of 553 schools with 0.67 incidents per 100 students. We ranked 183 out of 553 middle/junior schools statewide.

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.

Our strengths within School Culture are in Relationships and Support, Care, and Connections. We provide opportunities for parents and students to participate in a plethora of parent meetings, seminars, award ceremonies, and social gatherings that provide resources on academic, mental, emotional, and community resources. We also provide information to our stakeholders through our Team pages, school website, and our many social media platforms. Students are involved in multiple opportunities to celebrate successes, explore and get to know their Madison Family in a fun and engaging manner. Some examples of events include iReady Mustang Gold Medal Champion celebrations, Perfect Attendance Ceremonies, Spirit Week, as well as virtual events. This allows the school to inform and engage the community in all the activities and events that are being held at the school. Our staff plans and participates in both physical and virtual opportunities to socialize and build strong relationships outside of the classroom. We strive to ensure that all of our stakeholders feel welcome, engaged, and part of the Madison Middle School family.

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

All stakeholders are responsible for making an effort to connect and build positive relationships with the students, parents, and the local community at Madison Middle. Some of the stakeholders that are charged with this include our counselor, community involvement specialist, activities/ athletic director, ESE department chair, ESSAC Chair, Assistant Principals, and Principal. We facilitate this by collaborating with outside agencies that provide social-emotional support and other wraparound services for families in need of support. Moreover, we work with community stakeholders and business partners who provide support to our school's ESSAC Committee and Title I programs. We work closely with parents, grandparents, and other guardians to ensure that they are knowledgeable of our school's vision and mission. As a result, this makes for a more cohesive school community, where all of our stakeholders feel empowered, engaged, and heard.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00

3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
Total:			\$0.00