Madison Middle School

2014-15 School Improvement Plan

Madison Middle School

3400 NW 87TH ST, Miami, FL 33147

http://madisonmiddle.dadeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	98%

Alternative/ESE Center	Charter School	Minority
No	No	100%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	F	F	D

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Madison Middle School prides itself on its ability to provide a safe and supportive environment where the expectation lies in our desire to
serve every child, every chance, every day. We as a school community embrace the fact that every child can learn when provided with highly
effective teachers and surrounded by individuals who truly cares about their well-being and development as a whole.
The mission statement of Madison Middle School states: "The faculty and staff at Madison Middle School are committed to maintain 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, student's 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, life-long learners."

Provide the school's vision statement

The vision of Madison Middle School is to develop the intellectual capacity of all children and uphold their right to learn.
Madison Middle School embodies its purpose at the start of each day by having the administrative team and City Year greet each child by his
or her name at the entrance of the school. Students receive homework help and tutoring from City Year and staff members (volunteers)
before school. Every child is given the opportunity to participate in our school-wide independent reading appropriately named R.I.S.E.
(Reading in School Every Day). The purpose R.I.S.E is that of ensuring all students read for 30 minutes uninterrupted daily and also to help
them appreciate and love reading. At the beginning of the school day, all students recite the school's creed:
"Today I ..a proud Madison Mustang will be involved in my learning. I am teachable and I know that I can learn. I want to learn. I can do
anything if I try. Today, I will be the best I can be. I will show respect. I will not waste time. I will not quit. I will work harder today than I did
yesterday.This allows for self-reflection and attitude adjustment early in the day, thereby alleviating discipline issues while increasing the student's focus

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The process by which the school learns about students' cultures and builds relationships between teachers and students by incorporating multi-cultural activities in the classroom, by celebrating and teaching cultural sensitivity to both student and teacher and by promoting cultural awareness through school-wide activities.

Our (PTA) Parent Teacher Student Association, SAC, and club organizations helps to promote and build relationships between teachers and students. Students that are involved in extracurricular activities helps to build and foster positive relationships between the teacher and student.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Madison Middle School prides itself on its ability to provide a safe and supportive environment where the expectation lies in our desire to serve every child, every day, and for all students to feel safe and secure.The school creates an environment where students feel safe and respected by promoting a bully free environment, by fostering an environment conducive to learning and that builds trust among teachers and students. There will be challenges, and we are full aware that they do exist, however the faculty, staff, community stakeholders, and the administrative team are working relentlessly every day to ensure that we build and sustain a school culture that promotes a safe environment.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The positive behavior support system provides teachers and students with clear behavioral expectations and ongoing training and support to ensure that the system is consistently enforced. During our monthly faculty meetings behavioral expectations are reviewed, and reinforced. Behavioral data is shared with the staff to discuss and collaborate on systems that assist with minimizing distractions to keep students engaged during instruction. Our PBS coach has developed a progressive discipline plan for teachers to adhere to as it relates to tardies, absences, lunch detention, regular detention, and indoor suspension.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

At Madison Middle school we believe that to foster caring relationships between teachers and students, cooperation and conflict reduction among students, a greater sense of school safety, and the development of social and emotional skills are key components to ensuring that the students' social-emotional needs are being met. As increasing efforts to move toward preparing our youth to enter and contribute to a competitive and global workforce, the basic social-emotional needs of students must be addressed in order for them to function in school and be productive in society. The School Support Team in conjunction with the student services team to include administration, a guidance counselor, school social worker, psychologist, and the community involvement specialist work together to address the social-emotional needs of the students. In many cases there are resources available within our school to address their needs, however in other cases the students are referred to outside resources to provide additional support to the student and parent.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school's early warning system for Attendance below 90% is identified below:
-Students with 3 or more absences must be written up on a scam and referred to students services for follow up
-The Guidance counselor will contact the parent
-The Community Involvement Specialist/Guidance Counselor will conduct a home visit

-The School Social Worker will send letters home to students with 10 or more absences and set up meeting with
the parent
-The student will be placed on an attendance contract and referred out for additional services as needed
-The School Social Worker will prepare truancy packets for students with 10 or more consecutive unexcused/excused absences
-Belafonte Tacolcy Center will be utilized to provide services to the parent of a child with excessive absences
Students with 3 or more absences:
Students with three or more suspensions at Madison Middle School are listed on the Alternative to Discipline Plan through PBS. Students are tracked according to the Student Code of Conduct document Chapter II, which list the levels of student behaviors Levels I through V with corrective actions. The plan for students at Madison Middle receiving three are or more suspensions will be assigned to the following activities and or programs, which are progressive:
1. Saturday Detention 10:00am-12:00pm
2. Madison Middle School Positive Imprint after-school Mon-Wednesday 4:00pm-6:00pm
3. One of the outdoor suspension programs: Tacolcy or Alternative to Outdoor Suspension (AOS)
4. For Mental Health the Miami Bridge (5 to 30 days)
5. For Discipline Outward Bound Program (30 days)
6. Placement to Pace All Girls school (girls)
7. Placement to the Academy of Excellence
Students failing a course in English/LA or math are referred to the school guidance counselor. The failing students are recorded on a spreadsheet and the counselor meets with them individually to develop a plan of action. Students are also recommended for course recovery, FLVS, and or summer school.
Students scoring a Level 1 on the state standardized test in English Language Arts and Math are scheduled and placed in Intensive Reading and Intensive Math to provide remediation to students in need. Deficiencies that are identified are addressed in the Intensive classes. Cityyear core members serve as interventionist to provide remediation and to address the deficiencies through small group instruction to address the needs of the student.
Other interventionists are hired to provide a service to students that are in need.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	**7**	**8**	
Attendance below 90 percent	52	48	66	166
One or more suspensions	0	0	0	
Course failure in ELA or Math	62	33	37	132
Level 1 on statewide assessment	142	120	132	394

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	**7**	**8**	
Students exhibiting two or more indicators	47	24	22	93

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

During the month of October interventionists will be hired and placed in classrooms to help to improve the academic performance of our students that are in need of specialized instruction. Our level 1 and level 2 students will need interventions in class to best meet their needs. Cityyear core members have been placed in the reading classrooms to provide interventions using the rewards curriculum to our students. In our Intensive Reading and Math classes we have assigned core members that will provide interventions during DI to students that have the greatest needs. We also have strategically placed each core member where they can best service our students to improve academic performance. Over half of our student population has been identified as a level 1 or 2 on the statewide assessment according to the data in the EWS dashboard. So all intervention startegies have been employed by the school in the Reading and math classrooms. When the others interventionists are hired we will place one in the 6th grade Foundations class, in Ms. Lescano's 5th period Developmental ELL class, and in the Creative Writing class.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/48524.

Description
A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The process in which the school uses to build and sustain partnerships with the local community is through our School Advisory Council (SAC) or EESAC committee and through our Parent Academy. Our (CIS or Community Involvement Specialist is the liason between the school, parents and the community. We have a parent resource center located on our campus here at Madison Middle school where parents are welcome to come in to obtain resources. Our monthly EESAC meeting is held the 2nd Tuesday of the month to discuss school business and to invite other stakeholders. The school also builds and sustains partnerships with the local community through EESAC.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Frazier, Uwezo	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Uwezo Frazier, Principal: Ensures that all members of the RtI Leadership Team is focused on the school's vision and mission, effectively manages the RtI team to promote collaboration and a positive school climate; ensures implementation of intervention support and documentation; ensures adequate professional development to support RtI implementation; inform staff and parents of school-based RtI initiatives.

Kysha Taylor, Assistant Principal: Maintains all documentations including identified students, assessments, progress monitoring, tutoring services and data analysis reports.

Instructional Coaches: (Michelle Dorval)Reading, Anthony Armbrister (Mathematics), and Kenson Browne (Science): Assist in the implementation of a strong core curriculum and support and monitor instruction; devise and utilize a process for identifying specific student needs; provide information about core curriculum, research based programs and materials; assist in the design and implementation for progress monitoring; data collection and analysis; facilitate planning and conduct professional development; collaborate with teachers, administrators, regional, district and state personnel about the school's data, instructional programs and intervention strategies.

Norbert Herriott, Positive Behavior Support Coordinator: Facilitates in planning and conducting professional development; collaborate with teachers on student's behavior; monitors attendance and behavior, instructional programs and intervention strategies.

Irma Hutchinson, School Psychologist: Provide data-based, non-biased psychological assessment, consultant to teachers, professional staff, and parents, implement and monitor drug and alcohol prevention programs, support the school violence prevention program, protective behaviors program and academic improvement programs.

Amber Rinehart-Perez, School Social Worker: Provide social services and assistance to improve the social and psychological functioning of students and their families in an effort to positively affect the well-being of families and the academic functioning of their children. Assist in providing academic and interventions for targeted students.

Language Arts, Mathematics, Science, Social Science, SPED, ELL and Electives Department Chairpersons: Participates in student data collection through assessments and interventions, provides instruction/intervention techniques, and collaborate with grade team teachers on focused instructional lessons; and implement interventions and maintenance strategies.

Vernon Howard, Guidance Counselor: Implement programs and intervene where attendance issues are present; work with students; families and the School Attendance Review Team on attendance issues/problems; facilitates intervention plans.

Mary Herring, Community Involvement Specialist: Participates in data-based decision making; serve as liaison for students; parents, school staff, program facilitators, and administrators regarding information, activities, and services provided.

Micheka Fleurissaint, Literacy Coach: Ensures the implementation of the District's Comprehensive Reading Plan; assist in data collection activities, and provide technical assistance to teachers regarding data-based instructional planning.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The primary role of the RtI Leadership Team is to analyze, monitor, and provide ongoing progress evaluation of the strategies outlined in the School Improvement Plan (SIP). The team will collaborate regularly, problem solve, share effective practices, evaluate implementations, make decisions, and practice new processes and skills. In developing and implementing the school improvement plan, the RtI Leadership Team identified students' deficiencies and aligned the strategies based on the identified need to improve learner outcomes. The RtI Leadership Team will monitor students' progress and data monthly.

Title I, Part A

Madison Middle School provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school) for all students inclusive of English Language Learners (ELL) and Students with Disabilities (SWD). The district coordinates with Title II and Title III to ensure staff development needs are provided and support services to students, respectively. Instructional Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on research-based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the

Title I, Part C, Migrant Education Program.

Title I, Part D

The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with the District's drop-out Prevention program.

Title II

The District uses supplemental funds for improving basic education as follows:

• training to certify qualified mentors for the New Teacher (MINT) Program

• training for add-on endorsement programs, such as Reading, Gifted, ESOL

• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on

Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Madison Middle School will utilize available Title III funds to supplement and enhance the programs for

English Language Learners (ELL) and immigrant students by providing:

• professional development on best practices for ESOL and content area teachers

• coaching and mentoring for ESOL content area teachers

• Offering extended learning opportunities (After-School and Saturdays) to English Language Learners.

Title VI, Part B - NA

Title X- Homeless

Madison Middle School is serviced by The Homeless Assistance Program (Project Upstart, Homeless

Children & Youth Program), which seeks to ensure a successful educational experience for homeless children by collaborating with parents, school, and the community

Supplemental Academic Instruction (SAI)

Madison Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation

Violence Prevention Programs

Madison Middle School offers a non-violence and anti-drug program to students through curriculum implementation, facilitated by classroom teachers and the TRUST counselor. The TRUST Specialist focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crisis.

Nutrition Programs

Nutrition Programs

• Madison Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

• Nutrition education, as per state status, is taught through physical education.

• The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study, students at Madison Middle School will complete academic programs and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Madison Middle School partners with DiplomasNow (City Year) to provide mentorship programs for qualifying students leading to 4 year postsecondary scholarships at universities. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certification.

Students complete an Electronic Personal Education Planner (EPEP) to map out their goals and courses for their Major Area of Interest (MAI).

Job Training

N/A

Other

Madison Middle School involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's Parent Academy resource center in order to inform parents regarding available programs, their rights under No Child Left Behind (NCLB) and other referral services. Madison Middle School will work to increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Madison Middle School receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, differentiated instruction/intervention, and classroom libraries. Additionally, the Title I School Improvement Grant/Fund provides support funding and assistance to Differentiated Accountability schools on an as needed basis. During the 2013-2014 school year. Madison Middle School will conduct informal surveys and assessments to

determine the specific needs of parents. Additionally, workshops will be scheduled through the school's Title I Parent Academy.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Michael McBride	Teacher
Vernon Howard	Teacher
Christina Knight	Teacher
Uwezo Frazier	Principal
Ericka Deliford	Education Support Employee
Edward Byrd	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SAC's involvement with evaluating the school improvement plan is to review and approve the SIP. The SIP is an ongoing fluid document that allows schools to address the needs of students as it pertains to student achievement improvement. All stakeholders that are officially members of the SAC will evaluate, review and approve the SIP. When and if any changes are made throughout through out the year the members of the committee will be updated and informed.

Development of this school improvement plan

The SAC serves as the voice of the community in the development of the school improvement process. The SAC was involved with reviewing the strategies were effective last school year and those that weren't. The principal and other EESAC members representing various departments and "professional learning communities" provide information for clarification during the development of the SIP and are tasked with reviewing and approving the SIP for the 2013-2014 school year.

Preparation of the school's annual budget and plan

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Projected Use of SAC Funds Amount
Food Items for the FCAT snack packs and Saturday Academy Pizza, Student FCAT Incentives and Parent Involvement Center $1,500.00
Student FCAT Incentives $2,000.00
Incentives for Students caught reading $500.00
Composition Notebooks $400.00
Science Incentives $1,000.00
Incentives to Support Suspension Plan $500.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Taylor, Kysha	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The sole purpose of the Literacy Leadership Team will be to drive school-wide Reading Initiatives to improve school-wide literacy and to increase student achievement. This initiative will be accomplished by determining professional development needs related to literacy and student achievement, on-going collaboration to discuss student data, school-wide sustained independent reading program initiatives such as (D.E.A.R) Drop, Everything And Read, WOW Wednesdays, Book It , our Accelerated Reader Book Million Word Book challenge, after school activities, literacy night and developing a staff professional resource room and encouraging all teachers to promote reading.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers participate in collaborative learning communities to improve instruction and student achievement. Members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Faculty members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of students work reflection, study teams, and peer coaching frequently occur among school personnel. Our school personnel express belief in the value of collaborative learning communities.
Some other examples of positive working relationships are forged through common planning sessions and team meetings. Teachers are able to share best practices, discuss student's work, have data chats, and plan meaningful and purposeful lessons that align with the standards to target the needs of the students. Also, the support provided to the teacher by the instructional coach, has forged many positive professional relationships among the staff to collaborative and plan lessons for our students.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Description of Strategy: District Teacher Recruitment Fair/e-Recruitment
Person Responsible: Principal
Projected Completion Date: August 2014
Description of Strategy: Assigning new teachers a highly qualified mentor or partner.
Person Responsible: Principal and Assistant Principals
Projected Completion Date: August 2014 - August 2015
Description of Strategy: Continued partnership with Teach For America (TFA)
Person Responsible: Principal and Assistant Principals
Projected Completion Date: August 2014 - August 2015
Description of Strategy: In-house professional development opportunities

with emphasis on lesson planning, class room management, data analysis, lesson study.
Person Responsible: Administrative Team
Projected Completion Date: August 2014 - Aug. 2015
Description of Strategy: Regular meetings of new teachers with Principal/Assistant Principal Person
Responsible: Principal and Assistant Principal
Projected Completion Date: August 2014 - Aug. 2015
Description of Strategy: Newly hired teachers will participate in the District's
Mentoring and Induction for New Teachers (MINT) program.
Person Responsible: District
Projected Completion Date: August 2014 - August 2015

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mentee's Name: Laura Hadiaris
Mentor Assigned: Judith Francois
Rationale for Pairing:
Laura Hadiaris is a second year teacher who could potentially benefit and grow professionally as a result of having a veteran science teacher as her mentor.
Ms. Francois is a veteran science teacher and SPED chairperson. She knows how to disaggregate and utilize data to facilitate instruction and meet the needs of each student. Additionally, she will be able to facilitate professional learning communities and provide in-class support to Ms. Hadiaris
Planned Mentoring Activities:
The mentor and mentee will meet weekly in a Professional learning community to discuss student data, lesson plans, and professional development opportunities.
Mentee's Name: Anoop Patel
Mentor Assigned: Judith Francois
Rationale for Pairing:
Anoop Patel is a first year TFA teacher who could potentially benefit and grow professionally as a result of having a veteran science/ESE teacher as his mentor.
Mrs. Francois is a veteran science teacher and SPED chairperson. She knows how to disaggregate and utilize data to facilitate instruction and meet the needs of each student. Additionally, she will be able to facilitate professional learning communities and provide in-class support to Mr. Patel.
Planned Mentoring Activities:
The mentor and mentee will meet weekly in a Professional learning community to discuss student data, lesson plans, and professional development opportunities.
Mentee's Name: Alia Allen
Mentor Assigned: Firma Albert
Rationale for Pairing:
Alia Allen is a first year TFA teacher who could potentially benefit and grow professionally as a result of having a veteran social studies teacher as her mentor.
Ms. Albert is a veteran Social Studies teacher. She knows how to disaggregate and utilize data to facilitate instruction and meet the needs of each student. Additionally, she will be able to facilitate professional learning communities and provide in-class support to Ms. Allen. Ms. Allen also co-teaches with Ms. Albert during 8th period. Ms. Allen teaches Civics through Writing (Journalism) which supports Ms. Albert's Civic instruction.
Planned Mentoring Activities:
The mentor and mentee will meet weekly in a Professional learning community to discuss student data, lesson plans, and professional development opportunities.
Mentee's Name: Nichelle Davis
Mentor Assigned: Anthony Armbrister
Rationale for Pairing:
Nichelle Davis is a first year TFA teacher who could potentially benefit and grow professionally as a

result of having a veteran math teacher/coach as her mentor.

Mr. Armbrister is the Math Instructional Coach. He knows how to disaggregate and utilize data to facilitate instruction and meet the needs of each student. Additionally, he will be able to facilitate professional learning communities and provide in-class support to Ms. Davis.

Planned Mentoring Activities:

The mentor and mentee will meet weekly in a Professional learningcommunity to discuss student data, lesson plans, and professional development opportunities.

Mentee's Name: Ximena Marquez

Mentor Assigned: Micheka Fleurissaint

Rationale for Pairing:

Ximena Marquez is a second year TFA teacher who could potentially benefit and grow professionally as a result of having a veteran teacher as her mentor. Ms. Fleurissaint will serve as a mentor for Ms. Marquez. The reading coach is versed in data disaggregation and utilization to facilitate instruction and meet the needs of each student.

Planned Mentoring Activities:

The mentor and mentee will meet weekly in a Professional learning community to discuss student data, lesson plans, and professional development opportunities.

Mentee's Name: Jennifer Ahokas

Mentor Assigned: Michelle Dorval

Rationale for Pairing:

Jennifer Ahokas is a second year teacher who could potentially benefit and grow professionally as a result of having a veteran reading teacher as her mentor. The reading coach will serve as a mentor for Ms. Ahokas. The reading coach is versed in data disaggregation and utilization to facilitate instruction and meet the needs of each student.

Planned Mentoring Activities:

The mentor and mentee will meet weekly in a Professional learning community to discuss student data, lesson plans, and professional development opportunities.

Mentee's Name: Christina Knight

Mentor Assigned: Micheka Fleurissaint

Rationale for Pairing:

Christina Knight is a third year teacher who could potentially benefit and grow professionally as a result of having a veteran reading teacher as her mentor. The literacy coach will serve as a mentor for Ms. Knight. The literacy coach is versed in data disaggregation and utilization to facilitate instruction and meet the needs of each student.

Planned Mentoring Activities:

The mentor and mentee will meet weekly in a Professional learning community to discuss student data, lesson plans, and professional development opportunities.

Mentee's Name: Joshua Branch

Mentor Assigned: Michelle Dorval

Rationale for Pairing:

Joshua Branch is a second year teacher who could potentially benefit and grow professionally as a result of having a veteran reading teacher as her mentor. The reading coach will serve as a mentor for Mr. Branch. The reading coach is versed in data disaggregation and utilization to facilitate instruction and meet the needs of each student.

Planned Mentoring Activities:

The mentor and mentee will meet weekly in a Professional learning community to discuss student data, lesson plans, and professional development opportunities.

Mentee's Name: Alexis Guy

Mentor Assigned: Anthony Armbrister

Rationale for Pairing:

Alexis Guy is a third year teacher who could potentially benefit and grow professionally as a result of having a veteran mathematics teacher as her mentor. Mr. Armbrister is the Mathematics Instructional Coach. He knows how to disaggregate and utilize data to facilitate instruction and meet the needs of

each student. Additionally, he will be able to facilitate professional learning communities and provide in-class support to Ms. Guy.

Planned Mentoring Activities:

The mentor and mentee will meet weekly in a Professional learning community to discuss student data, lesson plans, and professional development opportunities.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school ensures that core instructional program and materials are aligned with the Florida Standards during common planning sessions with the respective departments, during professional training workshops, and through the use of the district pacing guides that are aligned with the New Standards. The core instructional programs that are utilized in our school have been aligned with the district mandates as well as the (FSA) Florida Standards Assessments adopted in February of 2014 by the state. The district keeps us well informed on any changes and updates in our secondary weekly updates. In our monthly ICAD workshop we receive training on the use of instructional materials as well as updates on what the expectations are from the state as well as the district level. The district pacing guides have been created and aligned with the New Standards and administration as well as the coaches ensure through common planning sessions and in-house collaborative professional development that the teachers are following the pacing guides to teach the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school uses data to plan and drive instruction in the classroom to address and meet the academic needs of our students. The data is compiled and analyzed by department and with the leadership team to plan and drive instruction. Our FAIR-FS data is used for reading placement of students with a level 1 or 2 in reading and the data is used to group the students and target their deficiencies. However, students are grouped accordingly and within those groups resources are aligned to address their academic needs. So instruction is intentional, purposeful, and strategic. Our I-READY data is used to group students and drive and differentiate instruction in the Language Arts class. It is also used before and afterschool as an enrichment to support the Language Arts teachers. It is also used in our sixth grade foundations class in a DI technology rotation.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 21,600

At Madison Middle School, we provide before and after-school tutoring. The All-Stars After School tutorial program is offered daily from 4:00-6:00 p.m. The program encompasses New Florida Standards into instructional lesson plans as well as utilizing school-wide computerized assistance instructional (CAI) programs such as Imagine Learning, ACHIEVE 300, Reading Plus and I-READY to deliver instruction to students.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The lowest 25 percent of reading and mathematics have been identified and are targeted as students needing improvement. The instructional focus calendar and results of the progress monitoring assessments reinforce benchmarks learned in core courses and provide data in order to address remedial needs of each student. Our Level 3, 4, and 5 students are in enrichment literacy courses to continue to strive academically and develop further growth from their prior knowledge. "Bubble students are grouped in specialized "critical thinking" classes so that they are focused on their areas of deficiency in reading, and mathematics

Strategy: Weekend Program

Minutes added to school year: 3,600

At Madison Middle School, we offer Saturday Success Academy from October to March. The Saturday Success Academy is offered weekly from 9:00 am to noon. The program encompasses FCAT benchmarks into instructional lesson plans as well as utilizing school-wide computerized assistance instructional (CAI) programs to deliver data driven instruction to students.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The lowest 25 percent of reading and mathematics have been identified and are targeted as students needing improvement. The instructional focus calendar and results of the progress monitoring assessments reinforce benchmarks learned in core courses and provide data in order to address remedial needs of each student. Our Level 3, 4, and 5 students are in enrichment literacy courses to continue to strive academically and develop further growth from their prior knowledge. "Bubble students are grouped in specialized "critical thinking" classes so that they are focused on their areas of deficiency in reading, and mathematics

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If all teachers at Madison Middle School establish high expectations to increase the level of rigor during instruction to create an environment conducive for discussions and increased student discourse, based on the infusion of higher order thinking questioning strategies, then core instruction will improve and student achievement will increase in all content areas.

G2.   If teachers at Madison Middle school will utilize the EWS to identify at-risk students to provide support and intervention, then we will increase overall student achievement.

G3.   If we expand and increase STEM/CTE literacy for all students, including those who do not pursue STEM-related careers or additional study in the STEM disciplines then we will increase awareness and will better prepare our students for a science and technology driven society and will ultimately increase the rigor in science and math and will increase overall student achievement.

G4.   Title 1 School - See PIP

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If all teachers at Madison Middle School establish high expectations to increase the level of rigor during instruction to create an environment conducive for discussions and increased student discourse, based on the infusion of higher order thinking questioning strategies, then core instruction will improve and student achievement will increase in all content areas. 1a

G047810

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	51.0
AMO Math - All Students	54.0
FCAT 2.0 Science Proficiency	
Middle School Performance in EOC and Industry Certifications	

Resources Available to Support the Goal 2

- 1.Bank of Reading Strategies 2.Professional Development Training 3.Interventionist 4.Instructional Coaches 5.Instructional Framework/Pacing Guides 6.Curriculum Support Specialist 7.Technology 8.Common Planning 9. School-wide Reading Initiative 10. Lesson Studies

Targeted Barriers to Achieving the Goal 3

- There is limited evidence of rigor during instruction that promotes an environment conducive for discussions and discourse, with infusion of higher order thinking questions that assist teachers in checking for student understanding.

- There is limited evidence of teachers making the reading and writing connection during instruction due to the new standards, and teachers lack of foundational expertise in the appropriate use of reading and writing connections which pose some challenges when delivering the content to students.

Plan to Monitor Progress Toward G1. 8

Following FCIM, progress monitor assessment data reports will be reviewed and used to drive targeted instruction as needed.

Person Responsible
Uwezo Frazier

Schedule
Quarterly, from 9/15/2014 to 11/26/2014

Evidence of Completion
Formative Assessments: District Interim Assessments; FAIR; Progress Monitoring Assessments; Topic assessments; I-Ready Diagnostics Summative Assessments: 2014 FCAT 2.0 Science, and FSA

G2. If teachers at Madison Middle school will utilize the EWS to identify at-risk students to provide support and intervention, then we will increase overall student achievement. 1a

🔍 G047811

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	
One or More Suspensions	
2+ Course Failures - Middle Grades	

Resources Available to Support the Goal 2

- PBS Coach

- Guidance Counselor

- City Year

Targeted Barriers to Achieving the Goal 3

- Parents do not understand that attendance in the middle grade years matters for the academic success of their child.

Plan to Monitor Progress Toward G2. 8

The attendance bulletin will be reviewed on a weekly basis to be monitored by the attendance team.

Person Responsible
Phaion Hicks

Schedule
On 11/26/2015

Evidence of Completion
Attendance Bulletin Grade book

G3. If we expand and increase STEM/CTE literacy for all students, including those who do not pursue STEM-related careers or additional study in the STEM disciplines then we will increase awareness and will better prepare our students for a science and technology driven society and will ultimately increase the rigor in science and math and will increase overall student achievement. 1a

G047812

Targets Supported 1b

Indicator	Annual Target
Middle School Performance in EOC and Industry Certifications	

Resources Available to Support the Goal 2

- CTE Teacher

- Technology - Hardware

- IPREP Teacher

- Science Coach

Targeted Barriers to Achieving the Goal 3

- Students lack the foundational technology skills due to limited availability of technological resources at home. There is limited evidence of students having exposure to and experience in project-based learning.

Plan to Monitor Progress Toward G3. 8

Progress of project based activities, teacher-created quizzes and tests; computer generated tests..

Person Responsible
Phaion Hicks

Schedule
Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion
Computer Application Skills

G4. Title 1 School - See PIP 1a

🔍 G047813

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Community Involvement Specialist

- Parent Resource Center

- Title 1 Funds

Targeted Barriers to Achieving the Goal 3

- Title 1 School - See PIP

Plan to Monitor Progress Toward G4. 8

Title 1 School - See PIP

Person Responsible

Kysha Taylor

Schedule

On 6/4/2015

Evidence of Completion

Title 1 School - See PIP

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal　　**B =** Barrier　　**S** = Strategy

1 = Problem Solving Step　　🔑 S123456 = Quick Key

G1. If all teachers at Madison Middle School establish high expectations to increase the level of rigor during instruction to create an environment conducive for discussions and increased student discourse, based on the infusion of higher order thinking questioning strategies, then core instruction will improve and student achievement will increase in all content areas. 1

🔑 G047810

G1.B1 There is limited evidence of rigor during instruction that promotes an environment conducive for discussions and discourse, with infusion of higher order thinking questions that assist teachers in checking for student understanding. 2

🔑 B119126

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. 4

🔑 S130913

Strategy Rationale

Action Step 1 5

Provide professional development in unpacking the Language Arts Florida Standards in order to create comprehensive lesson plans that incorporate writing, the gradual release of responsibility model, align to the learning targets, promote academic student discourse, and scaffold instruction to the highest level of the DOK.

Person Responsible

Uwezo Frazier

Schedule

On 11/26/2014

Evidence of Completion

PD Agenda, Common Planning End Products

Action Step 2 `5`

Utilize available resources in common planning to ensure that rigorous lessons are created. Ensure that teachers analyze student work samples in order to assess the effectiveness of their lessons and promote reflection on how well their lessons incorporate writing, aligned to the learning targets, promote academic discourse, and scaffolded to the highest levels of the DOK.

Person Responsible

Uwezo Frazier

Schedule

On 11/26/2014

Evidence of Completion

PD Sign-in sheets and agenda

Action Step 3 `5`

Monitor fidelity of implementation of the common planning products and ensure that students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.

Person Responsible

Uwezo Frazier

Schedule

On 11/26/2014

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Classroom walkthroughs to monitor use of PBS system and implementation of classroom management strategies provided during the PD.

Person Responsible

Schedule

Evidence of Completion

Walkthrough Documentation

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Data from PBS system

Person Responsible

Schedule

Evidence of Completion

Data from PBS system

G2. If teachers at Madison Middle school will utilize the EWS to identify at-risk students to provide support and intervention, then we will increase overall student achievement. `1`

`🔑 G047811`

G2.B1 Parents do not understand that attendance in the middle grade years matters for the academic success of their child. `2`

`🔑 B119127`

G2.B1.S1 Provide incentives students that maintain good attendance per nine weeks. `4`

`🔑 S130914`

Strategy Rationale

Action Step 1 `5`

Provide professional learning communities focused on collaborating and strategizing to create STEM based school-wide activities for our students. For example, Science Fair, Math Counts Competition, and Projects for display at the Miami Dade county fair.

Person Responsible

Phaion Hicks

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

PLC agendas and sign-in sheets. STEM project artifacts, field trip forms.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

STEM based activities and projects assigned in classes.

Person Responsible

Schedule

Evidence of Completion

Artifacts and end products.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

The purpose and real-world connection for each STEM based assignment is explicitly stated and understood. Student engagement while working on STEM related projects.

Person Responsible

Schedule

Evidence of Completion

Student work samples.

G3. If we expand and increase STEM/CTE literacy for all students, including those who do not pursue STEM-related careers or additional study in the STEM disciplines then we will increase awareness and will better prepare our students for a science and technology driven society and will ultimately increase the rigor in science and math and will increase overall student achievement. 1

G047812

G3.B1 Students lack the foundational technology skills due to limited availability of technological resources at home. There is limited evidence of students having exposure to and experience in project-based learning. 2

B119128

G3.B1.S1 Increase rigor and real-world applications through Project Based Learning. 4

S130915

Strategy Rationale

Action Step 1 5

Promote the use of Discovery Learning, interactive promethean boards, computer application and IPREP courses

Person Responsible

Phaion Hicks

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Master Schedule, Lesson Plans, Student Online Work Products

Action Step 2 5

Ensure that all students are afforded with opportunities for inquiry and exploratory learning.

Person Responsible

Phaion Hicks

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Interactive lessons, Science labs, Science Fair Projects, classroom activities, Project based learning.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Students in CTE classes are given the opportunity to complete project-based activities on the computer daily. Review lesson plans.

Person Responsible

Phaion Hicks

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student work samples and lesson plans.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Project Based Activities learning outcomes

Person Responsible

Schedule

Evidence of Completion

Completion of projects that exhibits e innovative and creative thinking.

G4. Title 1 School - See PIP [1]

🔍 G047813

G4.B1 Title 1 School - See PIP [2]

🔍 B119129

G4.B1.S1 Title 1 School - See PIP [4]

🔍 S130916

Strategy Rationale

Action Step 1 [5]

Updating and maintaining the Parent computer stations in the Parent Resource Center.

Person Responsible

Kysha Taylor

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Title 1 School - See PIP

Action Step 2 [5]

Provide incentives for parent participation in workshop and PTSA

Person Responsible

Kysha Taylor

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Title 1 School - See PIP

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Title 1 School - See PIP

Person Responsible

Schedule

Evidence of Completion

Title 1 School - See PIP

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Title 1 School - See PIP

Person Responsible

Schedule

Evidence of Completion

Title 1 School - See PIP

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development in unpacking the Language Arts Florida Standards in order to create comprehensive lesson plans that incorporate writing, the gradual release of responsibility model, align to the learning targets, promote academic student discourse, and scaffold instruction to the highest level of the DOK.	Frazier, Uwezo	9/9/2014	PD Agenda, Common Planning End Products	11/26/2014 one-time
G2.B1.S1.A1	Provide professional learning communities focused on collaborating and strategizing to create STEM based school-wide activities for our students. For example, Science Fair, Math Counts Competition, and Projects for display at the Miami Dade county fair.	Hicks, Phaion	8/18/2014	PLC agendas and sign-in sheets. STEM project artifacts, field trip forms.	6/4/2015 quarterly
G3.B1.S1.A1	Promote the use of Discovery Learning, interactive promethean	Hicks, Phaion	8/18/2014	Master Schedule, Lesson Plans, Student Online Work Products	6/4/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	boards, computer application and IPREP courses				
G4.B1.S1.A1	Updating and maintaining the Parent computer stations in the Parent Resource Center.	Taylor, Kysha	8/18/2014	Title 1 School - See PIP	6/4/2015 monthly
G1.B1.S1.A2	Utilize available resources in common planning to ensure that rigorous lessons are created. Ensure that teachers analyze student work samples in order to assess the effectiveness of their lessons and promote reflection on how well their lessons incorporate writing, aligned to the learning targets, promote academic discourse, and scaffolded to the highest levels of the DOK.	Frazier, Uwezo	9/9/2014	PD Sign-in sheets and agenda	11/26/2014 one-time
G3.B1.S1.A2	Ensure that all students are afforded with opportunities for inquiry and exploratory learning.	Hicks, Phaion	8/18/2014	Interactive lessons, Science labs, Science Fair Projects, classroom activities, Project based learning.	6/4/2015 monthly
G4.B1.S1.A2	Provide incentives for parent participation in workshop and PTSA	Taylor, Kysha	8/18/2014	Title 1 School - See PIP	6/4/2015 monthly
G1.B1.S1.A3	Monitor fidelity of implementation of the common planning products and ensure that students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.	Frazier, Uwezo	9/9/2014		11/26/2014 one-time
G1.MA1	Following FCIM, progress monitor assessment data reports will be reviewed and used to drive targeted instruction as needed.	Frazier, Uwezo	9/15/2014	Formative Assessments: District Interim Assessments; FAIR; Progress Monitoring Assessments; Topic assessments; I-Ready Diagnostics Summative Assessments: 2014 FCAT 2.0 Science, and FSA	11/26/2014 quarterly
G1.B1.S1.MA1	Data from PBS system		Data from PBS system	once	
G1.B1.S1.MA1	Classroom walkthroughs to monitor use of PBS system and implementation of classroom management strategies provided during the PD.		Walkthrough Documentation	once	
G2.MA1	The attendance bulletin will be reviewed on a weekly basis to be monitored by the attendance team.	Hicks, Phaion	9/15/2014	Attendance Bulletin Grade book	11/26/2015 one-time
G2.B1.S1.MA1	The purpose and real-world connection for each STEM based assignment is explicitly stated and understood. Student engagement while working on STEM related projects.		Student work samples.	once	
G2.B1.S1.MA1	STEM based activities and projects assigned in classes.		Artifacts and end products.	once	
G3.MA1	Progress of project based activities, teacher-created quizzes and tests; computer generated tests..	Hicks, Phaion	8/18/2014	Computer Application Skills	6/4/2015 monthly
G3.B1.S1.MA1	Project Based Activities learning outcomes		Completion of projects that exhibits e innovative and creative thinking.	once	
G3.B1.S1.MA1	Students in CTE classes are given the opportunity to complete project-based	Hicks, Phaion	8/18/2014	Student work samples and lesson plans.	6/4/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	activities on the computer daily. Review lesson plans.				
G4.MA1	Title 1 School - See PIP	Taylor, Kysha	8/18/2014	Title 1 School - See PIP	6/4/2015 one-time
G4.B1.S1.MA1	Title 1 School - See PIP		Title 1 School - See PIP	once	
G4.B1.S1.MA1	Title 1 School - See PIP		Title 1 School - See PIP	once	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. If teachers at Madison Middle school will utilize the EWS to identify at-risk students to provide support and intervention, then we will increase overall student achievement.

G2.B1 Parents do not understand that attendance in the middle grade years matters for the academic success of their child.

G2.B1.S1 Provide incentives students that maintain good attendance per nine weeks.

PD Opportunity 1

Provide professional learning communities focused on collaborating and strategizing to create STEM based school-wide activities for our students. For example, Science Fair, Math Counts Competition, and Projects for display at the Miami Dade county fair.

Facilitator

Mathematics and Science Coaches

Participants

All content area teachers

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**