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Madison Middle School

4444 W BAY VISTA AVE, Tampa, FL 33611

[no web address on file]

Demographics

Principal: David Parker

Start Date for this Principal: 7/1/2021

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
2021-22 Title I School	Yes
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* English Language Learners* Asian Students Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (50%) 2018-19: C (51%) 2017-18: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 Hillsborough 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

4444 W BAY VISTA AVE, Tampa, FL 33611

[no web address on file]

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 6-8	Yes	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	73%

School Grades History

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

School Board Approval

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SIP Authority

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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.

Madison Middle School will prepare students for life by ensuring an inclusive and safe learning environment where students are engaged in experiences that will equip them with 21st century skills (critical thinking and problem solving, collaboration, adaptability, initiative/entrepreneurship, communication, information and technology literacy, creativity).

Provide the school's vision statement.

Madison Middle School is committed to enhancing the academic and personal development of students by providing a community of support, opportunities, and high expectations for all students.

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
Parker, David	Principal	Responsible for the overall operations of the school including but not limited to the School Improvement Plan.
Cordovi, Antonio	Assistant Principal	Responsible for curriculum and instruction, extended learning programs, assessments, and discipline.
Kamal, Lena	SAC Member	SAC Chair, Team Leader, and member of the School Improvement Team.
Rogers, Trevor	Behavior Specialist	Responsible for monitoring outcomes and implementing strategies for students with two or more indicators on the Early Warning System. In addition, serves as a SAC member and Parent Family Engagement Coordinator.
Snook, Trista	Reading Coach	Responsible for school-wide professional development, facilitating coaching cycles, overseeing the Reading department, and providing small-group interventions to students.
Allen, Monteesia	Assistant Principal	Responsible for school-wide behavior systems, safety, discipline, athletics, and facilities.

Demographic Information

Principal start date

Thursday 7/1/2021, David Parker

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.*

2

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.*

11

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

557

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

7

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

5

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	203	147	207	0	0	0	0	557
Attendance below 90 percent	0	0	0	0	0	0	47	45	72	0	0	0	0	164
One or more suspensions	0	0	0	0	0	0	5	28	61	0	0	0	0	94
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	56	36	81	0	0	0	0	173
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	57	45	90	0	0	0	0	192
Number of students with a substantial reading deficiency	0	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	4	17	28	0	0	0	0	49

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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 8/22/2022

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	147	174	226	0	0	0	0	547
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	26	36	48	0	0	0	0	110
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	35	46	46	0	0	0	0	127
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified as retainees:

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

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	147	174	226	0	0	0	0	547
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	26	36	48	0	0	0	110	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	35	46	46	0	0	0	127	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

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	36%	50%	50%				46%	51%	54%
ELA Learning Gains	40%						51%	52%	54%
ELA Lowest 25th Percentile	33%						37%	47%	47%
Math Achievement	43%	36%	36%				51%	55%	58%
Math Learning Gains	59%						56%	57%	57%
Math Lowest 25th Percentile	51%						41%	52%	51%
Science Achievement	38%	52%	53%				37%	47%	51%
Social Studies Achievement	58%	58%	58%				58%	67%	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	2022					
	2019	47%	53%	-6%	54%	-7%
Cohort Comparison						
07	2022					
	2019	45%	54%	-9%	52%	-7%
Cohort Comparison		-47%				
08	2022					
	2019	37%	53%	-16%	56%	-19%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	50%	49%	1%	55%	-5%
Cohort Comparison						
07	2022					
	2019	52%	62%	-10%	54%	-2%
Cohort Comparison		-50%				
08	2022					
	2019	26%	31%	-5%	46%	-20%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	35%	47%	-12%	48%	-13%
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	52%	67%	-15%	71%	-19%
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	89%	63%	26%	61%	28%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	57%	-57%	57%	-57%

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	14	35	32	21	51	45	18	20			
ELL	25	37	34	28	50	40	24	38	100		
ASN	60	64		73	77						
BLK	15	33	41	15	46	47	6	54			
HSP	28	35	31	34	54	44	33	43	89		
MUL	42	39		57	69		23	56			
WHT	57	48	20	65	69	67	62	76	95		
FRL	29	38	34	34	55	48	31	51	86		
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	14	34	33	17	29	30	6	29			
ELL	27	36	26	26	32	31	17	21			

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
ASN	81	73		79	56						
BLK	22	31	23	15	25	26	10	45	40		
HSP	41	43	35	33	30	28	30	47	40		
MUL	58	50		63	48			60			
WHT	69	61	23	71	54	29	62	75	70		
FRL	41	43	30	35	32	26	28	51	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	15	37	33	15	29	23	8	20			
ELL	18	38	38	24	43	36	17	31			
ASN	79	79		88	83						
BLK	27	41	36	32	46	46	18	44			
HSP	39	46	31	45	53	39	28	55	76		
MUL	60	56		64	48						
WHT	66	63	59	70	66	47	61	69	92		
FRL	38	46	37	42	49	42	28	53	72		

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)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	504
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	69
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	48
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	62
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	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

On last year's FSA, there was a significant decrease in reading scores across most of our subgroups. However, all subgroups increased math learning gains and the bottom quartile for each subgroup improved from the previous year in Math. Science and Civics achievement remained the same from the previous year.

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

Improving proficiency, learning gains, and the bottom quartile performance in Reading.

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

Learning loss due to COVID-19, teacher absences, teaching vacancies, student absences, insufficient support and resources to support diverse learners.

Consistent instruction with grade-level standards, professional development and support for teachers, improved attendance for teachers and students, and learning opportunities to address learning loss due to the impacts of COVID-19.

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

Most of our students showed improvement on progress monitoring assessments and state assessment in Math.

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

Teachers utilized more teacher led small-group instruction in Math, engaged in a robust math PLCs, used data from common assessments to modify and plan for core instruction, used data from formative assessments to provide individualized support, and celebrated student performance throughout the school year.

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

Common planning, differentiated instruction with grade-level standards, and teacher led small-group instruction with grade-level standards.

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.

Professional Development: standards analysis, teacher led small-group instruction, differentiated instruction in the classroom, enhancing student engagement.

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

Reading Coach, Student Success Coaches, adaptive computer-based programs (Achieve3000 & IXL),

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:

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

Black students were identified as needing targeted support and interventions (TS&I) based on their performance on the FSA (second lowest performance of all the subgroups on the 2021 & 2022 FSA in Math and Reading).

Measurable Outcome:

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

By the end of the school year, Black students will increase their performance by 15% or higher on progress monitoring assessments in Reading and Math (from their Baseline to End of Year progress assessment)-aggregated data.

Monitoring:

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

Classroom formative assessments, mid-year assessments, and end of the year assessments.

Person responsible for monitoring outcome:

David Parker (david.parker@hcps.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Implement effective PLCs (Marzano & DuFour)/collective teacher efficacy +1.39 effect size; district/research-based comprehensive instructional programs for teachers (StudySync, IXL, Achieve300) +.72; exposure to high-interest content and exposing students to grade-level content or higher+.43 effect size.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Research on PLCs by Marzano and DuFour for Professional Learning Communities and John Hattie's Visible Learning Research has been linked to an increase in student achievement.

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.

Analyze ESSA subgroup data and share with the faculty and staff

Person Responsible David Parker (david.parker@hcps.net)

Conduct a data analysis and "how-to" access student data professional development session in the beginning of the school year.

Person Responsible Trista Snook (trista.snook@hcps.net)

Compare ESSA TS&I subgroups performance on common assessments during PLCs and provide interventions (small-group learning/individualized learning using adaptive computer programs-monitor growth, and Lunch and Learns).

Person Responsible David Parker (david.parker@hcps.net)

Strategically schedule students with certain teachers, and ensure SWD are in the Least Restrictive Environment. Also, construct a master schedule to permit additional time for common planning (content) in addition to the two scheduled PLCs a month.

Person Responsible Antonio Cordovi (antonio.cordovi@hcps.net)

Incorporate high-interest/culturally relevant content to teach grade-level standards

Person Responsible Antonio Cordovi (antonio.cordovi@hcps.net)

Ensure students are receiving on grade-level instruction (state standards)

Person Responsible David Parker (david.parker@hcps.net)

Share one strategy a month with parents and students to support foundational skills in reading and math via school newsletter/video.

Person Responsible David Parker (david.parker@hcps.net)

Perform fidelity walkthroughs to ensure action steps are followed during PLCs and classroom instructional time.

Person Responsible David Parker (david.parker@hcps.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

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

SWD were identified as needing targeted support and interventions (TS&I) based on their performance on the FSA (lowest performance of all the subgroups on the 2021 & 2022 FSA in Math, Science, Civics, and Reading).

Measurable Outcome:

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

By the end of the school year, SWD will increase their performance by 15% or higher on progress monitoring assessments in Reading and Math (from their Baseline to End of Year progress assessment).

Monitoring:

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

Classroom formative assessments, mid-year assessments, and end of the year assessments.

Person responsible for monitoring outcome:

David Parker (david.parker@hcps.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Implement effective PLCs (Marzano & DuFour)/collective teacher efficacy +1.39 effect size; district/research-based comprehensive instructional programs for teachers (StudySync, IXL, Achieve300) +.72; exposure to high-interest content and exposing students to grade-level content or higher+.43 effect size.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Research on PLCs by Marzano and DuFour for Professional Learning Communities and John Hattie's Visible Learning Research has been linked to an increase in student achievement.

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.

Analyze ESSA subgroup data and share with the faculty and staff.

Person Responsible

David Parker (david.parker@hcps.net)

Conduct a data analysis and "how-to" access student data professional development session in the beginning of the school year.

Person Responsible

Trista Snook (trista.snook@hcps.net)

Compare ESSA TS&I subgroups performance on common assessments during PLCs and provide interventions (small-group learning/individualized learning using adaptive computer programs-monitor growth, and Lunch and Learns).

Person Responsible

David Parker (david.parker@hcps.net)

Strategically schedule students with certain teachers, and ensure SWD are in the Least Restrictive Environment. Also, construct a master schedule to permit additional time for common planning (content) in addition to the two scheduled PLCs a month.

Person Responsible

Antonio Cordovi (antonio.cordovi@hcps.net)

Ensure students are receiving on grade-level instruction (state standards)

Person Responsible David Parker (david.parker@hcps.net)

Share one strategy a month with parents and students to support foundational skills in reading and math via school newsletter/video.

Person Responsible David Parker (david.parker@hcps.net)

Perform fidelity walkthroughs to ensure action steps are followed during PLCs and classroom instructional time.

Person Responsible David Parker (david.parker@hcps.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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N/A

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 will implement weekly SEL lessons and implement a school-wide PBIS plan. The PBIS team will plan school-wide quarterly incentives based on our Key Performance Indicators (Attendance, Behavior, and Course Performance) and provide Second Step training/Frameworks (SEL curriculum) to teach emotional intelligence. Furthermore, members of the Student Services team will implement a check and connect system to address individual student needs related to attendance, behavior, and course performance. Finally, Madison MS will establish academic and social clubs to promote a sense of belonging, and skill building once a month.

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

Monteesia Allen-Robinson (AP)- administrator overseeing the PBIS Team and school climate and culture.
Erin Saunders (Social Worker)- PBIS leader on campus; responsible for forming a team to address areas of focus related to student perception, discipline patterns, and Tier 1 systems.
David Parker (principal)- responsible for the overall climate and culture of the school, hiring highly-qualified teachers, establishing a professional development plan, and implementing policy and procedures on campus.
PTSA- will conduct fundraisers throughout the school year to support student incentives. In addition, members of the PTSA will contact community stakeholders to partner with Madison MS for Great American Teach-In and donations.
Parents- will implement strategies for Social Emotional Learning shared in the school's biweekly newsletters.
Trevor Rogers & Larenz Johnson (Student Success Coach & Parent Family Engagement Coordinator)- will hold two Parent Nights during the school year to inform parents and celebrate student success. In addition, both are responsible for finding resources for parents to support student achievement.