James Madison Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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James Madison Middle School

3375 DAIRY RD, Titusville, FL 32796

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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. (Last revised SY21)

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. (Last revised SY21)

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Diesel, Travis	Principal	Serves as an instructional leader by collaborating with the administrative team, teacher leaders, SAC committee and community members to implement research-based instructional strategies to reach our SIP goals. - Leads and monitors the operation of Madison Middle School - Manage and supervise the function of financial planning of the school, including the preparation of the school's budget. Manage and supervise, through wise use, the financial resources of the school. - Manage and administer the function of purchasing by the school as to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment, and services. - Manage and administer, in accordance with the division of business and fiscal services, the function of paying for supplies, materials, equipment, and services. Manage and administer the preparation of financial reports for the school. Manage and administer the accounting function assuring that the school derives the maximum benefit through the judicious management of all school funds - 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) - Manage and supervise the function of personnel service for the school, including interviewing and selecting qualified personnel to be recommended for employment, reappointment, and performance appraisal. - Manage and administer the function of personnel development to assure that the school will realize maximum value from each of its employees through training, in-service, and other developmental activities. - Ensures all faculty and staff members adhere to compliance requirements (federal, state, and district) - 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 - Develop and maintain positive school/community relations and act as liaison between the school and community - Monitors Professional Learning Communities (PLC's) and ensures alignment with the mission and vision of Madison Middle School

Name	Position Title	Job Duties and Responsibilities
		- 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		Serves as an instructional leader by collaborating with the administrative team, teacher leaders, SAC committee and community members to implement research-based instructional strategies to reach our SIP goals. - 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 input and ensuring stakeholders are informed on operations and progress of the school at large (School Advisory Committee, Partners in Education, Parent Teacher Organization) - 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) - 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

Name	Position Title	Job Duties and Responsibilities
		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 program - 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
Knight, Sharon	Assistant Principal	Serves as an instructional leader by collaborating with the administrative team, teacher leaders, to implement research based instructional strategies to reach our SIP goals. - 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) - Models instructional delivery methods at faculty meetings and through professional development opportunities - Evaluates instructional practices through the use of the district adopted

Name	Position Title	Job Duties and Responsibilities
		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 - Monitors compliance and implementation of IEP's, 504, and the ESOL program - 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 - Direct, schedule, and provide employee and students school-site safety programs and appropriate drills. Follow-up incidents completing appropriate paperwork and make recommendations for change and/or site areas of concern to the principal. - Conducts monthly Threat Assessment Team meetings - Title IX Investigator - Maintain knowledge of non-discrimination and anti-harassment statutes, policies, rules, guidance, and regulations, including Title IX of Education Amendment Act of 1972, The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), the Americans with Disabilities Act (ADA)

Name	Position Title	Job Duties and Responsibilities
		(as amended), the Civil Rights Act of 1964 (as amended), Title II of the Genetic Information Nondiscrimination Act of 2008, Section 504 of the Rehabilitation Act of 1973, and the Florida Education Equity Act, as related to K-12 public schools - Manage Title IX recordkeeping obligations in coordination with Office of Legal Services - 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	- Serves as a member of the school leadership team - Title 1 Coordinator - Serves as the Lead Mentor for the induction program supporting new teachers - Mentor colleagues through conferences, demonstrations, observations and providing personal assistance - Serves as a member of the positive behavior intervention supports (PBIS) team member - Assist Alternative Certification Program teachers - 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 teachers - Intensive reading coordinator - LEA - Partners in Education Coordinator - Serve as District Title IX Coordinator and subject matter expert on sex-based discrimination matters.
Drew, Joshua	Teacher, K-12	- Serves as a member of the school leadership team - Serves as a member of the positive behavior intervention support (PBIS) team member

Name	Position Title	Job Duties and Responsibilities
		- Point of Contact for 504's - 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 - Helps facilitate In School suspension, administrative detentions, extended detentions, and lunch detentions - Parent conferences and referral processing - 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 - Edgenuity Coordinator - School advisory Council Facilitator - PTO Facilitator - Field Trip Coordinator - Assist in Drill and Safety procedures following the school emergency operation plan
Tabor, Karen	School Counselor	- Member of School Leadership Team - Support students through social emotional support, academic planning and success, counseling and crisis response - Consult with teachers, district mental health team members, social workers, school psychologist, parents and administrators to support the student - Participate in grade level department/PLC meetings as necessary - Support the Curriculum Assistant Principal with student schedules (including Master Schedule) - Ensure all student's schedules (ELL, ESE and 504) are coded accurately for FTE - Support the ESE Team and 504/ESOL/Gifted contact as needed - In collaboration with the Assistant Principal of Curriculum monitor student

Name	Position Title	Job Duties and Responsibilities
		academic success - Facilitate the MTSS Process to ensure student behavior and academic success - Coordinate Awards Program - Member of the Threat Assessment Team - Collaborate with elementary feeder schools to ensure a smooth transition from Elementary to Middle School - Collaborate with the High School to ensure a smooth transition from Middle School to High School

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Madison Middle aims to build a positive school culture and environment by ensuring a two-way communication process is in place for all stakeholders. At Madison Middle School stakeholders including teachers, parents, staff and students are engaged in multiple ways in order to provide input for the needs of the school and the means to improve student achievement.

Students were able to provide input through the researched based student Youth Truth Survey. During SY23, 355 (80%) students participated in the survey providing feedback in the areas of engagement, academic challenge, culture, peer collaboration and relationships. Overall, Madison declined in areas of engagement, academic challenge culture, and peer collaboration. An area of increase was in relationships (+1). Although Madison Middle School increased in the area of relationships, the survey results indicate that only 45% of Madison students report that there is at least one adult at school would be willing to help them with a personal problem. This is lower than the percentage at other participating middle schools and the district average. The administrative team analyzed the survey results to determine areas of action for SY24. John Hattie research shows that teacher-student relationships have an effect-size of 0.62 within the zone of desired-outcomes on student achievement.

Teachers were able to provide input through the insight survey during SY23 allowing the administrative team to analyze areas of need for SY24. In addition, teachers meet weekly as a department/PLC group and have the opportunity to discuss academic needs, as well as other school-wide needs. The Google document is accessible by administration to streamline communication and afford the opportunity to address areas of concerns discussed during the PLC. Administration attends PLC's to provide support and engage in dialog to address needs.

Parent involvement is imperative for positive culture at school as they are the primary force with their students. Being actively involved with the school whether it be through SAC or volunteering will greatly help promote our vision for Madison Middle School. Parents have the opportunity to complete the parent survey each Spring providing input specifically relating to the school and district. The information is reviewed and considered when planning for SY24. In addition, the administration team regularly shares school-wide data in relation to the school improvement plan with the School Advisory Council. Stakeholders are able to seek further clarification, provide feedback, engage in problem solving dialog.

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.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The 23-24 SIP will be monitored for both evidence of effective implementation of action steps and impact on students of all subgroups. The School Improvement Plan will be shared with all faculty and staff members, as well as, shared with the School Advisory Council starting in September and revisited each month during faculty meetings, PLC's, and school advisory council meetings.

Evidence that will show effective implementation will include classroom walkthroughs with feedback, professional learning community (department meetings) completed agenda/minutes, leadership team meeting agenda, AVID site team meeting agenda, and MTSS on-going data tracking and intervention implementation will serve as evidence of effective School Improvement Plan implementation.

Evidence of Impact on Student Achievement will be tracked through our progress monitoring of FAST assessments during PM1, PM2, and PM3 (Algebra and Geometry progress monitoring assessments). Students in intensive reading will be monitored during Read 180 and Systems 44 as well as FAST assessment data. Classroom teachers will continue to monitor student achievement through both informal (exit tickets, classroom work, class discussions, Socratic seminars, etc.) and formal assessments (FAST and common assessments). The MTSS team will be monitoring students who identified through data analysis, EWS, or teacher identification.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	33%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT)

	Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	48	37	85
One or more suspensions	0	0	0	0	0	0	0	8	9	17
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	12	14	26
Course failure in Math	0	0	0	0	0	0	0	12	16	28
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	65	66	131
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	91	39	130
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	76	74	150

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	43	40	83

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	13	2	15
Students retained two or more times	0	0	0	0	0	0	0	16	4	20

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	73	73	146
One or more suspensions	0	0	0	0	0	0	0	47	51	98
Course failure in ELA	0	0	0	0	0	0	0	9	29	38
Course failure in Math	0	0	0	0	0	0	0	12	51	63
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	65	65	130
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	65	55	120
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	47	55	102

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	73	73	146
One or more suspensions	0	0	0	0	0	0	0	47	51	98
Course failure in ELA	0	0	0	0	0	0	0	9	29	38
Course failure in Math	0	0	0	0	0	0	0	12	51	63
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	65	65	130
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	65	55	120
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	47	55	102

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	38	51	49	38	50	50	39		
ELA Learning Gains				36			36		
ELA Lowest 25th Percentile				29			30		
Math Achievement*	34	55	56	40	33	36	39		
Math Learning Gains				41			36		
Math Lowest 25th Percentile				37			33		
Science Achievement*	36	47	49	29	53	53	37		
Social Studies Achievement*	48	67	68	56	48	58	52		
Middle School Acceleration	48	69	73	67	36	49	50		
Graduation Rate					48	49			
College and Career Acceleration					71	70			
ELP Progress		47	40		72	76			

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	204
Total Components for the Federal Index	5
Percent Tested	96
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	373
Total Components for the Federal Index	9
Percent Tested	96
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	20	Yes	4	4
ELL				
AMI				
ASN				
BLK	23	Yes	4	2
HSP	31	Yes	2	1
MUL	49			
PAC				
WHT	44			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	35	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	3	3
ELL				
AMI				
ASN				
BLK	20	Yes	3	1
HSP	40	Yes	1	
MUL	44			
PAC				
WHT	45			
FRL	37	Yes	1	

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	38			34			36	48	48			
SWD	18			19			17	19	29		5	
ELL												
AMI												
ASN												
BLK	17			14			10	35	40		5	
HSP	31			21			40	29	33		5	
MUL	47			46			43	50	57		5	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	42			37			41	52	50		5	
FRL	32			30			27	40	44		5	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	38	36	29	40	41	37	29	56	67			
SWD	18	30	29	18	33	27	23	35				
ELL												
AMI												
ASN												
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			
PAC												
WHT	44	39	29	46	43	33	34	64	72			
FRL	32	33	28	35	39	35	23	51	60			

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	39	36	30	39	36	33	37	52	50			
SWD	12	27	28	12	25	31	13	23	23			
ELL												
AMI												
ASN												
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			
PAC												
WHT	46	39	33	46	38	34	43	56	52			
FRL	32	33	30	34	34	34	30	44	46			

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	37%	53%	-16%	47%	-10%
08	2023 - Spring	37%	52%	-15%	47%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	21%	58%	-37%	48%	-27%
08	2023 - Spring	25%	38%	-13%	55%	-30%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	35%	48%	-13%	44%	-9%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	51%	-3%	50%	-2%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	50%	50%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	69%	-22%	66%	-19%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

In review of our 2023 state assessment data, 37% of students showed achievement in ELA. This is a decline (-1) in their overall performance for ELA achievement from 2022 at 38%. 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 math, 23% of our students showed achievement, a decrease (-20) from 40% in 2022. In review of our 2022 state assessment data, 40% of our students showed achievement, an increase (+1) from 39% in 2021. Additionally, 48% of our Algebra students showed achievement, a decrease (-12) from 60% in 2022. It should be noted that this is also a continued decrease, (-27) from 2021. In Geometry, 100% of our students showed achievement, an increase (16) from 2022.

In 2023, 35% of our 8th grade science students showed achievement, an increase (9) from 2022. Additionally, 26% of our students showed science achievement in 2022. This is a significant decline (-9) from 2021 at 35%.

In 2023, 47% of our 7th grade Civic students showed achievement, a decrease (-7) from 2022. Additionally, 54% of our students showed social studies achievement, an increase (+3) from 57% 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 Af. Am. students. In fact, our Af. Am. 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.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

At Madison Middle School the greatest decline is in the area of Math. Algebra students showed a decline of 27% over a three-period time. Most recently, the decline from 2022 to 2023 was 12%. One contributing factor was the decline from 2022 to 2023 was the identification and placement of our students into the Algebra class. Previously, students who had earned a level 4 or 5 were placed in Algebra as incoming 7th/8th graders. However, during the 2023 school year it was determined that all students who earned a level 3 or higher during the 2022 would be placed in Algebra.

Additionally, in 2023, 21% of students in 7th grade accelerated math/ math showed achievement in math, a decline (-20) from 2022. Contributing factors for this decline was instructional practices and insufficient instructional feedback.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

from last year...

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 Af. Am. subgroup in the area of math. Our Af. Am. 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.

Which data component showed the most improvement? What new actions did your school take in this area?

In 2023, 100% of our Geometry students showed achievement, an increase (16) from 84% in 2022. In review of data from the 2022 school year, our math students in the lowest 25th percentile also increased to 37% from 33% in 2021.

In 2023, 35% of our 8th grade science students showed mastery, an increase (9) from 26% in 2022.

In Geometry, our students were appropriately placed with successful Algebra placement and achievement from 2022. In addition, our math coach (2022) made a career decision to return to the classroom, therefore, was well versed on the student population and their academic needs in math. In science, although our 8th grade science teacher was a 1st year teacher, he worked closely with his administrative mentor receiving on-going feedback from instructional improvements, as well as receiving on-going feedback from his mentor from our feeder High School.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

- 30% of our ELA student population is substantially deficient earning a level 1 on the state assessment for the 2023 school year.

-30% of our math student population is substantially deficient earning a level 1 on the state assessment for the 2023 school year.

In addition, 85 of our current students missed 10 or more school days during the 2023 school year, thus leading to a substantial loss of instructional time. During the previous school year, 146 students were identified to have missed 10 or more school days.

Data also shows that 98 students were suspended 1 or more days during the 2023 school year. This contributed to the overall absenteeism concerns. It should be noted however, that only 17 of our current students were suspended 1 or more days during the 2023 school year.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Positive culture and teacher retention/recruitment
2. Instructional practice and collaborative planning
3. ESSA Subgroups (SWD / Af. Am.)

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teacher retention and recruitment is a concern that impacts student achievement. Having a well-qualified, effective teacher in every classroom is critical to improving student outcomes. Substitutes are also challenging to recruit and retain. This limits the amount of professional learning teachers can attend.

During SY23 Madison had 36 teachers. Effective teachers retained from SY22 46%
Vacancies= five vacancies remained throughout SY23 (Math Coach, Science Coach, ILA, ILA, Guidance). It should be noted that several positions (ELA, ILA, and Science) started with teachers that resigned. ELA and Science were then filled, and the teachers resigned / were released. The loss of mid-year teachers was not calculated in the Effective teachers that were retained from SY22.

For SY24 Madison has 37 teachers. Effective teachers retained from SY23 53%
Currently, Madison has the following vacancies: Reading Coach, Math Coach, TOA, and Social Worker.

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

Baseline SY23-24: 53% of teachers were retained from SY23.

Our Goal for SY25 will be to retain 95% of teachers from SY24.

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

The administrative secretary will monitor teacher attendance and provide quarterly attendance data to the principal. This will allow the principal to have crucial conversations and determine areas of support.

The administrative team will increase attendance to the weekly PLC/Dept. meetings. During the meetings, the department will use a Google Document to track work in the PLC. The administrative team will be active participants and will be able to monitor the work within the PLC to determine additional supports as necessary.

Teachers will have the opportunity to complete the 2024 insight survey. This survey will allow the administrative team to reflect on the work of the 2024 school year. This data will be compared to the 2023 insight survey to determine areas of growth and areas needed for continued improvement.

The principal will meet weekly with the leadership team to gauge the temperature of the campus and determine needed action steps.

Person responsible for monitoring outcome:
Travis Diesel (diesel.travis@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Using researched based strategies for mitigating attrition (Hannover Research, 2021) we will support teacher wellbeing, promote teacher engagement, create a supportive school climate and monitor teacher retention and attrition.

Teachers will engage in collaborative planning within PLCs. Through collaborative planning collective

efficacy is increased through collaborative structures. Through collaborative work "teachers develop a strong belief that they as a group can set a course of action and meet their expectations. When structures are in place to support meaningful collaboration, teachers have more opportunities to engage vicariously and gain knowledge about one another's work (Collective Efficacy, Jenni Donohoo, 2017) The work in PLCs will be tracked using a Google document.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Teachers who feel a strong sense of collective self-efficacy and autonomy in their professional lives indicate higher levels of engagement. When teachers feel competent in their professional abilities and have the freedom to exercise their competence, their overall job satisfaction improves. (Collective Efficacy, Jenni Donohoo 2017)

Teacher self-care can play an important role in not only reducing stress, but also identifying additional physical,
mental, and emotional needs. Self-care should be a consistent—and ideally daily—practice that enables teachers to alleviate tension, acknowledge feelings, recognize needs, and plan for additional supports.

Intentional and effective communication can help prevent teacher burnout. Through effective communication, teachers will feel valued and heard and their contributions will be recognized. In addition, teachers will receive timely feedback with productive discussions that focus on their professional growth.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Empower teachers to succeed through the mentorship program thus creating a supportive school climate. Madison Middle School has a lead mentor who supports all new teachers through the induction process. In addition, the administrative team consistently works with district mentor(s) who provide individualized mentorship as needed.

Person Responsible: Vivian Jones (jones.vivian@brevardschools.org)

By When: Ms. Jones, the lead mentor, supports mentors and their mentees through the induction program. Ms. Jones meets formally with the mentor/mentee group monthly. The mentors meet with their mentee weekly.

Empower teachers to succeed through engagement and collaborative planning. Our teachers are organized in professional learning communities by subject area and meet at minimum weekly. Administration actively engages in the PLC meetings and monitors the needs of each PLC. During the PLC teachers use a Google document to track their work as it is the process of learning together that helps educators build their capacity to create a powerful PLC (Learning by Doing, DuFour, 2016) In addition, strategic bite sized professional development will be designed to ensure teachers have the high-yield strategies for success and personal professional growth.

Person Responsible: Christina Donohue (donohue.christina@brevardschools.org)

By When: Teachers will meet weekly in their PLC. In addition, the administrative team member will meet with each department / department chair quarterly. PD will be offered monthly at minimum.

Support Teacher well-being/self-care by fostering a physically safe working environment with sufficient supervision, support and resources to support student engagement and decrease unproductive behaviors. Ms. Knight will provide ongoing monitoring of student discipline data and will provide increased supports for classroom engagement strategies as needed. In addition, Ms. Knight will monitor disciplinary actions and provide disciplinary data to the faculty and staff seeking feedback and reflection on current practices each quarter.

Person Responsible: Sharon Knight (knight.sharon@brevardschools.org)

By When: Ms. Knight, Assistant Principal of discipline will provide ongoing monitoring of student behaviors, supervision and thus leading to increased student engagement and supportive school environment.

Celebrate faculty and staff through teacher of the month and employee of the month recognition at the monthly faculty meetings. Teacher of the month and employee of the month will use multiple criteria measures such as, but not limited to attendance, professional engagement, school spirit, professional actions, student achievement, and peer recognition.

Person Responsible: Travis Diesel (diesel.travis@brevardschools.org)

By When: Teacher and employee of the month will occur monthly. Progress monitoring impact recognition will occur a minimum of three times a year after progress monitoring assessments.

Historically, teacher retention at Madison has been low. Therefore, it is imperative that we monitor teacher retention and attrition. We will continually monitor the temperature of our Madison culture through crucial conversations with various stakeholders, as well as teacher and employee attendance. The administrative team will maintain an open-door policy to ensure the faculty and staff can engage in meaningful conversations to address areas of concern or celebrations.

Person Responsible: Travis Diesel (diesel.travis@brevardschools.org)

By When: Teacher attendance will be monitored monthly by the school secretary who will report to the principal. Mr. Diesel will host "Stay conversations" during the 3rd quarter. Open-door policy is ongoing.

We will provide a supportive school climate by promoting teacher engagement and well-being by fostering an atmosphere of teamwork, family, and collaboration. Madison has established a social committee to help recognize members of the faculty and staff. We will host potlucks, Friday Fellowships, and encourage a work-life balance by monitoring the workloads of individual faculty/staff members. The administrative team will actively seek solutions to staff workload input.

Person Responsible: Travis Diesel (diesel.travis@brevardschools.org)

By When: Cultivating a supportive school climate will be on-going with events scheduled monthly or more as needed.

#2. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Madison's Student with Disabilities (SWD) population makes up approximately 20% of the student population.
Students in this subgroup historically have performed substantially below the proficiency of their peers in ELA, Math and Science. Also, students of African American ethnicity are also performing substantially below the proficiency of their peers in ELA, Math and Science.
[Note: Data will be updated with 22-23 assessment information when available.]

In review of our 2022 state ELA assessment data, 38% if students showed achievement. Further analysis shows that only 18% of our students will disability and 11% of our Af. Am. students showed achievement in ELA.

In review of our 2022 state Math assessment data, 40% if students showed achievement. Further analysis shows that only 18% of our students will disability and 15% of our Af. Am. students showed achievement in ELA.

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 Af. Am. students. In fact, our Af. Am. 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.

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

Our goal is for all subgroups (to include SWD and Af. Am.) to meet achievement of 50% or greater.

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

Student achievement data of students falling into the subgroups of SWD and African American will be monitored via grades and FAST data with adjustments to instruction quarterly.

Schedules and instruction received by these students will also be monitored via FOCUS and classroom observations and through PLC meetings.

Additionally, attendance/behavior of students will be monitored quarterly to ensure they are receiving classroom instruction as intended.

Parent involvement will be monitored through parent survey, sign-in sheets for events, volunteer hours, and on-going parent conversations.

Person responsible for monitoring outcome:

Christina Donohue (donohue.christina@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Scaffolded Supports: are provided to students based on data that are either pre-planned or provided "on the spot" and then faded and/or removed once they are not needed.

Explicit Instruction - The four key components are the importance of using logical sequence with lessons, providing clear models and explanations of content, providing multiple opportunities to respond, give feedback, and provide examples and nonexamples to highlight content taught.

A multi-tiered system of supports to address the needs of all students in both academic and behavior. Mentoring is particularly critical because it helps young people overcome the barriers and risk factors in achieving successful academic outcomes.

Parent Involvement: Increase parent involvement opportunities through PTO, SAC, Open House, Parent conferences, informational nights, showcase night, AVID informational meeting, volunteering, extracurricular attendance, 7th grade parent meeting, 7th grade orientation, registration and other scheduled events.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

One of the main benefits of scaffolded instruction is that it provides for a supportive learning environment. In a scaffolded learning environment, students are free to ask questions, provide feedback and support their peers in learning new material.

Explicit instruction is essential for students who struggle to learn to read, write, and do math, and The Council for Exceptional Children (McLeskey et al., 2017) identified it as a high-leverage practice. Explicit instruction is teacher-driven, intentional, focused on individual student needs, and requires judgment even if a program is highly scripted.

Multi-tiered system of supports is a framework of enhancing the implementation of evidence-based practices to achieve important outcomes for every student.

Parent involvement: Studies show parental involvement of African American students provide promising evidence supporting an association between the involvement of Af. Am. students' parents in the school and the achievement of those students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Provide high quality of instruction to SWD by having trained ESE teachers and by being intentional through scheduling SWD.
- Hire and retain quality ESE teachers
- Revise support facilitation schedules to support SWD that will maximize teacher instructional practices and scaffolding.
- Teachers trained on IEP needs of their SWD (Caseloads)
- Training general education teachers on high-leverage ESE strategies to include explicit instruction (teacher-driven, intentional, focused on individual student needs). Training will occur at faculty meetings and within PLC's.

Person Responsible: Christina Donohue (donohue.christina@brevardschools.org)

By When: Hiring and scheduling are completed by Aug 2023. Schedules will be revisited based on need in Jan. for SEM 2. Ongoing student data monitoring.

Establish a MTSS Process to review student data and make adjustments to current practices and student needs. We will schedule support in the MTSS process through professional development opportunities and district MTSS contact. MTSS invites a partnership among students, teachers, parents and the community whereby all students achieving positive behavioral, social-emotional, and academic outcomes is the priority (The Road to Success with MTSS, Hierck, 2023). To assist with the MTSS process we will seek assistance from the district MTSS contact for professional development and guidance of the MTSS process and implementation.

Person Responsible: Karen Tabor (tabor.karen@brevardschools.org)

By When: MTSS process will be shared with teachers by the end of the first grading period with on-going communication and feedback of practices.

Increase parent involvement through PTO, SAC, and Title 1.

Person Responsible: Joshua Drew (drew.joshua@brevardschools.org)

By When: The PTO and SAC both meet monthly. Title 1 will monitor the attendance of special events.

Support instructional personnel in professional development that will foster the practice of providing explicit instruction and scaffolding that is essential for Af. Am. and SWD. to bridge learning gaps. Explicit instruction is teacher-driven, intentional, focused on individual student needs, and requires judgment even if a program is highly scripted. Teachers will be provided on-going bite-sized professional development. Teachers will meet in their professional learning communities using the work of DuFour (2016) for PLCs to answer the following questions: 1. What is it we want our students to know and be able to do? 2. How will be know if each student has learned it? 3. How will we respond when some students co not learn it? 4. How will we extend the learning for student show have demonstrated proficiency?

Person Responsible: Christina Donohue (donohue.christina@brevardschools.org)

By When: Weekly during PLC's and Monthly during faculty meetings/bite sized professional development opportunities.

Instruction received by these students will be monitored through classroom observations/walkthroughs and the teachers will be provided feedback through IPPAS. Teachers will be provided additional supports through the coaching cycle as needed from their mentors/administration/ and or teacher leaders.

Person Responsible: Christina Donohue (donohue.christina@brevardschools.org)

By When: On-going

#3. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Professional learning communities at Madison will achieve a higher level of student engagement in instruction aligned to subject area benchmarks. Teachers will meet in professional learning communities using the work of DuFour (2016). PLCs harness "an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve"—are a common and proven practice to promote teacher collaboration that increases student achievement. In a PLC school, teachers work together by writing common assessments, planning curriculum, and sharing teaching duties.

The work in PLCs will focus on the planning and effectiveness of WICOR and Visible Learning high yield strategies. Visible learning is an approach to teaching that promotes deeper and transfer thinking. It helps students and teachers articulate what they are learning and why, and to talk about how they are learning and the strategies they are using. Visible learning makes the learning process more visible, so students can witness their own process and cultivate self-improvement strategies that support lifelong learning. Teachers reflect on their practice and use evidence of student learning to inform future instruction, tailoring their lessons to match student needs and ensure that students are engaged in the material (https://www.canva.com/learn/15-practical-ways-to-make-the-learning-process-more-visible/). WICOR is an acronym for Writing, Inquiry, Collaboration, Organization, and Reading. WICOR involves intentional instructional decision-making by teachers to provide students with opportunities to demonstrate what they know and what they can do with rigorous course content. WICOR strategies scaffold learning, promote equity, and build literacy to ensure students are prepared for college and career. (https://avidopenaccess.org/wp-content/uploads/2021/08/AVID-WICOR-flyer-080521_proofed.pdf)

Overall, 4 pillars will guide our work during the 2024 SY
1. Beliefs- Teacher and student Efficacy
2. Strategies- Visible Learning Research (John Hattie) and WICOR (AVID)
3. Teacher Clarity (.85 effect size)
4. Collaboration- Professional Learning Communities

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

In review of our 2023 state assessment data, 37% of students showed achievement in ELA. This is a decline (-1) in their overall performance for ELA achievement from 2022 at 38%.
Madison's ELA proficiency goals for 23-24 are
7th grade - 45%
8th grade - 45%

In math, 23% of our students showed achievement, a decrease (-20) from 40% in 2022. Additionally, 48% of our Algebra students showed achievement, a decrease (-12) from 60% in 2022. In Geometry, 100% of our students showed achievement, an increase (+16) from 2022.
Madison's Math proficiency goals for 23-24 are
7th grade - 45%
8th grade - 45%
Alg 1 - 45%
Geo - 45%

In 2023, 35% of our 8th grade science students showed achievement, an increase (+9) from 2022.

Madison's 8th gr Science proficiency goal for 23-24 is 43%.

In 2023, 47% of our 7th grade Civic students showed achievement, a decrease (-7) from 2022. Madison's 7th gr Civics proficiency goal for 23-24 is 50%.

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

Evidence that will show effective implementation will include classroom walkthroughs with feedback, professional learning community (department meetings) completed agenda/minutes, leadership team meeting agenda, AVID site team meeting agenda, and MTSS on-going data tracking and intervention implementation will serve as evidence of effective School Improvement Plan implementation.

Evidence of Impact on Student Achievement will be tracked through our progress monitoring of FAST assessments during PM1, PM2, and PM3 (Algebra and Geometry progress monitoring assessments). Students in intensive reading will be monitored during Read 180 and Systems 44 as well as FAST assessment data. Classroom teachers will continue to monitor student achievement through both informal (exit tickets, classroom work, class discussions, Socratic seminars, etc.) and formal assessments (FAST and common assessments). The MTSS team will be monitoring students who identified through data analysis, EWS, or teacher identification.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will learn and implement WICOR and Visible Learning strategies. Teachers will then work in PLCs using the guiding PLC questions to determine which high-yield strategies to use and monitor the effectiveness of implementation.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Visible learning is an approach to teaching that promotes deeper and transfer thinking. It helps students and teachers to articulate what they are learning and why, and to talk about how they are learning and the strategies they are using. Visible learning makes the learning process more visible, so students can witness their own process and cultivate self-improvement strategies that support lifelong learning. Teachers reflect on their practice and use evidence of student learning to inform future instruction, tailoring their lessons to match student needs and ensure that students are engaged in the material (https://www.canva.com/learn/15-practical-ways-to-make-the-learning-process-more-visible/)

WICOR involves intentional instructional decision-making by teachers to provide students with opportunities to demonstrate what they know and what they can do with rigorous course content. WICOR strategies scaffold learning, promote equity, and build literacy to ensure students are prepared for college and career. (https://avidopenaccess.org/wp-content/uploads/2021/08/AVID-WICOR-flyer-080521_proofed.pdf)

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Collaborative Planning- Teachers will meet in their professional learning communities using the work of DuFour (2016) for PLCs to answer the following questions: 1. What is it we want our students to know and be able to do? 2. How will be know if each student has learned it? 3. How will we respond when some students co not learn it? 4. How will we extend the learning for student show have demonstrated proficiency?

Person Responsible: Christina Donohue (donohue.christina@brevardschools.org)

By When: PLCs will meet weekly and complete a weekly agenda on Google Shared drive for administration to review and provide feedback.

Instructional leaders will observe the use of WICOR and visible learning strategies and will provide feedback to teachers. Administration will analyze the trends of observations to determine which strategies are implemented successfully.

Person Responsible: Travis Diesel (diesel.travis@brevardschools.org)

By When: Observations will occur at a minimum monthly with feedback.

During monthly AVID site team meetings, the AVID coordinator will provide professional development on the use of specific WICOR strategies. The AVID Coordinator will support teachers with implementation. As a result, students utilize WICOR strategies such as writing, inquiry, collaboration, organization and reading. An example of one strategy will be the implementation of Cornell Notetaking.

Person Responsible: Joshua Drew (drew.joshua@brevardschools.org)

By When: Monthly AVID Site Team Meetings

Teachers will utilize FOCUS Boards to provide teacher clarity. Visible Learning effect size is (.85). Teachers will include the following components of the FOCUS Board.
- Essential Question
- Agenda
- Success Criteria

Person Responsible: Christina Donohue (donohue.christina@brevardschools.org)

By When: On-going, classroom observations, monthly faculty meetings, department chair meetings, and PLC's.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Madison's leadership team meets at the start of the school year to review the master schedule, personnel and personnel schedules, instructional materials, and technology resources to ensure alignment with needs of IEP's and Gen Ed Students. The schedule of both ESE and GenEd teachers are aligned and maximized to ensure students get the highest quality of support. This includes scheduling for collaborative planning, core instruction, intervention and time on technology with support programs.

Additionally, the following things are also aligned to support all students.

PERSONNEL: Utilizing state assessment data and ESE needs the master schedule is built to maximize appropriate and intentional placement to ensure academic success for all students. Roles and responsibilities

are reviewed and allocated based on job title, skillset, and workload.

DISTRICT RESOURCE TEACHERS/CONTENT SPECIALIST – Content resource teachers are available to support corresponding content areas. The MESH (core classes) content resource teachers will visit Madison once every grading period or more as needed. District Peer Mentor teachers are available to provide additional supports for our new teachers and collaborate with our lead mentor teacher on campus.

MENTAL HEALTH RELATED PERSONNEL - Brevard Public Schools received a mental health assistance allocation to expand school-based mental health care. Madison has been allocated two mental health workers (Tier 1 and Tier 2) that support the student body each week (20 hours each a week).

ACADEMIC TUTORING: Each teacher holds office hours to allow students to schedule additional academic supports. Madison will develop morning school utilizing ASP fund, Students will be able to attend morning school to receive extra academic support.

VOLUNTEERS -.Parent involvement is imperative for positive culture at school as they are the primary force with their students. Being actively involved with the school whether it be through SAC or volunteering will greatly help promote our vision for Madison Middle School. Parents have the opportunity to complete the parent survey each Spring providing input specifically relating to the school and district. The information is reviewed and considered when planning for SY24. In addition, the administration team regularly shares school-wide data in relation to the school improvement plan with the School Advisory Council. Stakeholders are able to seek further clarification, provide feedback, engage in problem solving dialog.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The school recognizes the importance of transparent and effective communication with all stakeholders, including students, families, school staff, leadership, local businesses, and organizations. To ensure the dissemination of the School Improvement Plan (SIP), UniSIG budget, and Schoolwide Program (SWP) information, the school has developed a comprehensive plan that considers various methods of communication and accessibility:

School Website and FOCUS:
The school will maintain a dedicated section on its official website where the SIP and related documents will be posted. This ensures easy access for all stakeholders at any time. The webpage is user-friendly, featuring clear links and sections for each document. It will also include information about how to interpret the documents, making it accessible to parents in a language they can understand.

Multilingual Translations:
Recognizing the linguistic diversity of its community, the school will provide translations of key documents into commonly spoken languages. This ensures that parents who speak languages other

than English can fully understand the content.

Information Sessions and Workshops:
The school will organize information sessions and workshops to provide a detailed overview of the SIP. These sessions will be conducted in-person for parents who are unable to attend presentation links will be sent out via links.

Email Communication:
Regular email updates will be sent to parents, families, school staff, and local businesses to keep them informed about progress, milestones, and relevant updates related to the SIP.

Automated Phone Messages:
The school will use automated phone messages to share important updates and reminders about upcoming events related to the SIP.

Social Media Platforms:
The school's social media accounts (Facebook) will be used to share highlights, achievements, and key information related to the SIP and SWP. Visual content and infographics will be utilized to simplify complex information.

Parent-Teacher Conferences:
During parent-teacher conferences, teachers and administrators will provide summaries and progress reports on the SIP.

Local Business and Organization Partnerships:
A system will be developed to communicate with local businesses and community partners regarding the school's improvement efforts and will include targeted communication, meetings, and collaborative events.

Open Door Policy for Questions:
The school will maintain an open-door policy, allowing parents, families, and stakeholders to reach out with questions and seek clarifications regarding the SIP.

Feedback Mechanisms:
The school will establish a feedback mechanism through which stakeholders can share their thoughts, suggestions, and concerns.

By employing a combination of digital and traditional communication methods, translations, interactive sessions, and collaborations, the school aims to ensure that the SIP information is accessible, comprehensible, and engaging for all stakeholders, thus fostering transparency, engagement, and informed decision-making within the school community.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school is dedicated to fostering strong and positive relationships with parents, families, and community stakeholders to align with its mission, support students' needs, and ensure effective communication about each child's progress. To achieve this goal, the school has developed a comprehensive strategy that focuses on engagement, collaboration, and open communication:

Welcoming Environment: The school has a welcoming atmosphere that encourages parents and families to actively participate in school activities. Warm greetings, informative signage, and friendly staff interactions set the tone for a supportive community.

Family Engagement Events: The school will organize a variety of family engagement events quarterly throughout the year. These events could include parent-teacher conferences, curriculum nights, celebrations, workshops, and open house. These occasions provide opportunities for parents to interact with teachers, staff, and fellow parents in a relaxed setting.

School Advisory Council: Establishing parent advisory committees allows parents to contribute their perspectives and insights on various school matters. These committees can discuss initiatives such as curriculum changes, school policies, and improvement plans, ensuring that parents' voices are heard and valued.

Regular Communication Channels: The school will maintain regular communication channels through FOCUS to keep parents informed about their child's progress and upcoming events. Additional means for sharing information will involve weekly newsletters, emails, automated phone messages, and Facebook.

Parent-Teacher Partnerships: The school values the input of parents in their child's education. Teachers will actively seek input from parents about their child's learning style, strengths, and areas for growth. Parent-teacher conferences will be scheduled to discuss academic progress, social development, and set collaborative goals.

Parent Education Workshops: The school recognizes the importance of providing parents with tools to support their child's learning at home. Parent education workshops will cover topics such as effective study habits, fostering positive behavior, navigating digital resources, and understanding curriculum changes.

Student-Led Showcases: Organizing events where students can showcase their achievements, projects, and talents provides parents with a firsthand look into their child's learning journey. This strengthens the bond between parents, students, and the school community.

Two-Way Feedback System: The school will utilize the FOCUS Communication system to establish a two-way system of communication for feedback and suggestions regarding school policies, programs, and activities.

Community Partnerships: Collaborating with local businesses, organizations, and community leaders enriches students' educational experiences and demonstrates the school's commitment to the broader community. This may involve mentorship programs, career fairs, and service-learning projects.

Digital Platforms and social media: The school will leverage digital platforms and social media to share updates, achievements, and information with parents and families. This approach ensures that parents stay connected and informed.

Open Door Policy: The school will maintain an open-door policy, encouraging parents to visit Madison, meet with teachers, and discuss their concerns or ideas.

By implementing these strategies, the school aims to create a collaborative and supportive environment where parents, families, and community stakeholders work together to achieve the school's mission of providing a high-quality education, meeting students' needs, and ensuring that parents are well-informed about their child's progress and the school's activities.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

The school is committed to enhancing its academic program by implementing a multifaceted approach that focuses on increasing learning engagement, improving instructional practices, incorporating meaningful student discourse, and building collective efficacy. A key element of this approach involves the implementation of the five stages of focused note-taking, with an emphasis on stages 2, 3, and 5. Stages 1 and 4 are established practices teachers are proficient in executing.

Stage 1: Preparing for Learning:
The school recognizes that effective learning begins with proper preparation. Students will be taught essential note-taking skills and organizational techniques, through strategies for active engagement.

Stage 2: Recording Information:
Stage 2 of the focused notetaking strategy will be a central focus in the school's plan to strengthen the academic program.
Teachers will guide students in taking concise and meaningful notes during lectures, discussions, and presentations. Emphasis will be placed on capturing key concepts, main ideas, and supporting details. To ensure consistency and quality, teachers will provide note-taking templates, guidelines, and models that help students structure their notes effectively.

Stage 3: Review and Clarification:
After each lesson, students will engage in the critical process of reviewing and clarifying their notes. Teachers will facilitate this stage by encouraging students to review their notes, identify areas of confusion, and seek clarification through discussions, peer interactions, or follow-up questions. Regular review sessions will be incorporated into the curriculum to reinforce understanding and address any misconceptions.

Stage 4: Summarizing and Reflecting:
Stage 4 involves the synthesis of information and personal reflection. Students will be guided to summarize their notes, distilling key points and concepts into concise summaries. Through this process, students will develop critical thinking skills, as summarization requires the ability to identify the most important information and leave out less relevant details.

Stage 5: Applying and Integrating Knowledge:
Stage 5 of the focused note-taking strategy aligns with the school's goal of an enriched and accelerated curriculum. Students will be encouraged to apply and integrate their newly acquired knowledge into various contexts. This could involve collaborative projects, presentations, problem-solving activities, or real-world applications. Teachers will design assignments that challenge students to apply what they've learned, fostering deeper understanding and skill development.

By focusing on stages 2, 3, and 5 of the focused note-taking strategy, the school aims to achieve several objectives:
Enhance the quality of learning time by promoting active engagement during lessons.
Develop students' critical thinking, analytical, and summarization skills.
Provide a structured approach to effective notetaking, leading to better organization and comprehension of information.
Support an enriched and accelerated curriculum by encouraging students to apply and integrate their knowledge into various contexts.

Overall, the implementation of the focused note-taking strategy, along with other complementary initiatives, will contribute to the school's efforts to strengthen the academic program, increase learning

time, create more opportunities for meaningful student discourse, and provide an enriched educational experience for all students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Madison Middle leadership team is responsible for ensuring continued commitment to the school's mission and vision. Our mission as the leadership team which includes administration, school support, coaches, and teacher leaders meet throughout the summer and preplanning to complete the needs assessment process for the school. This process allows all stakeholders to assist with identifying the needed improvement areas and develop a strategic action plan to make improvements in specific areas. Federal, state, and local funds are coordinated to support the school's goals, thus impacting academic achievement. Title 1 and Unisig Federal funds are used to employ additional instruction personnel, support parent involvement/engagement activities, purchase instructional materials and resources, and purchase professional development for faculty and staff in both academics and behavior strategies for Tier 1 supports. Goals, strategies, and action steps are always aligned with the school's mission and vision.