Madison Middle School

2022-23 Schoolwide Improvement Plan

Table of Contents

Madison Middle School

3400 NW 87TH ST, Miami, FL 33147

http://madisonmiddle.dadeschools.net/

Demographics

Principal: Anthony Simons III

Start Date for this Principal: 7/15/2022

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* Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: C (43%) 2018-19: C (52%) 2017-18: D (35%)
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 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.](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

Madison Middle School

3400 NW 87TH ST, Miami, FL 33147

http://madisonmiddle.dadeschools.net/

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	100%

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 Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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. Teachers, administrators, parents, students and the community share the responsibility for advancing our mission, promoting mutual respect and enhancing student self-esteem to become confident, self-directed, lifelong learners.

Provide the school's vision statement.

Our focus is to develop the intellectual capacity of all children and uphold their right to learn.

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
Simons, Anthony	Principal	Provides guidance and the visions for the overall performance of our school. Identifies areas for improvement and leads teachers, staff, and students in making those improvements. Sets academic goals and ensures students meet their learning objectives. Assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, administers the budget, hires and evaluates staff, and oversees facilities.
George, Sharlesque	Assistant Principal	Using the principal's vision as guidance, assists with the daily operations of the school. 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.
Veras, Karen	Assistant Principal	Using the principal's vision as guidance, assists with the daily operations of the school. Oversees facilities, identifies needs related to professional develop, monitors ESE compliance, provides support for Math and Social Sciences instruction, oversees technology needs, and performing other tasks as needed.
Frost, Barbara	Instructional Coach	The following duties are included for Instructional Coaches: plans and facilitates collaborative planning using district approved resources; analyzes and utilizes assessment data to assist teachers in planning for effective instruction; models high yield instructional strategies and lessons; assists administration in monitoring at-risk students; develops interventionists' focus calendars.
Descally, Shanovia	Instructional Coach	The following duties are included for Instructional Coaches: plans and facilitates collaborative planning using district approved resources; analyzes and utilizes assessment data to assist teachers in planning for effective instruction; models high yield instructional strategies and lessons; assists administration in monitoring at-risk students; develops interventionists' focus calendars.

Demographic Information

Principal start date
Friday 7/15/2022, Anthony Simons III

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.*

20

Total number of teacher positions allocated to the school

20

Total number of students enrolled at the school

409

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

9

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

4

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	140	151	140	0	0	0	0	431
Attendance below 90 percent	0	0	0	0	0	0	54	38	75	0	0	0	0	167
One or more suspensions	0	0	0	0	0	0	16	26	60	0	0	0	0	102
Course failure in ELA	0	0	0	0	0	0	15	3	4	0	0	0	0	22
Course failure in Math	0	0	0	0	0	0	20	15	38	0	0	0	0	73
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	64	70	63	0	0	0	0	197
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	77	76	89	0	0	0	0	242
Number of students with a substantial reading deficiency	0	0	0	0	0	0	71	90	71	0	0	0	0	232

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	74	82	113	0	0	0	0	269

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	1	2	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	5	8	13	0	0	0	0	26

Date this data was collected or last updated

Wednesday 9/7/2022

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	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		
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

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	149	128	152	0	0	0	0	429
Attendance below 90 percent	0	0	0	0	0	0	39	66	55	0	0	0	0	160
One or more suspensions	0	0	0	0	0	0	28	56	28	0	0	0	0	112
Course failure in ELA	0	0	0	0	0	0	5	1	5	0	0	0	0	11
Course failure in Math	0	0	0	0	0	0	15	35	29	0	0	0	0	79
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	69	70	103	0	0	0	0	242
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	80	95	82	0	0	0	0	257
Number of students with a substantial reading deficiency	0	0	0	0	0	0	86	73	106	0	0	0	0	265

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	82	110	97	0	0	0	0	289

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	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	8	13	3	0	0	0	0	24

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	28%	55%	50%				35%	58%	54%
ELA Learning Gains	43%						53%	58%	54%
ELA Lowest 25th Percentile	30%						51%	52%	47%
Math Achievement	29%	43%	36%				40%	58%	58%
Math Learning Gains	47%						55%	56%	57%
Math Lowest 25th Percentile	57%						54%	54%	51%
Science Achievement	36%	54%	53%				42%	52%	51%
Social Studies Achievement	41%	64%	58%				59%	74%	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	36%	58%	-22%	54%	-18%
Cohort Comparison						
07	2022					
	2019	30%	56%	-26%	52%	-22%
Cohort Comparison		-36%				
08	2022					
	2019	31%	60%	-29%	56%	-25%
Cohort Comparison		-30%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	24%	58%	-34%	55%	-31%
Cohort Comparison						
07	2022					
	2019	31%	53%	-22%	54%	-23%
Cohort Comparison		-24%				
08	2022					
	2019	45%	40%	5%	46%	-1%
Cohort Comparison		-31%				

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	37%	43%	-6%	48%	-11%
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	53%	73%	-20%	71%	-18%

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	75%	63%	12%	61%	14%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	17	40	47	13	31	62	7	33			
ELL	17	33	26	23	44	51	27	19	82		
BLK	25	40	26	25	40	48	23	50	61		
HSP	30	44	32	32	53	63	48	36	86		
FRL	27	42	30	28	47	59	35	40	77		

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		

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	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	438
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
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	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	38
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	47
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
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?

When comparing our school's achievement on FSA and EOC assessments for 2021 and 2022, the following trends were noticed:
-Overall ELA Proficiency increased by 1 percentage point: 27% in 2021 as compared to 28% in 2022
-ELA Proficiency for the 6th-grade/rising 7th-grade cohort is 5 percentage points higher than the 7th-grade/rising 8th-grade cohort: 29% as compared to 24%
-Overall Math Proficiency increased by 7 percentage points: 22% in 2021 as compared to 29% in 2022
-Math Proficiency for the 6th-grade/rising 7th-grade cohort is 17 percentage points higher than the 7th grade/rising 8th grade cohort: 25% as compared to 8%
-Overall Science achievement improved by 3 percentage points: 38% in 2021 as compared to 41% in 2022
-Biology EOC data decreased by 20 percentage points: 90% in 2021 as compared to 70% in 2022
-Civics EOC data decreased by 4 percentage points: 45% in 2021 as compared to 41% in 2022

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

The greatest need for improvement includes Biology and Civics EOCs due to decreased proficiency. Additionally, proficiency in ELA needs improvement as demonstrated by the minimal growth as compared to 2021.

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

During the 2021-2022 school, we focused on standards-aligned lesson planning. We have struggled with the consistency of standards-based instruction across all content areas and grade levels. In some of our classrooms, the instruction does not meet the depth of the standard or access pre-requisite knowledge. In addition, many of our teachers are new and lack familiarity with new standards. We will continue to implement collaborative planning and begin to incorporate new development opportunities per grade level and content area to unwrap the standards and align appropriate resources and instructional activities.

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

When comparing our school's FSA assessment data for 2021 and 2022, we noticed that our learning gains improved significantly. ELA learning gains improved by 10 percentage points, from 32% in 2021 to 42% in 2022. Similarly, our Math learning gains improved by 25 percentage points, from 22% in 2021 to 47% in 2022.

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

We offered extended learning opportunities focusing on foundational skills throughout the 2021-2022 school year. Additionally, students in the lowest quartile received intervention throughout the school year. Finally, we facilitated collaborative planning and attended monthly professional development with fidelity.

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

In order to accelerate learning we will focus on data-driven instruction, standards-aligned instruction, differentiated instruction, extended learning opportunities, and standards-based collaborative planning.

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.

Our instructional coaches and PLST will focus on building teacher capacity through job-embedded professional development throughout the school year.
-Best practices for all learners (August/September 2022)
-Disaggregating and comparing data (August/September 2022)
-Using data chats effectively (September/October 2022)
-Planning with the standards (September 2022 through May 2023)

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

Extended learning opportunities will be provided such as afterschool tutoring as well as Saturday Academy and special camps (Winter and Spring Break academies). We will also continue partnerships with our community partners to ensure students receive mentorship and extra curricular activities.

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 Collaborative Planning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on a comparative analysis of our 2019, 2021, and 2022 FSA data, our school will implement the targeted element of Standards-aligned instruction. ELA Achievement for 2022 was 28%, as compared to 27% for 2021. This is an increase of one percentage point. Math Achievement for 2022 was 29%, as compared to 22% for 2021. This is a 7-percentage point increase. This indicates the need to improve proficiency in all content areas. We selected the overarching area of standards-based collaborative planning to ensure that teachers plan lessons based on the new implementation of Florida's B.E.S.T. standards. This will provide the opportunity for coaches and administration to support teachers in identifying foundational skills and delivering planned lessons that guide students to their learning targets.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of standards-aligned instruction through standards-based collaborative planning, we will improve proficiency data by 5% across all subject areas and grade levels by Progress Monitoring 3 occurring in May 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will conduct quarterly data chats and regular walkthroughs to ensure that evidence of standards-based collaboration is evident through standards-aligned instruction and is present in student work folders. We will monitor student progress utilizing data points from topic assessments, unit assessments, i-Ready progress monitoring, and teacher-created assessments. This data will be analyzed during collaborative planning meetings to ensure students are demonstrating growth on standards.
Person responsible for monitoring outcome:	Sharlesque George (237643@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves cohesion among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions

implemented for this Area of Focus.	among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Focusing on standards-based collaborative planning will address the most critical needs within our school. The data revealed whole group/Tier I instruction is inconsistent in preparing our students to perform at grade level, both in the classroom and on state assessments. As a result, selecting standards-based collaborative planning as a strategy will assist teachers in developing ways to enhance whole group/Tier 1 instructional delivery that supports students, aligned to specific needs. By implementing standards-based collaborative instruction, the result should be an improvement in the students' ability to perform at or above grade level.

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.

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 29 through October 14

Person Responsible	Sharlesque George (237643@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 29 through October 14

Person Responsible	Karen Veras (277770@dadeschools.net)

Lesson plans developed during Collaborative Planning will be monitored to ensure that they include aligned resources. Teachers will be provided with feedback prior to the execution of the lesson. September 2 through October 14

Person Responsible	Barbara Frost (bfrost@dadeschools.net)

Walkthroughs will be conducted to observe the implementation of standards-aligned resources and high-yield strategies within the lesson. Feedback on implementation will be provided. September 12 through October 14

Person Responsible	Anthony Simons (simons3@dadeschools.net)

During Collaborative Planning, Instructional Coaches and teachers will identify standards-aligned end products for each week that students will complete for a grade. Coaches and teachers will identify common errors for each standard addressed during the instructional period. October 31 through December 16

Person Responsible	Barbara Frost (bfrost@dadeschools.net)

Assistant Principals and Instructional Coaches will lead data chats during collaborative planning. Teachers will use data and discussions to identify needs of students and plan for those needs. October 31 through December 16

Person Responsible   Karen Veras (277770@dadeschools.net)

#2. Positive Culture and Environment specifically relating to October School Spirit, Pride and Branding	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	School spirit, pride and branding are essential to sustaining student enrollment. Promoting a school that is both aesthetically pleasing and provides a sound educational foundation is the cornerstone of maintaining high enrollment and being able to provide attractive programs. According to the 2021-2022 Power BI Attendance & EWI report, 24% of students had 6-10 absences. This is an increase from 2021-2022 where 14% of students had 6-10 absences. Promoting school spirit will aid in decreasing this data point during the 2022-2023 school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Student enrollment at Madison Middle School has remained fairly stagnant in the 420-450 range over the last 3 years. By implementing a culture of improved school spirit, pride and branding, student enrollment will increase by an additional 5% over the next school year. Additionally, the percentage of students with 6-10 will improve by 5 percentage points.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The leadership team will provide more course offerings and encourage participation in academic, athletic and social organizations in order to promote heightened engagement within the school. The administration will monitor participation in activities by attending and promoting events weekly.
Person responsible for monitoring outcome:	Karen Veras (277770@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	School spirit, pride and branding promote a safe, healthy and supportive learning environment. By promoting the physical, emotional and mental health of students and employees, we will make an impact on the campus that extends to the broader community.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for	Madison will focus on the area of school spirit to improve the culture within our school. Our goal is also to shine a positive light on the Madison brand within the community. By improving our spirit and culture, we will attract more students and establish a favorable identity within the Miami Dade community as a whole.

**selecting this
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.

The school's website and social media platforms will be updated with important information to ensure
stakeholders have timely information. August 5 through October 20.

Person Responsible	Karen Veras (277770@dadeschools.net)

The master schedule will include a range of electives to ensure students are engaged in diverse
experiences. This will assist with retaining students at our school. August 5 through September 2

Person Responsible	Sharlesque George (237643@dadeschools.net)

The School Leadership Team will meet with teachers and staff to generate ideas for incentives that will
positively impact students' attitudes towards school and promote a positive learning environment. August
26 through October 20.

Person Responsible	Karen Veras (277770@dadeschools.net)

The Community Involvement Specialist will coordinate parent workshops with the Community Outreach
Office to improve their understanding of how to support their middle school students and ultimately
improve our school's relationship with stakeholders and the community. August 26 through October 20

Person Responsible	Karen Veras (277770@dadeschools.net)

Attendance interventions will be facilitated for targeted students. October through December 16

Person Responsible	Sharlesque George (237643@dadeschools.net)

Student activities have been scheduled for fall: United Way Spirit Week, Mustang for the Day, Fall Dance,
Red Ribbon Week, Club Rush. October 31 through December 16

Person Responsible	Sharlesque George (237643@dadeschools.net)

#3. Transformational Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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 2022 School Climate Survey, 13 staff members responded to the survey as compared to 23 staff members in 2021. Results of the 2022 School Climate Survey for staff revealed the following information: -53% of respondents agree or strongly agree that administrators solve problems effectively as compared to 74% in 2021, a 21 percentage point decrease. -39% of respondents agree or strongly agree that their ideas are listened to and considered as compared to 57% in 2021, an 18 percentage point decrease.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the successful implement the strategy of Empowering Others, our teachers will be provided the opportunity to contribute to school-wide decisions through problem-solving. This will be realized through teachers participating in the sharing of best practices during collaborative planning, presenting solutions for challenges, and developing initiatives around school improvement. This will lead to an increase of 5% of teachers that will strongly agree that administrators solve problems effectively on the 2022-2023 School Climate Survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The School Leadership Team will provide time during faculty meetings and collaborative planning for faculty and staff to voice their thoughts, share initiatives, and highlight best practices. The SLT will send monthly surveys to identify areas that need improvement and allow staff to voice concerns anonymously. Common planning sign-in sheets, agendas, PD records, and presentation materials will serve as evidence.
Person responsible for monitoring outcome:	Sharlesque George (237643@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	By employing the strategy of Empowering Others, the SLT will work on providing stakeholders autonomy and agency in order to take action where necessary, problem solve, and implement best practices that will assist in meeting the needs of all students. Leaders should provide stakeholders lead roles in initiatives and activities, and identify the skills necessary to assist stakeholders in being successful in these roles.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Involving the staff in school-wide decision-making 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. Throughout this process, the School Leadership Team will improve staff buy-in, develop teacher leaders, and provide needed professional development to increase 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.

Create a schedule for job-embedded professional development that will promote teacher leadership. September 9

Person Responsible	Shanovia Descally (sdescally@dadeschools.net)

Survey teachers in order to identify specific topics, process or products that the teachers are proficient in. September 9 through September 16

Person Responsible	Shanovia Descally (sdescally@dadeschools.net)

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

Person Responsible	Sharlesque George (237643@dadeschools.net)

Teacher leaders will share their learning and best practices with the staff so that they can be implemented within their classroom. September 20th - March 17, 2023

Person Responsible	Sharlesque George (237643@dadeschools.net)

Leadership development based on the books Healthy Teachers, Happy Classrooms by Dr. Marcia Tate and The 7 Habits of Highly Effective People by Steven Covey. November 8

Person Responsible	Karen Veras (277770@dadeschools.net)

Ongoing teacher leadership development through sharing of best practices with colleagues. September 20 through March 17, 2023

Person Responsible	[no one identified]

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to 2022 FSA ELA proficiency data, 31% of students with disabilities, 37% of ELL, and 38% of Black/African American students achieved proficiency. That is below the ESSA threshold of 41% proficiency for FSA ELA. Based on our school's FSA ELA learning gains data, extended learning opportunities and differentiated instruction were successful with ensuring growth with our students. We will focus on providing our targeted subgroups with extended learning opportunities to provide assistance with material covered in core classes.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of Differentiated Instruction, the ELA proficiency rate for SWD, ELL, and Black/African American subgroups will improve by 5 percentage points, 36%, 42%, 43% respectively, by Progress Monitoring 3 Spring 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will identify students who are members of each subgroup, analyze data to identify students' needs, work with instructional coaches to develop and coordinate differentiated instruction routines through out the school year, assist and follow-up with regular walkthroughs to ensure that DI is aligned to students' needs as identified by performance in core classes. Instructional Coaches will develop progress monitoring checks for DI and review data with teachers. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards.
Person responsible for monitoring outcome:	Karen Veras (277770@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Differentiated Instruction frameworks will be employed in all core classes to ensure students are accessing information at their level of learning. Different students will be provided with different avenues to learning in terms of: acquiring content, processing, constructing, or making sense of ideas.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific	Differentiated Instruction will ensure that students in the identified subgroups are receiving instruction aligned to their needs as identified by FSA, class assessments, PM1 and 2, and iReady AP1 and AP2. Teachers will use the available data to plan lessons that are customized to students' needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

strategy. Describe the resources/ criteria used for selecting this 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.

School Leadership Team will meet to analyze student-level data to optimize course placement and coordinate support with ESE and ESOL teachers. September 9 through October 21.

Person Responsible	Sharlesque George (237643@dadeschools.net)

During collaborative planning, Instructional Coaches will assist teachers with interpreting student data in order to develop a group/rotation schedule. Teachers will identify students within targeted areas to ensure subgroups are receiving support based on their needs. August 23rd - September 17

Person Responsible	Karen Veras (277770@dadeschools.net)

Instructional Coaches will provide job-embedded professional development on effective strategies for tier 1 instruction and DI. Coaches will model and provide feedback as needed. August 30th - October 14

Person Responsible	Barbara Frost (bfrost@dadeschools.net)

To ensure students have an understanding of their performance, teachers will conduct student data chats. This will result in greater student buy-in and confidence. September 20th - October 14

Person Responsible	Anthony Simons (simons3@dadeschools.net)

Assistant Principals and instructional will conduct teacher data chats. October 31 through December 16

Person Responsible	Karen Veras (277770@dadeschools.net)

Teachers will adjust student groupings based on latest available data. October 31 through December 16

Person Responsible	Karen Veras (277770@dadeschools.net)

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.

Our strengths within School Culture are in Relationships and Support, Care, and Connections. Through our community partners, 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 school culture and environment.

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.