

Brevard Public Schools

James Madison Middle School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	16
Planning for Improvement	20
Positive Culture & Environment	0
Budget to Support Goals	0

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: 4/11/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (41%) 2018-19: C (49%) 2017-18: C (49%)
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	TSI
* 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.

Table of Contents	
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	16
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	0

James Madison Middle School

3375 DAIRY RD, Titusville, FL 32796

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 7-8	No	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Leptz, Kamille	Principal	<ul style="list-style-type: none"> - Facilitates the development and adoption of the Mission and Vision of Madison Middle School - Leads and monitors the operation of Madison Middle School - Responsible for the school budget: development and implementation of all school-based accounts and responds to financial audits - Monitors the FTE process - Serves as the public liaison for Madison Middle School - Collaborates with various stakeholders by receiving input and ensuring stakeholders are informed on operations and progress of the school at large (School Advisory Committee, Partners in Education, Parent Teacher Organization) - Responsible for the faculty and staff: Employment (hiring and supervision), evaluations (IPPAS), PAR, certification, and professional development of all - Ensures all faculty and staff members adhere to compliance requirements (federal, state, and district) - Serves as the instructional leader - Models instructional delivery methods at faculty meetings and through professional development opportunities - Evaluates instructional practices through the use of the district adopted evaluation tool (IPPAS) - Facilitates instructional coaching cycle guiding teachers in best practices that support professional growth and student achievement - Monitors school-wide culture and implements strategies to build the capacity of our faculty, staff, and student body - Monitors Professional Learning Communities (PLC's) and ensures alignment with the mission and vision of Madison Middle School - Manages the operations of the athletic program, music program, and all extracurricular activities - Monitors and serves as the school decision maker for disciplinary infractions and corrective strategies ensuring proper implementation of the district discipline plan and student code of conduct - Serves as the decision maker for administrative hearings facilitated by the administrative team - Identifies and mentors future educational leaders and facilitates professional growth opportunities - Serves as an administrative mentor: guiding Assistant Principals in the Level II Program - Facilitates/monitors registration, 7th Grade Orientation, Open House, and parent conferences - Monitors collaboration with feeder schools and corresponding activities
Donohue, Christina	Assistant Principal	<ul style="list-style-type: none"> - Serves under the direct supervision of the Principal and serves as such in the absence of the Principal - Serves as the Assistant Principal of Curriculum - Supports the development and adoption of the Mission and Vision of Madison Middle School - Supports the operation of Madison Middle School - Supports the Principal in collaboration with various stakeholders by receiving

Name	Position Title	Job Duties and Responsibilities
		<p>input and ensuring stakeholders are informed on operations and progress of the school at large (School Advisory Committee, Partners in Education, Parent Teacher Organization)</p> <ul style="list-style-type: none"> - Supports the principal with faculty and staff: Employment (hiring and supervision), evaluations (IPPAS), PAR, certification, and professional development of all - Ensures all faculty and staff members adhere to compliance requirements (federal, state, and district) - Serves as the instructional leader - Responsible for the creation and monitoring of the Master Schedule - Models instructional delivery methods at faculty meetings and through professional development opportunities - Evaluates instructional practices through the use of the district adopted evaluation tool (IPPAS) - Facilitates instructional coaching cycle guiding teachers in best practices that support professional growth and student achievement - Monitors school-wide culture and implements strategies to build the capacity of our faculty, staff, and student body - Monitors Professional Learning Communities (PLC's) to ensure consistency and focus on instructional improvement - Supports the operations of the athletic program, music program, and all extracurricular activities - Supports the Assistant Principal over discipline with disciplinary infractions and corrective strategies ensuring proper implementation of the district discipline plan and student code of conduct - Identifies and mentors future educational leaders and facilitates professional growth opportunities - Serves as instructional leader, guiding teachers to further improve instructional practice through observations and feedback using IPPAS, state standards, and assessment data - Responsible for the oversight of teacher certifications and renewals, as well as, the induction program. - Responsible for the mentoring program supporting new teachers - Supervises the Lead Mentor and ensures mentors and mentees are successful in the program as outlined by BPS - Monitor use of curriculum guides and the use of proper texts to ensure pacing is following FLDOE state standards - Supervises the implementation of all testing (FAST, WIDA, MAP, common assessments, Read 180, and System 44) - Leads the School data leadership team monitoring data and student achievement - Builds teacher capacity through teacher leadership opportunities - Facilitates the development of the school improvement plan (SIP) and monitors implementation - Responsible for the Guidance department (Guidance Counselor, GSP, Teacher on Assignment, and the Social Worker) - Monitors attendance and students in transition - Ensures compliance and implementation of IEP's, 504, and the ESOL

Name	Position Title	Job Duties and Responsibilities
		<p>program</p> <ul style="list-style-type: none"> - Supports school supervision - Facilitates the registration process of incoming 7th graders and 8th graders - Facilitates the collaboration with elementary and high school feeder chains to support the transition of our students to and from Madison Middle School - Facilitates/monitors registration, 7th Grade Orientation, Open House, and parent conferences - Monitors grading and completes grade verifications - Facilitates the coordination, implementation, and completion of the summer school
Trahan, Ilea	Assistant Principal	<ul style="list-style-type: none"> - Serves as the Assistant Principal of Discipline (Dean) - Supports the development and adoption of the Mission and Vision of Madison Middle School - Supports the operation of Madison Middle School - Ensures all faculty and staff members adhere to compliance requirements (federal, state, and district) - Serves as the instructional leader - Models instructional delivery methods at faculty meetings and through professional development opportunities - Evaluates instructional practices through the use of the district adopted evaluation tool (IPPAS) - Facilitates instructional coaching cycle guiding teachers in best practices that support professional growth and student achievement - Monitors school-wide culture and implements strategies to build the capacity of our faculty, staff, and student body - Supports Professional Learning Communities (PLC's) to ensure consistency and focus on instructional improvement - Supports the operations of the athletic program, music program, and all extracurricular activities - Identifies and mentors future educational leaders and facilitates professional growth opportunities - Serves as instructional leader, guiding teachers to further improve instructional practice through observations and feedback using IPPAS, state standards, and assessment data - Monitor use of curriculum guides and the use of proper texts to ensure pacing is following FLDOE state standards - Supports the implementation of all testing (FAST, WIDA, MAP, common assessments, Read 180, and System 44) - Serves on the school data leadership team monitoring data and student achievement - Builds teacher capacity through teacher leadership opportunities - Supports the development of the school improvement plan (SIP) and monitors implementation - Supports Guidance department (Guidance Counselor, GSP, Teacher on Assignment, and the Social Worker) - Monitors compliance and implementation of IEP's, 504, and the ESOL

Name	Position Title	Job Duties and Responsibilities
		<p>program</p> <ul style="list-style-type: none"> - Facilitates school supervision including duty schedules for supervision - Facilitates the registration process of incoming 7th graders and 8th graders - Facilitates/monitors registration, 7th Grade Orientation, Open House, and parent conferences - Manage and positively influence student behavior by monitoring and analyzing discipline data to drive schoolwide practices for student engagement, behavior, and positive school culture - Facilitator and administrative representative for the Positive Behavior intervention Support (PBIS) team - Collaborate with administrative team and stakeholders for the school decision making process - Member of the MTSS team supporting instructional practices, ESE, and student behavior - Manages school facility operations of Madison Middle School - Facilitates the organization of school pictures and student ID's (Janitorial supervision, work orders, and school Maintenance) - Development, implementation, and monitoring of the school emergency operation plan and FSSAT - Facilitates fire and safety drills and ensures the school emergency go-kits are complete and ready - Conducts monthly Threat Assessment Team meetings - Title IX Investigator - Facilitates and monitors bullying mandates, investigations, and safety plans - Manages the school Positive Behavior Implementation Plan (PBIS) - Leads the Positive Behavior implementation team and analyzes and monitors data - Monitor classroom management strategies and provide coaching as needed - Ensure disciplinary records are accurate. - Analyze discipline data and provide professional development and/or coaching in areas of need
Jones, Vivian	Teacher, K-12	<ul style="list-style-type: none"> - Serves as a member of the school leadership team - Serves as a member of the positive behavior intervention supports (PBIS) team member - Coordinates and manages state and county standardized testing (FAST, MAP, WIDA, Read 180, System 44, EOC's) - Aggregate and analyze data in conjunction with the administrative team to determine areas of weakness and strength. Specific examples involve tracking progress of subsets of students - Provides professional development for instructional staff - Implements required training for testing administrators for FSAT, MAP, Reading 180, System 44 - Supports the Assistant Principal with school-wide disciplinary concerns - Implements Restorative practices/conferences - Mentors teachers through the induction program - Supports the ESE department and provides mentoring to new ESE and ILA

Name	Position Title	Job Duties and Responsibilities
		teachers - Intensive reading coordinator - LEA - Partners in Education Coordinator - Title 9 coordinator
Lang, Kierra	Teacher, K-12	- Serves as a member of the school leadership team - Serves as a member of the positive behavior intervention supports team member - Point of Contact for 504's - Serves as the Lead Mentor for the induction program supporting new teachers - ESOL Coordinator - Gifted Coordinator - Facilitates WIDA assessments - Ensures proper placement and scheduling of ELL students - Manage ESOL files, 504 files, and ensure proper placement of secure documents into cumulative folders - Submit for board approval for out of field for ESOL instructional staff - Provide professional development to the faculty for gifted strategies, ESOL strategies, 504 accommodations and compliance items - Inform staff of professional development for ESOL, mentoring program, 504's, and gifted - Responsible for communication to stakeholders (including parents) for progress of ELL students (ESOL) - Responsible for proper identification of ELL students - Support the AVID coordinator with professional development and staff coaching for AVID strategies - Support the Testing coordinator as needed for testing - Support the administrative staff with discipline and instructional practices as needed
Drew, Joshua	Other	- Serves as a member of the school leadership team - Serves as a member of the positive behavior intervention support (PBIS) team member - Supports the Assistant Principal in student discipline and behavior - Helps facilitate In School suspension, administrative detentions, extended detentions, and lunch detentions - Parent conferences and referral processing - Supports with crisis intervention and post intervention - New student orientation assistance - AVID site team member - Edgenuity Coordinator - School advisory Council Facilitator - PTO Facilitator - Field Trip Coordinator - Assist in Drill and Safety procedures following the school emergency operation plan

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - Member of the Threat Assessment Team - Mentoring teachers 0-2 years in behavior management and best teaching practices through the coaching cycle - Perform other duties as assigned
Barratt, Alyssa	Attendance/ Social Work	<ul style="list-style-type: none"> - School Leadership team member - Serves as a member of the positive behavior intervention supports (PBIS) team member - Direct service with students 1v1 or in small groups to address: social emotional needs, issues at school or at home, mental health concerns - Completes Mental Health referrals to outside agencies - Implementation of district Mental Health lessons - Mediation and restorative conferences between students - Completes DCF reports - Crisis Response/SRI Procedures/Baker Act - Threat Assessment Team member - Students in Transition (SIT) Liaison - Attendance/Tuancy - School Market Program - Foster Care Liaison - School Hospitality team lead - Planning summer Orientation for incoming students - MTSS team member
Dorsey, Keilara	Teacher, K-12	<ul style="list-style-type: none"> - AVID Coordinator - Manages the AVID site team for the school - Facilitates the implementation of the AVID program - Monitors student participation and success within the AVID Program - Provides professional development on AVID strategies and monitors schoolwide implementation of AVID strategies - Delivers instruction in AVID classes

Demographic Information

Principal start date

Monday 4/11/2022, Travis Di ESE L J

Number of teachers with a 2022 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 2022 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.*

13

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

445

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

23

Identify the number of instructional staff who joined the school during the 2022-23 school year.

15

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	237	0	0	0	0	493	
Attendance below 90 percent	0	0	0	0	0	0	0	73	73	0	0	0	0	146	
One or more suspensions	0	0	0	0	0	0	0	47	51	0	0	0	0	98	
Course failure in ELA	0	0	0	0	0	0	0	9	29	0	0	0	0	38	
Course failure in Math	0	0	0	0	0	0	0	12	51	0	0	0	0	63	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	65	65	0	0	0	0	130	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	65	55	0	0	0	0	120	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level who have 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	47	55	0	0	0	0	102

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0		
Students retained two or more times	0	0	0	0	0	0	0	14	3	0	0	0	0	17	

Date this data was collected or last updated

Saturday 8/20/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	38%	50%	50%				39%	59%	54%
ELA Learning Gains	36%						42%	56%	54%
ELA Lowest 25th Percentile	29%						35%	48%	47%
Math Achievement	40%	33%	36%				51%	66%	58%
Math Learning Gains	41%						51%	55%	57%
Math Lowest 25th Percentile	37%						43%	45%	51%
Science Achievement	29%	53%	53%				45%	52%	51%
Social Studies Achievement	56%	48%	58%				67%	75%	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	2022					
	2019	33%	58%	-25%	52%	-19%
Cohort Comparison						
08	2022					
	2019	43%	63%	-20%	56%	-13%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019	52%	62%	-10%	54%	-2%
Cohort Comparison						
08	2022					
	2019	23%	43%	-20%	46%	-23%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019					
Cohort Comparison						
08	2022					
	2019	44%	53%	-9%	48%	-4%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	68%	74%	-6%	71%	-3%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	71%	61%	10%	61%	10%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	60%	40%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	18	30	29	18	33	27	23	35			
BLK	11	26	23	15	28	32	4	22			
HSP	32	44	50	30	55	60	10	42			
MUL	39	27		40	42	38	35	75	58		
WHT	44	39	29	46	43	33	34	64	72		
FRL	32	33	28	35	39	35	23	51	60		
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			
WHT	42	41	35	57	54	53	51	70	74		
FRL	35	43	35	44	46	36	41	63	67		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	373
Total Components for the Federal Index	9
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
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%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	20
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1

Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	44
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

In review of our 2022 state assessment data, 38% of students showed achievement in ELA. This is a decline (-1) in their overall performance for ELA achievement from 2021 at 39%. In addition, 36% of our students showed learning gains in both 2022 and 2021. Our students in the lowest 25th percentile declined (-1) dropping to 29%.

In math, 40% of our students showed achievement, an increase (+1) from 39% in 2021. In addition, 41% of our students showed learning gains in math (+5) from 36% in 2021. Our students in the lowest 25th percentile also increased to 37% from 33% in 2021.

29% of our students showed science achievement. This is a significant decline (-8) from 2021 at 37%.

56% of our students showed social studies achievement, a increase (+4) from 52% in 2021.

Further analyzing our subgroup data from 2019 through 2022 it is evident that our lowest performing subgroups in both ELA and math achievement are our students with disabilities and our BLK students. In fact, our BLK students have declined again for the third year in a row with only 11% showing ELA achievement and 15% showing math achievement. Moreover, this is the third year our ESSA Federal Index is below 32% for our students with disabilities.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Overall, our students continue to show that we have a significant deficit across all content areas when compared to our district and state peers (2019). Student achievement is at 40% or below in all areas with the exception of social studies (56%). In addition, the subgroup that demonstrates the greatest need for improvement is our BLK subgroup in the area of math. Our BLK students declined in achievement by 6%, learning gains by 11%, and our lowest 25th percentile declined 14%. In fact, this is the third year of decline for this subgroup of students since 2019.

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

Our students have been facing unique circumstances since the beginning of the COVID Pandemic which began during the winter of 2020. The hybrid classroom setting was not an ideal setting for most students and as a result did not allow for uninterrupted and consistent supports for classroom instruction. In addition, a high number of COVID positive cases and quarantines contributed to the increase of absences and loss of instructional time over the last several years. This framework has had a lasting negative effect on the academic performance of our students. Additionally, administrative and staff turnover had a negative impact on consistent instructional delivery, professional development and progress monitoring.

During the 2022 school year instructional staff experienced a higher than normal administrative and instructional staff turnover. Over 50% of the instructional staff and administrative staff resigned or transferred to another school during the school year. The remaining instructional staff members were needed to cover additional classes during their planning, therefore decreasing valuable planning time as a result of limited substitutes.

As a result of loss in instruction due to COVID and declined attendance, our guidance department and administration team will continue to address and provide supports to students that have a low or declining attendance to increase instructional time in the classroom. Teachers will engage in data chats (to make needed instructional adjustments) with their professional learning committee, as well as, with their students to increase academic awareness, determine strategies to reach academic goals and show mastery of the standards.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

In math, 40% of our students showed achievement, an increase (+1) from 39% in 2021. In addition, 41% of our students showed learning gains in math (+5) from 36% in 2021. Our students in the lowest 25th percentile also increased to 37% from 33% in 2021.

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

The math team was one area of instructional staff that showed the lowest turnover during the school year. Another contributing factor is the progress monitoring through NWEA/MAPS, as well as a school-wide common assessments. During the 2023 school year teachers will engage in data chats (to make needed instructional adjustments) with their professional learning committee, as well as, with their students to increase academic awareness, determine goals and strategies to reach academic goals and show mastery of the standards. Additionally, our math department will use MAPS and FAST progress monitoring to monitor student mastery and plan for content boot camps and skill days to address areas of need.

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

- Focus on acceleration verses remediation with supporting students with specific skills needed for success (Hattie 0.88 effect-size).
- Use instructional strategies with increased opportunities for students to practice learned concepts.
- Prioritize standards and dive deeper into those standards, scaffold intentionally.
- Teachers will work within their PLC and determine appropriate pacing to ensure students have adequate time to learn new material and practice the concepts for mastery.
- Determine appropriate use of digital technology that supports engagement, product development, career and college readiness skills.
- Provide opportunities for academic support before and after school (morning school/office hours).
- Utilize common assessments for progress monitoring, analyze data from common assessment to determine instructional pacing/practices, acceleration implementation, small group instruction needs and follow-up with data chats (Hattie 0.56 effect size [goals]).
- Implementation of AVID strategies across all content areas
- The school leadership will continue to reflect on current and upcoming data to determine areas of need for professional development.
- The school leadership team and administrative team will engage in classroom observations and providing feedback through the coaching cycle.

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.

- To better drive teaching practices, teachers will receive professional development from administration, teacher leaders, and district leaders. Our focus will be to ensure teachers have best practices that drive positive outcomes in academic achievement, understanding how to retrieve and interpret data from a variety of assessments, and work to create an action plan as a response to the student outcomes on assessments.
- Teachers will work in their professional learning community to gather and interpret data. Teachers will then determine how to address achievement gaps and monitor effectiveness of their practice and intended outcomes.
- Teachers will work collaboratively to development of common assessments in the math/ELA content areas, as well as all MESH courses. Professional development will be provided to teachers to assist with the implementation of common assessments.
- Teachers will receive on-going professional development on AVID strategies that will best support our students across all content areas.
- Continued collaboration with district resource teachers in Math, ELA, and ILA.
- Training will be provided to administration, guidance, social worker, and teacher leaders who are support school attendance in an effort to increase instructional time in the classroom.
- Guidance and administration will continue to support students through the IPST/MTSS process through early identification and increased supports.

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

Additional services will be implemented at Madison Middle through the collaboration with district resource teachers. Our teachers will work with district content teachers to provide equitable opportunity for access to quality instruction and resource materials. We will develop a morning school program that provides students the opportunity for remediation and accelerated learning in targeted areas.

Additionally, progress monitoring on student mastery will be implemented for mathematics and ELA through FAST, MAP testing, Read 180 and common assessments. The School data leadership team will focus on monitoring student academic progress attendance and behavior and implement interventions as necessary and utilizing tiered system of supports through the MTSS process.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

In review of our 2022 state assessment data, 38% of students showed achievement in ELA. This is a decline (-1) in their overall performance for ELA achievement from 2021 at 39%. In addition, 36% of our students showed learning gains in both 2022 and 2021. Our students in the lowest 25th percentile declined (-1) dropping to 29%.

Further analyzing our subgroup data from 2019 through 2022 it is evident that our lowest performing subgroups in ELA achievement are our students with disabilities and our students of color. Students who are economically disadvantaged are also a group that has underachieved compared to their counterparts.

Measurable**Outcome:**

State the specific measurable

outcome the

school plans to achieve. This should

be a data

based,

objective

outcome.

We will have a 3% increase in FAST Reading assessments when comparing progress monitoring one with the end of year progress monitoring for the following subgroups: students with disabilities, students of color, and economically disadvantaged students.

Monitoring:

Describe

how this

Area of

Focus will

be

monitored

for the

desired

outcome.

The ELA professional learning community will develop common assessments to monitor student mastery of the standards. As a result, teachers will use the data from common assessments to make adjustments to instructional practices and pacing. FAST progress monitoring will be provided three times during the school year. Once data is received from each PM session, the ELA professional learning community will review the data to monitor desired outcomes, adjust instructional practices, implement data chats, plan for skill days and utilize two way communication from home and school to communicate student progress. The school data leadership team will also monitor FAST progress monitoring data to provide additional supports such as instructional coaching, mentoring, and professional development.

Person

responsible

for

monitoring

outcome:

Kamille Leptz (leptz.kamille@brevardschools.org)

Evidence-

based

Strategy:

Describe the

evidence-

based

strategy

being

The WICOR standards in AVID is the evidence-based strategy being implemented for this area. Students utilize skills such as writing, inquiry, collaboration, organization and reading.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based
Strategy:
Explain the
rationale for
selecting
this specific
strategy.
Describe the
resources/
criteria used
for selecting
this
strategy.**

Research has proven that students who are successful in the aforementioned areas will succeed academically. Students will learn how to organize instructional materials, take notes, utilize those notes as a study guide, work with other students and utilize inquiry as a learning strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Use Data to drive instruction:

- Administration will schedule targeted professional development (AVID Strategies, Notetaking / Cornell Notes) and provide scheduled opportunities for teachers to engage in professional learning committees.
- Administration and teacher leaders will provide professional development to assist with retrieving and analyzing data from progress monitoring assessments (FAST, Read 180, common assessments, and system 44)
- During professional learning communities teachers will analyze assessment data and determine instructional practices that will address areas of need.

Person Responsible Kamille Leptz (leptz.kamille@brevardschools.org)

We will implement AVID (WICOR) Strategies school-wide, with an emphasis on notetaking (Cornell notes) and organization (AVID binders). increasing mastery and application of skills reinforced through WICOR strategies. We want to increase the level of rigor by providing opportunities for students to become independent learners by communicating and working through the practical skills to achieve a higher level of thinking/learning.

Person Responsible Kamille Leptz (leptz.kamille@brevardschools.org)

Acceleration Academy - students who are deemed to be a level 2 according to the FSA ELA will be invited to attend morning reading sessions. Teachers spearheading this program will receive standards from ELA, science and social studies classes and front-load vocabulary and concepts to be taught through resources found in NewsELA, CommonLit, and other programs.

Teacher tutoring hours - tutoring hours will be established for all teachers before school for the purpose of students receiving much-needed help to understand standards that are taught.

Person Responsible Kamille Leptz (leptz.kamille@brevardschools.org)

#2. Instructional Practice specifically relating to Math**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

In math, 40% of our students showed achievement, an increase (+1) from 39% in 2021. In addition, 41% of our students showed learning gains in math (+5) from 36% in 2021. Our students in the lowest 25th percentile also increased to 37% from 33% in 2021.

Further analyzing our subgroup data from 2019 through 2022 it is evident that our lowest performing subgroups in both ELA and math achievement are our students with disabilities and our BLK students. In fact, our BLK students have declined again for the third year in a row with only 15% showing math achievement. Moreover, this is the third year our ESSA Federal Index is below 32% for our students with disabilities.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will have a 3% increase in FAST Math assessments when comparing progress monitoring one with the end of year progress monitoring for the following subgroups: students with disabilities, students of color, and economically disadvantaged students.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The Math professional learning community will develop common assessments to monitor student mastery of the standards. As a result, teachers will use the data from common assessments to make adjustments to instructional practices and pacing. FAST/MAP progress monitoring will be provided three times during the school year. Once data is received from each PM session, the Math professional learning community will review the data to monitor desired outcomes, adjust instructional practices, implement data chats, plan for skill days and utilize two way communication from home and school to communicate student progress. The school data leadership team will also monitor FAST/MAP progress monitoring data to provide additional supports such as instructional coaching, mentoring, and professional development.

Person responsible for monitoring outcome:

Christina Donohue (donohue.christina@brevardschools.org)

Evidence-based

Strategy: Describe the evidence-based strategy being

The WICOR standards in AVID is the evidence-based strategy being implemented for this area. Students utilize skills such as writing, inquiry, collaboration, organization and reading.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based
Strategy:
Explain the
rationale for
selecting
this specific
strategy.
Describe the
resources/
criteria used
for selecting
this
strategy.**

Research has proven that students who are successful in the aforementioned areas will succeed academically. Students will learn how to organize instructional materials, take notes, utilize those notes as a study guide, work with other students and utilize inquiry as a learning strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Use Data to drive instruction:

- Administration will schedule targeted professional development (AVID Strategies, Notetaking / Cornell Notes) and provide scheduled opportunities for teachers to engage in professional learning committees.
- Administration and teacher leaders will provide professional development to assist with retrieving and analyzing data from progress monitoring assessments (FAST, MAP, and common assessments)
- During professional learning communities teachers will analyze assessment data and determine instructional practices that will address areas of need.

Person

Responsible

Christina Donohue (donohue.christina@brevardschools.org)

We will implement AVID (WICOR) Strategies school-wide, with an emphasis on notetaking (Cornell notes) and organization (AVID binders). increasing mastery and application of skills reinforced through WICOR strategies. We want to increase the level of rigor by providing opportunities for students to become independent learners by communicating and working through the practical skills to achieve a higher level of thinking/learning.

Person

Responsible

Christina Donohue (donohue.christina@brevardschools.org)

Saturday Boot Camps will be held in February and March of 2023 that focus on re-teaching standards that are commonly found on the FSA Math and Algebra EOC. Students targeted for this program are those enrolled in Algebra 1 Honors who are a level three according to the FSA Math 2022 examination as well as students who are a level two according to the 2022 FSA Math examination.

Person

Responsible

Christina Donohue (donohue.christina@brevardschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Madison Middle addresses building a positive school culture and environment by ensuring that a two-way communication process is in place for all stakeholders. We are committed to promoting social and emotional resources for our staff, students and families. This includes professional development aimed at coping strategies, mindfulness, having a growth mindset, self-regulation and classroom management practices. We also have a student support services team which includes our school social worker, guidance service professionals, school psychologist, and school resource officer. This team will be introduced to our students, staff and community during the first week of school so that our stakeholders are aware of each team member and their role in ensuring that students' emotional needs are met. The school will provide opportunities for families and alumni to participate in school events such as campus beautification. Madison Middle will also partner with our SAC and with our newly-formed PTO to discuss school data and resources dedicated to helping our students and staff to thrive.

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

Students play a big role in promoting a positive culture as they have the most access to each other both inside and outside of school. Promoting school pride among their peers, demonstrating respect towards each other, utilizing programs such as Speak Out! to anonymously intervene for a students' benefit are all ways that students can promote positive culture and environment. Participation in Sources of Strength and their initiatives will also help in this process.

Teachers, with positive daily interactions with students can help the student body promote a positive culture. Ensuring that relationships are built within the classroom to help students understand that there are people on campus they can go to whether they are having an issue with a math problem, or a socio-emotional one can help serve the whole student. Working closely with colleagues can help relieve some of the burden throughout the day as well. Collaborative groups can help promote strategies to make the school day better. Teacher-student relationships has an effect-size of 0.72 (Hattie) within the zone of desired-outcomes on student achievement.

The administrative team is here to support both the faculty/staff and the student body. Maintaining an open-door policy, completing regular check-ins, and providing feedback will help maintain open forums of communication and improve professional relationships. They will model strategies to be implemented both in the classroom and in the hallways.

Parent involvement is imperative for positive culture at school as they are the primary force with their students. They can help the school by echoing the message at homes. Being actively involved with the school whether it be through SAC or volunteering will greatly help promote our vision for Madison Middle School.