
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 6391 - Madison Middle School

FeederPattern: Miami Central Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Anne-Marie DuBoulay

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Madison Middle School

Madison Middle School is located in the inner city area of Miami-Dade County. Madison Middle School was built in 1955 and is a Title I/Full Service School. The school provides educational services to students in grades six through eight. It is an open campus school on 13.7 acres and is composed of eight buildings, nine portables, and one "four-pack" relocateable classroom. The school has a large physical education field, a student spill-out courtyard, extensive lawn areas, as well as a butterfly garden. It is located in a multi-ethnic single-family home community composed largely of lower to middle income families, with many of them coming from homes subsidized by the federal government. Nearly two thirds of our students are transported to and from school because of the school's northern and eastern attendance boundaries. Average attendance at Madison Middle School for 2004-2005 was 91.2 percent with a mobility index of 42. Over 86 percent of Madison Middle students receive free/reduced lunch benefits. The current enrollment at the school is approximately 862 students, and the student membership is one percent White, 69 percent Black, 30 percent Hispanic and two percent Asian/Indian/Multiracial. Madison Middle School serves 153 Exceptional Education students.

There are currently 62 teachers (16 males and 46 females) at Madison Middle School. Among these 62 teachers, 17 percent hold master's degrees and three percent hold specialist degrees. The teaching staff includes two Reading Coaches, a Mathematics Coach, a Writing Coach, Science Coach, Data/Testing Chairperson, two Guidance Counselors, a Trust Counselor, Career Specialist, ESE Program Specialist a Media Specialist and an Art Therapist. Of these teachers, 24 percent are White, 48 percent are Black, 19 percent are Hispanic and three percent are Asian/Indian/Multiracial.

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Madison Middle School will institute an instructional program with a strong focus on literacy from sixth to eighth grade. Research based instructional reading materials with a focus on literacy intervention across grades levels will be employed at the school. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessments which monitors students yielding student performance data. In order to meet the needs of our students, data will be carefully analyzed and used to focus instruction accordingly.

As a result, the following will occur:

Given instruction using the Sunshine State Standards (SSS) and FCAT Reading benchmarks, the percentage of the total number of students tested scoring at FCAT achievement level 3 or above will increase to 44 percent or higher on the 2006 FCAT Reading Test.

Given intense and focused instruction using the Sunshine State Standards, Black students in grades six through eight will improve their reading skills as evidenced by a 28 percent increase or higher scoring at FCAT achievement level 3 on the 2006 FCAT Reading Test.

Given intense and focused instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their reading skills as evidenced by a 26 percent increase or higher scoring at FCAT achievement level 3 on the 2006 FCAT Reading Test.

Given intense and focused instruction using the Sunshine State Standards, Free and Reduced Lunch students in grades six through eight will improve their reading skills as evidenced by a 27 percent increase or higher scoring at FCAT achievement level 3 on the 2006 FCAT Reading Test.

Given intense and focused instruction using the Sunshine State Standards, Students with Disabilities in grades six through eight will improve their reading skills as evidenced by a 38 percent increase or higher scoring at FCAT achievement level 3 on the 2006 FCAT Reading Test.

Given intense and focused instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students in grades six through eight will improve their reading skills as evidenced by 44 percent or higher scoring at FCAT achievement level 3 on the 2006 FCAT Reading assessment.

Given instructions using the Sunshine State Standards, Madison student's in grades sixth, seventh, and eighth will improve their math skills as evidenced by 50 percent of all students scoring at FCAT Achievement Level 3 or higher.

Given intense and focused instruction using the Sunshine State Standards, Black students in grades six through eight will improve their math skills as evidenced by a 33 percent increase or higher scoring at FCAT achievement level 3 on the 2006 FCAT Math Test.

Given intense and focused instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their math skills as evidenced by a 25 percent increase or higher scoring at FCAT achievement level 3 on the 2006 FCAT Math Test.

Given intense and focused instruction using the Sunshine State Standards, Free and Reduced Lunch students in grades six through eight will improve their math skills as evidenced by a 31 percent increase or higher scoring at FCAT achievement level 3 on the 2006 FCAT Math Test.

Given intense and focused instruction using the Sunshine State Standards, Students with Disabilities in grades six through eight will improve their math skills as evidenced by a 41 percent increase or higher scoring at FCAT achievement level 3 on the 2006 FCAT Math Test.

Given intense and focused instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students in grades six through eight will improve their math skills as evidenced by 40 percent or higher scoring at FCAT achievement level 3 on the 2006 FCAT Math Test.

Given instructions using the Sunshine State Standards Benchmarks on the Writing Process, Madison students in the eighth grade will improve their writing skills as evidenced by a one percentage point increase in the percent of students scoring at 4.0 or above on the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards (SSS), the percentage of the total number Madison students in the eighth grade will increase their performance on the administration of the 2006 FCAT Science Test in order to meet or exceed the District Mean Scale Score.

Given school-wide focus on the need for increased parental involvement, parent participation in school events will increase by five percent when data for 2005-2006 is compared to data for 2004-2005 as documented by parent attendance logs for school and community events.

Given school wide focus on the need for students to be in school 180 days a year, the number of students placed on outdoor suspension will decrease by 10 percent when the suspension reports for 2005-2006 are compared to the suspension reports from 2004-2005.

Given school wide focus on the need for technology, the number of computers in each classroom will increase from zero to eight and utilization of research-based programs by 50 percent when compared to the number of computers, utilization of technology programs and utilization of research programs from the 2004-2005 school year.

Madison Middle School will achieve an annual increase of 3 percent award recipients as measured by the FITNESSGRAM, based on the previous year's percent of award winners as compared to recipients for the 2005-2006 school year.

Given instruction using the Sunshine State Standards, students will improve their reading and mathematics skills as evidenced by meeting and exceeding the District mean scale score as measured by data from administration of 2006 FCAT examination. As a result, there will be increased opportunities for all students to take elective and special area classes.

Madison Middle School will improve its ranking on the State of Florida ROI index publication from the 50 percentile to the 60 percentile on the next publication of the index.

Based on the "Organizational Performance Improvement Snapshot Survey," the two areas in need of improvement are:

1. On a scale of 1 to 5, faculty and staff rated that they feel they are able to get all of the resources needed to do their job at 3.1.
2. On a scale of 1 to 5, faculty and staff rated that they knew how well their organization was doing financially at 3.1.

Instructional staff is provided with the necessary instructional materials including bi-weekly assessments, curriculum packets for the "critical thinking period" as well as the "academic improvement period. Also, xerox copies are made for instructional staff via department chairpersons and clerical staff. Teachers in need of additional supplies and materials may request them from their respective department chairpersons for administrative approval. Several teachers have made teacher requests and have presented these requests at EESAC meetings. In order to address the financial status of the organization, the principal will request that the EESAC Chairperson disseminate budgetary information to members of the leadership team which also includes members of non-instructional staff in an effort to provide all staff with knowledge regarding the school's financial state of affairs. Additionally, departments will be provided ongoing a summary of the balances in their accounts via MSAF. Finally, the principal will continue to ensure all faculty and staff of an open door policy in which all issues and concerns are addressed expediently.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Madison Middle School

VISION

The vision of Madison Middle School is that students can and will achieve high educational standard when their self esteem is enhanced, high expectations are set for them, they are engaged in challenging and meaningful work, and are supported by unified community of parents and teachers. Students will be instilled with a sense of pride, respect and responsibility for themselves and their communities, which will prepare them to be productive citizens and life learners.

MISSION

The mission of Madison Middle School is to provide a positive, safe, and nurturing learning environment to nourish the growth and mastery of intellectual, social, cultural, and emotional skills. The improvement and enhancement of academic performance will be accomplished through programs that increase students' proficiency levels in reading, mathematics, writing and science.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

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We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

School Demographics

There are currently 62 teachers (16 males and 46 females) at Madison Middle School. Among these 62 teachers, 17 percent hold master's degrees and three percent hold specialist degrees. The teaching staff includes two Reading Coaches, a Mathematics Coach, a Writing Coach, Science Coach, Data/Testing Chairperson, two Guidance Counselors, a Trust Counselor, Career Specialist, ESE Program Specialist a Media Specialist and an Art Therapist. Of these teachers, 24 percent are White, 48 percent are Black, 19 percent are Hispanic and three percent are Asian/Indian/Multiracial.

Madison Middle School's current enrollment is approximately 862 students, and the student membership is 7 White, 580 Black, 271 Hispanic and 4 Multiracial. The school has a mobility index of 42. Madison Middle School serves 153 Exceptional Education Students. The Exceptional Student Education Program includes instruction for students who are Educable Mentally Handicapped (EMH), Severely Emotionally Disturbed (SED), Physically Impaired (PI), and Specific Learning Disabled (SLD). This school year at Madison Middle School, 62 students with disabilities participate in full or part-time inclusion in the general education program. The school also has a Gifted Program with a current enrollment of 9 students. Madison Middle School serves 69 Limited English Proficient students. The Home Language Assistance Program will provide academic support to these students through the services of a pull-out tutor to provide content-area assistance to students individually or in small groups. This program will address mathematics, science, social science, computer literacy, and FCAT preparation.

Our Washington Mutual Parent Resource Center provides computers and software, in addition to audiovisual and print materials to assist parents with the acquisition of parenting skills, technology skills, and academic information. A Full Service Center houses a variety of social and medical service providers for students and all community stakeholders. Psychological services are provided to our students through the Children's Trust Grant and the Victims' Service Center. Family and Victim Services conduct Teen Dating, Violence and Anger Management, and Grief Counseling seminars with students.

An after-school program is provided to our parents and students through the South Florida after-school All Stars Program. This program addresses life skills, recreation, reading enrichment, visual and performing arts, tutorial and technology components. In 2005-2006, the program will grow to include before-school tutoring opportunities for students.

Instruction is provided through a standard curriculum utilizing a rotating 100-minute block schedule, 50 minute Critical Thinking class in the morning and a 45 minute 8th period Academic Improvement class during the extended day program. The Sunshine State Standards, Competency-Based Curriculum, enhanced technology, inclusion practices, and the 8-Step Continuous Improvement Model are all utilized to meet the challenging performance standards outlined by the state's A Plus Plan and No Child Left Behind Public Law 107-110. A school wide emphasis is placed on improving reading, mathematics, writing and science skills through the use of computerized programs such as Read 180, Accelerated Reader, Virtual Learning Systems Sci-Tec, FCAT Explorer and FCAT Simulator. Teachers meet twice weekly to determine benchmark areas of concern that need to be addressed. Furthermore, we implement the Comprehensive Research-Based Reading Plan, Comprehensive Math and Science Plan, CRISS Strategies, and Reciprocal Teaching.

Technology will play a pivotal role in assisting Madison Middle School students to achieve this year. We will have 2 computer labs however, there are approximately 6-8 computers in every language arts, reading, intensive mathematics and science classroom in which students are using: Read 180, Reading plus, FCAT Explorer, River Deep, Virtual Learnings Sci-Tec, and Classworks. Approximately 15 Madison Middle School students will also participate in the Dell Techknow Program which will allow these students to learn about computers. After completing the program, the students will earn the refurbish Dell Desktop computers they worked on.

After School Tutoring in the areas of reading and mathematics, is provided by certified teachers through a partnership with Youth Co-Op, Inc. South Florida After School All Stars will provide additional tutoring for students using the Classworks technology program which will be supervised by certified teachers and, through Title 1 Supplemental Educational Services, Platform Learning will offer tutorial services via Saturday Academy.

School Foundation

Leadership:

Madison Middle School enjoys a collaborative system of leadership that includes representatives from all stakeholder groups, including the Educational Excellence School Advisory Council. The school leadership team, which is spearheading the process of curriculum reform, provides ongoing communication with all stakeholders to ensure that educational programs meet the specific needs of our students.

Madison Middle School's through its strong leadership team and all faculty and staff is currently implementing the Continuous Improvement Model. Collaborative planning is provided Tuesday through Thursday via a weekly framework meeting calendar consisting of FCAT Sunshine State Standard (SSS) faculty meetings conducted by the leadership team on the first and third Monday's of each month. Leadership team meetings are held on the second and fourth Monday of each month, Plan-Do-Check-Act meetings every Tuesday and Thursday and Department meetings each Wednesday. Additionally, Madison Middle School has established several "professional learning communities," as instructional staff deemed necessary.

Finally, the administrative team along with all faculty and staff report the following as results from the Organizational Performance Improvement Snapshot Survey: Customer and market Focus 4.2, Measurement, Analysis and Knowledge Management 4.1, Leadership 4.0, Human Resource Focus 3.8, Strategic Planning 3.7, Business Results 3.7, and Process Management 3.6.

District Strategic Planning Alignment:

At Madison Middle School, the District's goals have been aligned as follows:

Ensure achievement of high academic standards by all students

Develop our students so that they are able to successfully compete in the global economy

Actively engage family and community members to become our partners in raising and maintaining high student achievement

Reform business practices to ensure efficiency, effectiveness and high ethical standards

Recruit, develop and retain high-performing, diverse and motivated faculty and staff

Stakeholder Engagement:

The staff of Madison Middle School has established strategies in order to link with the community in several ways. There are regularly scheduled Educational Excellence School Advisory Council (EESAC) and Parent-Teacher-Student-Association (PTSA) meetings to assess student needs. The EESAC committee, with input from the PTSA, met to assist with creating our School Improvement Plan that reflects the specific needs of our students and community. Several community organizations interact with our stakeholders, the staff, the parents, and the

community to provide additional student support. The other external support groups, also considered stakeholders, include the 5,000 Role Models of Excellence, Children's Psychiatric Center, and Citrus Health Network. At the beginning of the year, Back to School Night (Open House) is used to communicate to parents the requirements from the District, other programs, and initiatives along with policies and regulations that are in place at the school. The School Climate Survey, the Organizational Performance Improvement Snapshot Survey, and Taking a Good Look at Instructional Technology (TAGLIT) provide feedback from all stakeholders as to the progress the school is meeting in specific areas such as technology.

Faculty & Staff:

There are currently 62 teachers (16 males and 46 females) at Madison Middle School. Among these 62 teachers, 17 percent hold master's degrees and three percent hold specialist degrees. The teaching staff includes two Reading Coaches, a Mathematics Coach, a Writing Coach, Science Coach, Data/Testing Chairperson, two Guidance Counselors, a Trust Counselor, Career Specialist, ESE Program Specialist a Media Specialist and an Art Therapist. Of these teachers, 24 percent are White, 48 percent are Black, 19 percent are Hispanic and three percent are Asian/Indian/Multiracial. Four Paraprofessionals provide instructional support in the ESOL and ESE departments. Other support staff includes a Title I Community Involvement Specialist, a part-time school psychologist, a school social worker, a Microsystems technician, a food service manager, seven security monitors, eight custodians, and seven clerical employees. The Teach for America program provides first-time teachers who commit to working at least two years in a selected school. Currently, at Madison Middle, there are nine Teach for America teachers of whom three have been at the school for more than two years.

Madison Middle School faces annual difficulty in maintaining certified teachers. Many teachers want to reduce their commute time to work and therefore, transfer to schools closer to their home. Critical shortage area teachers are difficult to recruit district wide and present an even greater concern. During the 2005-06 school year, 14 new teachers were hired to provide mathematics instruction.

New teachers have been paired with a mentor teacher to support and assist through the beginning teacher process. Professional development in the areas of classroom management, utilization of the electronic gradebook, PACES and effective delivery of instruction are just a few of the inservice training sessions provided. There are currently approximately 3 members participating the Professional Growth Team (PGT) however, several members of the leadership team will be trained during this school year.

Data/Information/Knowledge Management:

All teachers at Madison Middle School have been authorized to view the Student Performance Indicators (WSPI). Additional training is being provided on how to use the Edusoft program in order to generate reports from bi-weekly assessments.

During Grade Level Team Meetings each Friday provides collaborative planning time in which members of each team are able to discuss student performance and discipline in order to create academic improvement plans to ensure student success.

The 8-step Continuous Improvement Model (CIM) will continue at Madison Middle School and is the focus of data driven instruction. After each bi-weekly assessment, data is collected by the reading, writing, science and mathematics coach. All members of the administrative team are able to generate reports of the No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) groups in order to monitors student progress.

Education Design:

Madison Middle School is implementing the student-teacher-progression program which provides support for a structured, cohesive three-year educational program. In addition, we are currently implementing "Middle Moves," in order to assist our incoming 6th grade students with many additional opportunities to achieve success.

Due to the large number of students achieving Level 1 on the 2005 FCAT Reading Test and in order to implement an effective Language Arts and Reading program in which students are scheduled back to back with the same teachers and smaller class sizes, several language arts/reading teachers do not have planning periods therefore, collaborative planning is implemented Tuesday through Thursday during the meeting framework calendar.

Members of the leadership team which includes 2 reading coaches, a mathematics coach, a science coach and a writing coach, model and coach in their respective areas. Additionally, they are responsible for monitoring the "Critical Thinking Class" in the morning and the Academic Improvement Class during the extended day class. The Reading Coaches are responsible for providing focused benchmark lessons for all instructional staff for reading and writing. During SSS benchmark faculty meetings, instructional staff volunteer to present how to implement strategies in the classroom. A observation sheet created by members of the leadership team was developed for the purposed of monitoring uniform practices among all key stakeholders. Incentives are provided monthly through drawings in which selected classes receive a doughnut or pizza party during their lunch period.

During Language Arts, Read 180, Intensive math and Science classes, using research based computer programs, students rotate through learning centers which include: whole group, computerized instruction, reading centers, science labs or utilization of mathematics manipulatives.

Tutorial programs in the areas of reading and mathematics are currently being provided in the morning and after-school. Pull-out tutorial sessions via Social Studies classes and Saturday Academy are scheduled to start in October 2005.

Performance Results:

During the 2005-06 school year, Madison Middle School will lower its suspension rate and incident reporting. We believe that students must be in school in order to make academic achievement gains therefore our goal is to increase attendance from 91.2 percent to 92.2 percent, an overall total of 1 percent.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Madison Middle School faces annual difficulty in maintaining certified teachers. Many teachers want to reduce their commute time to work and therefore, transfer to schools closer to their home. Critical shortage area teachers are difficult to recruit district wide and present an even greater concern. During the 2005-06 school year, 14 new teachers were hired to provide mathematics instruction.

The Teach for America program provides first-time teachers who commit to working at least two years in a selected school. Currently, at Madison Middle, there are nine Teach for America teachers of whom three have been at the school for more than two years.

• Highly Qualified, Certified Administrators:

ANNE-MARIE DUBOULAY, PRINCIPAL

The principal of Madison Middle School was selected as the District runner up for Assistant Principal of the Year for the 2002-2003 school year. Ms. DuBoulay, is a third year principal, with seven years experience as an assistant principal and six years as a gifted/magnet science teacher both in the middle and high school settings. She also taught ESOL in Adult Education.

Ms. DuBoulay holds a Masters Degree in Science Education from the University of Miami and specialist credits in Science Education and Educational Leadership from Nova Southeastern University. She has also been a college Instructor for City Colleges of Chicago and Central Texas College campuses located in Flensburg, Germany.

During the 2004-05 school year, Ms. DuBoulay along with her administrative team, leadership team and the entire faculty and staff provided an instructional program in which Madison Middle School achieved a school letter grade of D, missing a C by 19 points. Ms. DuBoulay provides a positive, electric atmosphere which not only welcomes students and their staff but all members of the community. Additionally, several major improvements were made with regards to the overall school climate.

ELEANOR DORTA, ASSISTANT PRINCIPAL

Eleanor Dorta is beginning her sixth year as an assistant principal and her third year at Madison Middle. She has been an assistant principal in a high school, as well as in an adult/vocational school. Previously, she taught language arts to a variety of grade levels, including Advanced Placement and gifted classes. She holds certification in Educational Leadership, Language Arts and French, as well as ESOL and Gifted Education endorsements. She has a Master's degree in English Education and a Specialist's degree in Educational Leadership.

Ms. Dorta was instrumental in building the gifted program at the high school where she worked with enrollment increasing by 100 percent over a two-year period. She was also an Administrative Assistant to the Assistant Principal for Curriculum. As an administrator at Madison Middle School she has implemented an ESE inclusion program that has increased by almost 30 percent

in less than two years. In addition, enrollment in advanced and gifted classes has grown substantially at the school.

Ms. Dorta's background as a teacher and administrator will allow her to provide leadership and support as Madison Middle School implements a more challenging academic program in order to maintain the progress it has made in the last school year.

CHRISTINA PEREZ-BELLON, ASSISTANT PRINCIPAL

Christina Perez-Bellon is beginning her second year as an administrator at Madison Middle School. She holds a Master's degree in Secondary Science Education from Florida State University. She holds certification in Middle Grades General Science Grades 5-9 and Educational Leadership. She taught general science and eighth grade Magnet Aviation/Aerospace Science for eight years at Ruben Dario Middle School. During the last year, prior to becoming an administrator, she was also the Lead Teacher in the Magnet Program.

During her time a teacher she was recognized as Beginning Science Teacher of the Year and later Science Teacher of the Year at Ruben Dario Middle School.

Ms. Bellon became an Administrative Assistant at Ruben Dario Middle School in February, 2004 and then temporary Assistant Principal. Prior to this, Ms. Perez-Bellon was an eighth grade team leader for five years, student council advisor for six years, as well as United Way ambassador and Dade County Youth Fair Liaison for the school for six years. In June, 2004 she was hired as an assistant principal at Madison Middle school.

• Teacher Mentoring:

For 2005-2006, 11 teachers are new to Madison Middle School. Of these, 11 are first time teachers. This poses a great challenge to the school in terms of staff development in the areas of curriculum content, classroom management, student assessment, and data analysis. Resources such as a mentor teacher-buddy plan, as well as School Improvement Zone and N.E.S.T. professional development activities, will provide support and training for beginning teachers. Beginning teachers meet every two weeks with the school Leadership Team. Administrators, coaches, and mentor teachers observe the beginning teachers weekly and provide individual and group feedback.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) chaired by a teacher meets monthly to review suggestions from students, staff, parents and other community members. The principal and other EESAC members representing various departments and "professional learning communities," provide information for clarification. Additionally, the EESAC provides financial support to teachers as requested and voted on in the form of a EESAC proposals. The EESAC assists in providing input in the School Improvement Process.

• Extended Learning Opportunities

At Madison Middle School, we provide before and after-school, and Saturday tutorial. The All-Stars After School tutorial program is offered daily from 4:45-6:00 p.m. The program encompasses FCAT benchmarks into instructional lesson plans as well as utilizing school-wide computerized assistance instructional (CAI) programs such as Classworks, to deliver instruction to students.

An additional extended learning opportunity recently implemented by the Office of School Improvement Zone (SIZ), extends the regular school day by an additional hour. During this time, Middle School has incorporated an additional 100 minutes of

instructional time that focuses on intensive reading and mathematics skills for 6th grade students and intensive writing skills for 7th and 8th grade students. All teachers, counselors, media specialist, coaches, and curriculum support specialists, work cooperatively, serve as support specialist by providing additional assistance through modeling and coaching and providing resource materials.

The lowest 25 percent of reading and mathematics have been identified and are targeted as students needing improvement. The curriculum map and results of the bi-weekly 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 Wide Improvement Model

The 8-Step Continuous Improvement Model (CIM) will be used at Madison Middle School. It is data-driven with results oriented towards “school reform” which successfully integrates the philosophies of Effective School Research.

Madison Middle School will implement the CIM process via bi-weekly assessments in language arts/reading, mathematics, writing and science with all assessments given using Edusoft software.

Bi-weekly assessment results are reviewed by the reading coaches, mathematics coach, science coach and writing coach, then reviewed by the department chairs with their teachers and finally with students. The administrative team play a pivotal role in assisting with the facilitation of “Plan-Do-Check-Act” meetings. The principal is currently in the process of furthering the process of “teacher talks” as she meets individually with teachers to discuss, assessments, individual professional development plans and data provided by the electronic gradebook principal viewer.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 1 STATEMENT:

Increase by the overall performance of No Child Left Behind (NCLB) populations as evident on the 2006 FCAT Reading Assessment.

Needs Assessment

An analysis of the 2005 FCAT data indicates that the percent of students in sixth through eighth grade meeting high standards in reading showed a 3 percent overall increase from 17 percent to 20 percent. In addition, the results from the 2005 FCAT data indicated that the percent of students making learning gains increased by 3 percent from 63 percent to 74 percent with 69 percent of the lowest 25 percent making adequate progress marking a 12 percent increase over the previous year. However, 80 percent of students in sixth, seventh, and eighth grade are still performing below grade level in reading. Likewise, Adequate Yearly Progress data indicated that the subpopulations of Black, Hispanic, Limited English Proficiency and Students with Disabilities are performing below grade level in Reading. Therefore, students in these subpopulations must make significant gains to meet the criteria of the No Child Left Behind (NCLB) Act. After an in depth analysis of the FCAT reading content clusters, sixth grade students will benefit from increased focus in Comparisons and Main Idea/Purpose, while seventh grade students will benefit from intensified instruction focused on Main Idea/Purpose and Reference/Research. For the eighth grade students, intensified instruction on Research/Reference and Comparison is needed. Nonetheless, the challenges being faced by Madison will be addressed by providing data driven instruction to increase the number of students achieving high standards.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards (SSS) and FCAT Reading benchmarks, the percentage of the total number of students tested scoring at FCAT achievement level 3 or above will increase to 44 percent or higher on the 2006 FCAT Reading Test.

Given intense and focused instruction using the Sunshine State Standards, Black students in grades six through eight will improve their reading skills as evidenced by a 28 percent increase or higher scoring at FCAT achievement level 3 on the 2006 FCAT Reading Test.

Given intense and focused instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their reading skills as evidenced by a 26 percent increase or higher scoring at FCAT achievement level 3 on the 2006 FCAT Reading Test.

Given intense and focused instruction using the Sunshine State Standards, Free and Reduced Lunch students in grades six through eight will improve their reading skills as evidenced by a 27 percent increase or higher scoring at FCAT achievement level 3 on the 2006 FCAT Reading Test.

Given intense and focused instruction using the Sunshine State Standards, Students with Disabilities in grades six through eight will improve their reading skills as evidenced by a 38 percent increase or higher scoring at FCAT achievement level 3 on the 2006 FCAT Reading Test.

Given intense and focused instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students in grades six through eight will improve their reading skills as evidenced by 44 percent or higher scoring at FCAT achievement level 3 on the 2006 FCAT Reading assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Utilization of the Reading Coach Model to focus on the Language Arts and Reading Curriculum through coaching and mentoring	Administrators Reading Coaches	08/01/05	05/12/06
2. Provide tutorial opportunities for targeted students (lower 25% and bubble students)utilizing Reading Coaches and Support Specialist to provide and assist in the implementation of intensive instruction focusing on remedial and intervention lessons.	Administrators Reading Coaches and Support Personnel	08/01/05	05/12/06
3. Utilize Read 180 and Reading Plus	Administrators	08/01/05	05/12/06

computerized instructional programs to serve as additional instruction for all FCAT level 1 students.	Reading Coaches Language Arts and Reading Teachers Exceptional Student Education Teachers		
4. Offer a variety of instructional strategies that include differential instruction in order to meet the needs of all students.	Administrators Reading Coaches Reading and Language Arts Teachers Exceptional Education Teachers	08/01/05	05/12/06
5. Utilize the Read XL program to serve as additional instruction for all FCAT Level 2 students.	Administrators Reading Coaches Language Arts and Reading Teachers Exceptional Student Education Teachers	08/01/05	05/12/06
6. Schedule all FCAT Level 1 students with back-to-back Language Arts and Reading with the same teacher.	Administrators	08/01/05	05/12/06
7. Monitor bi-weekly assessments via the Continuous Improvement Model (CIM) in order to Continue to review disaggregated data and monitor progress.	Administrators Reading Coaches Language Arts and Reading Teachers Exceptional Student Education Teachers	08/01/05	05/12/06
8. Schedule all students for 50 minutes daily reading class, "Critical Thinking Class" in which focused reading benchmarks are addressed.	Administrators Reading Coaches	08/01/05	05/12/06
9. Implement before, after-school and Saturday tutorial sessions.	Administrators Teachers	08/01/05	05/12/06
10. Provide all students with information regarding an understanding of their 2004-05	Administrators	08/01/05	05/12/06

FCAT scores, potential learning gains and opportunities for FCAT tutorial sessions Via FCAT conferencing.	Language Arts and Reading Teachers Exceptional Student Education Teachers		
11. Create Reading/Language Arts curriculum maps, based on an analysis of 2005 FCAT data.	Administrators Reading Coaches Language Arts and Reading Teachers Exceptional Student Education Teachers	07/26/05	05/12/06
12. Schedule all level 1 Exceptional Student Education students into Reading and Language Arts classes using Read 180.	Administrators Reading Coaches Exceptional Student Education Teachers	08/01/05	05/12/06
13. Provide a structured reading and math tutorial program using Classroom Inc. or writing program using Learning Express during the extended day period.	Administrators Reading Coaches Math Coach Social Studies Coach/Dept. Chair All Instructional Staff	08/01/05	05/12/06

Research-Based Programs

Instructional Textbook; McDougall-Littell Language of Literature. For ESOL Visions- Thompson/Heinle will be used.

Also, Scholastics READ 180 (textbooks and software), Scholastic READ XL, Reading Plus will be used. Assessment tools include Oral Reading Fluency Probe (ORFP) and Diagnostic Assessments of Reading (DAR) for reading proficiency progress. Additionally, the Continuous Improvement Model (CIM) and the Comprehensive k-12 Reading Plan (CRP).

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day and Saturday. Trainings will include instruction for core reading program, intervention programs, and assessments used throughout the school year. Such trainings include READ 180, READ XL, CRISS, Continuous Improvement Model, and Learning Express. The school site reading leaders will provide on-going professional development to teachers in grades six through eight for the implementation of best practices in differentiated instruction and the use of the Continuous Improvement Model during individual planning periods. School wide professional development meetings will be provided for instructional staff on Florida's Formula and reading's big five.

Evaluation

Formative site-authored biweekly assessments will be administered by classroom teachers along with district interim assessments. The data provided by biweekly assessments will be used to drive classroom instruction and will be revisited throughout the year to ensure mastery of Sunshine State Standards. Additionally, students who are achieving at a FCAT levels 1 or 2 will be monitored through the assessments provided by the READ 180 program and will be administered the Oral Fluency Probe four times throughout the year with the Diagnostic Assessment of Reading being given to those students who have not shown significant gains on previous Oral Fluency Probes. The data provided by the Oral Fluency Probe will allow us to monitor the reading growth of our students and allow for necessary reading interventions. Finally, the final evaluation will be determined by administration of the 2006 FCAT Reading Test.

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 2 STATEMENT:

The overall performance of No Child Left Behind (NCLB) populations will increase as evidenced by the 2006 FCAT Mathematics Test.

Needs Assessment

An analysis of the 2005 FCAT data indicates that the percent of students meeting high standards in mathematics showed an increase of 9 percentage points from 13 percent to 22 percent. However, 78 percent of students in sixth, seventh, and eighth grade are still performing below grade level in math. Specifically, 83 percent of all sixth grade students, 83 percent of all seventh grade students and 81 percent of all eighth students are performing below grade level in math. Likewise, Adequate Yearly Progress data indicated that Black, Hispanic, Limited English Proficiency, and Students with Disabilities subgroups are performing below grade level in math. Hence, the sub-groups must improve to meet the No Child Left Behind (NCLB) legislation. Further analysis of the FCAT mathematics strands indicates that sixth grade students could benefit from additional instructions in Data Analysis and Probability. Seventh grade students could benefit from additional instruction in Geometry. Eighth grade students could benefit from additional instructions in Measurement and Geometry. Thus, Madison is faced with the challenge of raising the number of students achieving high standards.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instructions using the Sunshine State Standards, Madison student's in grades sixth, seventh, and eighth will improve their math skills as evidenced by 50 percent of all students scoring at FCAT Achievement Level 3 or higher.

Given intense and focused instruction using the Sunshine State Standards, Black students in grades six through eight will improve their math skills as evidenced by a 33 percent increase or higher scoring at FCAT achievement level 3 on the 2006 FCAT Math Test.

Given intense and focused instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their math skills as evidenced by a 25 percent increase or higher scoring at FCAT achievement level 3 on the 2006 FCAT Math Test.

Given intense and focused instruction using the Sunshine State Standards, Free and Reduced Lunch students in grades six through eight will improve their math skills as evidenced by a 31 percent increase or higher scoring at FCAT achievement level 3 on the 2006 FCAT Math Test.

Given intense and focused instruction using the Sunshine State Standards, Students with Disabilities in grades six through eight will improve their math skills as evidenced by a 41 percent increase or higher scoring at FCAT achievement level 3 on the 2006 FCAT Math Test.

Given intense and focused instruction using the Sunshine State Standards, Limited English Proficiency (LEP) students in grades six through eight will improve their math skills as evidenced by 40 percent or higher scoring at FCAT achievement level 3 on the 2006 FCAT Math Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Utilize the Math Coach Model to focus on math through coaching and mentoring mathematics teachers.	Administrators Mathematics Coach	08/01/05	05/12/06
2. Provide tutorial opportunities for targeted students (lower 25% and bubble students)utilizing the math coach and support personnel in order to provide and assist in the implementation of intensive instruction focusing on remedial and intervention lessons.	Administrators Math Coach and support personnel District Math Education Specialist	08/01/05	05/12/06

3. Offer a variety of instructional strategies that include differential instruction in order to meet the needs of all students.	Administrators Mathematics Teachers Exceptional Student Education Teachers	08/01/05	05/12/06
4. Monitor bi-weekly assessments via the Continuous Improvement Model (CIM) in order to Continue to review disaggregated data and monitor progress.	Administrators Math Coach Mathematics Teachers Exceptional Student Educaion Teachers	08/01/05	05/12/06
5. Schedule all FCAT Level 1 and Level 2 students with intensive math classes.	Administrators Math Coach	08/01/05	05/12/06
6. Implement before, after-school and Saturday tutorial sessions.	Administrators Selected Teachers	08/01/05	05/12/06
7. Provide all students with information regarding an understanding of their 2004-05 FCAT scores, potential learning gains and opportunities for FCAT tutorial sessions Via FCAT conferencing.	Administrators Mathematics Teachers	08/01/05	05/12/06
8. Create Reading/Language Arts curriculum maps, based on an analysis of 2005 FCAT data.	Administrators Math Coach Math Teachers	08/01/05	05/12/06
9. Identify and use math manipulatives to enhance SSS benchmark instruction.	Administrators District Math Education Specialist Math Teachers Exceptional Student Education Teachers	08/01/05	05/12/06
10. Provide additional support via research based computer programs such as FCAT Explorer, River Deep and CRISS.	Administrators Math Coach District Math Education Specialist Computer Technician	08/01/05	05/12/06

11. Schedule all level 1 Exceptional Student Education students into intensive mathematics classes.	Administrators Math Coach Exceptional Student Education Teachers	08/01/05	05/12/06
12. Provide a structured math tutorial program using Classroom Inc. during the extended day period.	Administrators Math Coach All 6th Grade Instructional Staff	08/01/05	05/12/06

Research-Based Programs

Instructional Textbook; Glencoe Mathematics Application and Concepts Florida Textbook series will be used. Also, the Continuous Improvement Model (CIM) and Destination Math by Riverdeep, and PLATO learning will be used to facilitate mathematics instruction.

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day and Saturday. Trainings will include instruction for core mathematics program, intervention programs, and assessments used throughout the school year. Such trainings include: Data Analysis, Creating Independence Through Student-owned Strategies (CRISS), FCAT Explorer, Riverdeep, FCAT Explorer, Curriculum Mapping, Continuous Improvement Model, Student Performance Indicator Training (SPI), and Linking Data to Instructions

The school site math coach will provide on-going professional development to teachers in grades six through eight for the implementation of best practices in differentiated instruction and the use of the Continuous Improvement Model during individual planning periods.

Evaluation

Formative site-authored biweekly assessments will be administered by classroom teachers along with district interim assessments for all students. The data provided by biweekly assessments will be used to drive classroom instruction and will be revisited throughout the year to ensure mastery of Sunshine State Standards. The final evaluation will be determined by administration of the 2006 FCAT Mathematics Test.

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 3 STATEMENT:

The overall performance of all No Child Left Behind (NCLB) populations will increase as evidence by the 2006 FCAT Writing Plus Test.

Needs Assessment

An analysis of the 2005 FCAT data indicates that eighty-five percent of Madison Middle School eighth grade students scored at 3.5 or above on the 2005 FCAT Writing Plus Test. For NCLB, eleven percent Hispanic students, four percent of Black students, six percent Free and Reduced Lunch students and twenty-four percent of Students with Disabilities improved by the required one percent 2004-2005 score comparison. Students scored better on the persuasive prompts, suggesting that students need extra practice in writing to expository prompts. Analysis of the writing data shows that students in certain classes scored well indicating that the teachers and students are having success in the writing instruction and should act as mentors to other teachers. Six percent of the school made the required NCLB improvement in writing. This shows a need for overall improvement in writing.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instructions using the Sunshine State Standards Benchmarks on the Writing Process, Madison students in the eighth grade will improve their writing skills as evidenced by a one percentage point increase in the percent of students scoring at 4.0 or above on the FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Utilize the coaching model to focus on writing through coaching and mentoring language arts, reading and social studies teachers.	Administrators Writing Coach Media Specialist	08/01/05	05/12/06
2. Monitor bi-weekly assessments via the Continuous Improvement Model (CIM) in order to Continue to review disaggregated data and monitor progress.	Administrators Reading Coaches Writing Coach Language Arts and Reading Teachers Social Studies Teachers	08/01/05	05/12/06
3. Implement before, after-school and Saturday tutorial sessions.	Administrators Writing Coach Selected Teachers	08/01/05	05/12/06
4. Create Reading/Language Arts curriculum maps, based on an analysis of 2005 FCAT data.	Administrators Reading Coaches Writing Coach Language Arts and Reading Teachers	08/01/05	05/12/06
5. Schedule all 7th and 8th grade students for 50 minutes daily writing class, "Academic	Administrators	08/01/05	05/12/06

Improvement Period" class in which focused writing benchmarks and CRISS strategies are addressed.	Reading Coaches		
6. Provide a structured writing program using Learning Express during the extended day period.	Administrators Reading Coach Social Studies Coach Media Specialist All 7th and 8th Grade Instructional Staff	08/01/05	05/12/06

Research-Based Programs

Instructional Textbook; McDougall-Littell and Glencoe.

Additionally, research-based strategies will include implementation of CRISS.

Professional Development

Staff development will be provided to all writing teachers on using the School Improvement Zone organizational structure. Professional development will be provided to teachers and appropriate staff during the extended professional development day and Saturday. Trainings will include instruction for intervention programs, assessments used throughout the school year, FCAT writing strategies, an understanding of the U-6 scoring rubric and Learning Express. All new and beginning teachers will receive ongoing mentoring and classroom support through observations of the implementation of writing activities in their classrooms from reading and social studies teachers.

The school site reading leaders will provide on-going professional development to teachers in grades six through eight for the implementation of best practices in differentiated instruction and the use of the Continuous Improvement Model during individual planning periods.

Evaluation

Formative site-authored biweekly assessments will be administered by classroom teachers along with assessments that will be generated by the district for all students. The data provided by biweekly assessments will be used to drive classroom instruction and will be revisited throughout the year to ensure mastery of Sunshine State Standards. The final evaluation will be determined by administration of the 2006 FCAT Writing Plus Test.

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 4 STATEMENT:

Increase the science performance of all No Child Left Behind (NCLB) populations.

Needs Assessment

An analysis of the 2005 FCAT Science test indicate the lowest performance in the content cluster is Earth/ Space. Results also indicate from previous years that there has been a steady decrease in this area. This shows a greater need to focus in this area. Although Madison's 8th grade students have shown a steady increase in the content clusters of Physical/ Chemical and Life/ Environmental, we still are below district and state percentages. There was however an increase in Scientific Thinking. As a result, we need to increase our scores for all of the four science content clusters.

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), the percentage of the total number Madison students in the eighth grade will increase their performance on the administration of the 2006 FCAT Science Test in order to meet or exceed the District Mean Scale Score.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Utilize the Coaching Model to focus on science through coaching and mentoring science teachers.	Administrators Science Coach	08/01/05	05/12/06
2. Offer a variety of instructional strategies to include CRISS and differential instruction in order to meet the needs of all students.	Administrators Science Coach Science Teachers	08/01/05	05/12/06
3. Monitor bi-weekly assessments via the Continuous Improvement Model (CIM) in order to Continue to review disaggregated data and monitor progress.	Administrators Science Coach Science Teachers Exceptional Student Education Teachers	08/01/05	05/12/06
4. Create science curriculum maps, based on an analysis of 2005 FCAT data.	Administrators Science Coach Science Teachers	08/01/05	05/12/06
5. Implement technology during classroom instruction a. Sci-Tec Virtual Learning b. FCAT Explorer c. Riverdeep's Logal Science Program	Administrators Science Teachers Computer Technician	08/01/05	05/12/06
6. Implement small group learning centers utilizing rotations. a. lab activity b. computer science program c. small group instruction d. whole group instruction	Administrators Science Coach Science Teachers	08/01/05	05/12/06

7. Utilize common planning, grade level pre-test, midterm and final exams to analyze data and guide instruction to meet student needs.	Administrators Science Coach Science Teachers	08/01/05	05/12/06
8. Implement supplementary resource materials in order to improve reading, writing and vocabulary strategies in science classroom instruction.	Administrators Science Coach Science Teachers Exceptional Student Education Teachers	08/01/05	05/12/06
9. Engage students in science learning through fieldtrips	Administrators Science Coach Science Teachers Exceptional Student Education Teachers	08/01/05	05/12/06

Research-Based Programs

Instructional Textbook; Glencoe. Also, additional resource materials will include: Riverdeep, and Logal Science Program

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day and Saturday. Trainings will include: hands on Inquiry-based labs and activities to support SSS benchmarks; instruction for intervention programs, and assessments used throughout the school year.

Evaluation

Formative site-authored biweekly assessments will be administered by classroom teachers. The data provided by biweekly assessments will be used to drive classroom instruction and will be revisited throughout the year to ensure mastery of Sunshine State Standards. The final evaluation will be the 2006 FCAT Science Test.

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 5 STATEMENT:

To increase communication and parental involvement making them partners in order to achieve high academic standards.

Needs Assessment

Parents need to monitor the daily interactions of their child and participate in home learning assignments. The level of parental involvement for the 2004-2005 school year was well below ten percent as reflected in parent attendance logs for events such as Open House, Family Literacy Night, Bi-lingual Parent Meetings, and Title I and PTSA meetings. An analysis of parental involvement in school-sponsored activities indicates that both the number of activities and the number of parents attending these activities has decreased. The number of parents decreased from 1269 in 2004 to 535 in 2005 due to decreased student enrollment. To reverse this trend, the following needs have been identified: the need for more school/home communication, especially to our LEP and SWD parents and the need for more school-sponsored events to provide additional support to assist parents in promoting literacy at home.

Measurable Objective

Given school-wide focus on the need for increased parental involvement, parent participation in school events will increase by five percent when data for 2005-2006 is compared to data for 2004-2005 as documented by parent attendance logs for school and community events.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. As part of the Increase positive parent-school communication through the use of student progress reports, flyers, report cards, newsletters, parent-teacher conferences, homevisits and the Madison Middle School's website.	Administrators Media Specialist and Computer Specialist	08/01/05	05/12/06
2. Encourage parents' active participation in PTSA, EESAC, Title 1 PAC/DAC, IEP and AIP meetings.	Administrators PTSA President and PTSA executive board members	08/01/05	05/12/06
3. Improve advertisement of all activities through the publication of a monthly parent calendar and newsletter to promote parent participation in school events.	Administrators Media Specialist Community Involvement Specialist School Social Worker Reading Coach Math Coach	08/01/05	05/12/06
4. Plan and implement a variety of workshops and activities that provide parents with strategies and techniques to support student achievement.	Administrators Community Involvement Specialist Leadership team members PTSA Executive Board Members Reading Coach Media Specialist	08/01/05	05/12/06

	<p>Math Coach</p> <p>Social Worker</p>		
5. Develop Academic Improvement Plans (AIP) for those students who are not meeting grade level standards and schedule conferences collaboratively with parents to support improved student performance.	<p>Administrators</p> <p>Leadership team members</p>	08/01/05	05/12/06
6. Provide information regarding student academic achievement and will assist with monitoring attendance via parental phone calls and conferencing.	<p>Administrators</p> <p>Student Services Department</p> <p>Support personnel</p>	08/01/05	05/12/06
7. Conduct informational sessions for parents in the following areas: FCAT test strategies, Parent Resource Center, Community Involvement, Personal Growth, Student Performance.	<p>Administrators</p> <p>Grade Level Team Leaders</p> <p>Student Services Department</p> <p>Reading Coach</p> <p>Math Coach</p>	08/01/05	05/12/06
8. Provide and maintain a Parent Resource Center with instructional materials and activities that support student learning and achievement.	<p>Administrators</p> <p>Media Specialist</p> <p>Community Involvement Specialist</p> <p>Reading Coach</p> <p>Math Coach</p>	08/01/05	05/12/06
9. Provide information and encourage participation relative to the District Parent Academy and other literacy initiatives that promote personal growth for parents.	<p>Administrators</p> <p>Community Involvement Specialist</p> <p>Reading Coach</p> <p>Math Coach</p> <p>Media Specialist</p>	08/01/05	05/12/06

Research-Based Programs

National Standards of Parental and Family Involvement Program Passport to Success
Parents as Partners in Reading

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day and Saturday. Additional training will be offered by the Community Involvement Specialist (CIS) and School Social Worker. Trainings will include: Miami-Dade County Public Schools Parent Volunteer Training; EESAC Training; FCAT Test Taking Strategies and Parenting Skills. Bi-Lingual Parent Meetings for Spanish and Creole speaking parents will be offered in order to assist all parents representing the demographic make-up of the school student population.

Evaluation

This objective will be evaluated by attendance logs at various Title 1 parent meetings, PTSA meetings and parent inservice trainings, programs and activities.

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 6 STATEMENT:

Madison Middle School will reduce the number of students placed on outdoor suspensions.

Needs Assessment

According to Miami-Dade County's statistics, Madison Middle School has a high incident rate of crimes when compared to other middle schools. As a result, there is a high outdoor suspension rate due to the number processed using guideline 12 from crimes committed off campus as well as a high suspension rate due to crimes which occur on campus and/or for fighting.

Measurable Objective

Given school wide focus on the need for students to be in school 180 days a year, the number of students placed on outdoor suspension will decrease by 10 percent when the suspension reports for 2005-2006 are compared to the suspension reports from 2004-2005.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Schedule student assemblies at the beginning of the year and on-going in order to provide students with information regarding incentives and consequences regarding behavior.	Administrators Grade Level Team Leaders SCSI Instructor School Resource Officer Student Services Department All instructional staff Security monitors	08/01/05	05/12/06
2. Monitor incident reporting and the number of suspensions as indicated by the District report and attendance bulletins, will be monitored by the administrative team and the student services department.	Administrators SCSI Instructors Student Services Department Grade Level Team Leaders All instructional staff	08/01/05	05/26/05
3. Create FAB's and BIP's for Exceptional Student Education Students.	Administrators ESE Program Specialist Exceptional Student Education Teachers	08/01/05	05/12/06
4. Conduct school presentations on violence prevention will be conducted by the School Resource Officer.	Administrators School Resource Officer All Instructional Staff	08/01/05	05/12/06

5. Conduct all District mandated fire and safety drills on a monthly basis.	Administrators	08/01/05	05/12/06
6. Implement alternative strategies to reduce suspensions.	Administrators SCSI Instructors Student Services Department All instructional staff	08/01/05	05/12/06
7. Implement and monitor the Transition Academy.	Administrators Student Services Department Career Specialist All Instructional Staff Reading Coach Math Coach	08/01/05	05/12/06

Research-Based Programs

Character Education, Safe Drug Free Schools

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day and Saturday. Trainings will include: classroom management and peer mediation training for counselors and students. Additionally, Title I Parent Meetings will include a focus on discipline. Finally, Through the School Improvement Zone(SIZ) Transition Academy, 6th grade teachers are using Classroom Inc. during the Academic Improvement Period (AIP). Teachers have been provided with initial and follow-up training.

Evaluation

Evaluation of this goal will be evaluated by monitoring suspension reports in addition to daily attendance bulletins.

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 7 STATEMENT:

Increase the technology literacy of students in all grade levels. All classrooms at Madison Middle School will house six to eight computers for student use via classroom learning centers.

Needs Assessment

The use of technology during the 2004-2005 school year was limited due to wiring and hardware complications. Although computers were purchased and installed throughout the school, the lack of drops and wiring posed a serious problem to on going use of the computers. Thanks to the QZAB grant along with assistance from OIT, Madison Middle School will implement the use of six to eight computers in each classroom which will be used to run technology researched based programs.

Measurable Objective

Given school wide focus on the need for technology, the number of computers in each classroom will increase from zero to eight and utilization of research-based programs by 50 percent when compared to the number of computers, utilization of technology programs and utilization of research programs from the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement technology in all content areas.	Administrators Media Specialist Computer Specialist All instructional staff	08/01/05	05/12/06
2. Ensure that adequate access is available to all students and teachers.	Administrators Media Specialist Computer Specialist	08/01/05	05/12/06
3. Provide ongoing professional development and support for computer program and computer usage.	Administrators Media Specialist Computer Specialist Professional Development Team	08/01/05	05/12/06
4. Implement utilization of the District's Electronic Gradebook.	Administrators Computer Specialist All Instructional Staff	08/01/05	05/12/06
5. Provide technical support in a timely manner.	Administrators Media Specialist Computer Specialist	08/01/05	05/12/06

Research-Based Programs

Scholastic's Read 180, Reading Plus, Riverdeep, Sci-Tech, Classroom Inc., Classworks, are research based technology programs which will be used to enhance classroom instruction. The National Educational Technology Standards(NETS) will also be used.

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day and Saturday. Trainings will include staff development on all technological research based programs.

Evaluation

Read 180, Read XL, Riverdeep, Sci-Tech, Learning Express, FCAT Explorer and Edusoft reports will be used to monitor implementation of the technology plan as well as student sign-on reports and informal observations. Equipment survey will be used to count and compare the number of computers for the 2005-2006 school year as compared to the 2004-2005 school year.

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 8 STATEMENT:

Physical education provides students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities.

Needs Assessment

To properly assess both student fitness performance and programmatic success, it is recommended that all schools administer a pre- and post-test to determine student baseline measures. Student health-related fitness is assessed through the implementation of the FITNESSGRAM program.

Madison Middle School will use the previous year's FITNESSGRAM assessment data to determine the percentage of students who met the minimum health-related standards.

Measurable Objective

Madison Middle School will achieve an annual increase of 3 percent award recipients as measured by the FITNESSGRAM, based on the previous year's percent of award winners as compared to recipients for the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Administer and monitor a pre-test and post-test data which will provide valid measures of students improvement. This will further provide feedback to the physical education teacher as to whether or not their individual instructional program is effective in meeting the stated goals and objectives.	Administrators Physical Education Teacher	08/01/05	05/12/06
2. Create exercise activities designed to improve the physical fitness of the students enrolled in the physical education program.	Administrators Physical Education Teacher	08/01/05	05/12/06
3. Ensure that sufficient instructional time is allocated to activities that emphasize improvement in cardiovascular, flexibility, muscular strength and endurance.	Administrators Physical Education Teacher	08/01/05	05/12/06
4. Develop an action plan to ensure all fitness goals and objective are met.	Administrators Physical Education Teacher	08/01/05	05/12/06

Research-Based Programs

The Fitnessgram is the researched based program used to assess physical fitness.

Professional Development

The physical education teacher as well as the administrator responsible for monitoring the fitness of all students, will participate in FITNESSGRAM training.

Evaluation

Madison Middle School will administer the FITNESSGRAM, health-related fitness test. Individual student data will be input, with a prescriptive report being printed out for each student. One copy will go in the student's portfolio and another copy will be sent home to parents. Results will be compared to previous years data.

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 9 STATEMENT:

Increase student participation in academic and vocational elective classes as well as enrichment activities.

Needs Assessment

An analysis of the 2005 FCAT data indicates that 23 percent of all students met high standards in mathematics and 20 percent in reading. There is a need to improve performance in these areas.

Measurable Objective

Given instruction using the Sunshine State Standards, students will improve their reading and mathematics skills as evidenced by meeting and exceeding the District mean scale score as measured by data from administration of 2006 FCAT examination. As a result, there will be increased opportunities for all students to take elective and special area classes.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide tutorial opportunities for targeted students (lower 25% and bubble students)utilizing Reading Coaches and Support Specialist to provide and assist in the implementation of intensive instruction focusing on remedial and intervention lessons.	Administrators Reading and Math Coaches Instructional Staff	08/01/05	05/12/06
2. Implement before, after-school and Saturday tutorial sessions.	Administrators Selected Teachers	08/01/05	05/12/06
3. Schedule all students for 50 minutes daily reading class, "Critical Thinking Class" in which focused reading benchmarks are addressed and evaluated.	Administrators Reading Coaches All Instructional Staff	08/01/05	05/21206
4. Offer a variety of instructional strategies that include differential instruction in order to meet the needs of all students.	Administrators All Instructional Staff	08/01/05	05/12/06
5. Utilize disaggregated data and progress monitoring assessments via the Continuous Improvement Model (CIM).	Administrative Team Leadership Team All Instructional Staff	08/01/05	05/12/06
6. Conduct FCAT test strategy information session for parents	Administrators Leadership Team Reading and Math Coaches	08/01/05	05/1206
7. Coach and mentor Level 2 "bubble" students.	Administrators Reading and Math Coaches Support Personnel	08/01/05	05/12/06
8. Promote electives and enrichment course	Administrators	08/01/05	05/12/06

offerings via transition academies and articulation programs.	Student Services Department Reading and Math Coaches All Instructional Staff		
9. Increase the number of referrals to the gifted program	Administrators ESE Program Specialist All Instructional Staff	08/01/05	05/12/06
10. Utilize CRISS Strategies in the classroom to help students improve their FCAT scores.	Administrators Reading Coach Mathematics Coach Student Services Department All Instructional Staff	08/01/05	05/12/06

Research-Based Programs

McDougall-Littell Language of Literature, Scholastic READ 180 (textbooks and software), Scholastic READ XL. , Glencoe Mathematics Application and Concepts Florida Textbook series, Riverdeep.

Professional Development

CRISS Training, FCAT Explorer, Riverdeep, Curriculum Mapping. Continuous Improvement Model, Student Performance Indicator Training (SPI), and Linking Data to Instruction

Evaluation

Biweekly assessments and quarterly assessments in reading and mathematics will be administered by classroom teachers to all students. The data provided by biweekly assessments will be used to drive classroom instruction and will be revisited throughout the year to ensure mastery of said Sunshine State Standards. In addition students who are achieving at a FCAT level 1 or 2 will be monitored through the assessments provided by the READ 180 program and will be administered the Oral Fluency Probe four times throughout the year with the Diagnostic Assessment of Reading being given to those students who have not shown significant gains on previous Oral Fluency Probes. The data provided by the Oral Fluency Probe will allow us to monitor the reading growth of our students and allow for necessary reading interventions. The evaluations and needs assessments used must correlate. Also, evaluation will be determined by administration of the 2006 FCAT Mathematics and Reading Tests.

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 10 STATEMENT:

By the 2008-2009 school year, Madison Middle School will rank at or above the 90th percentile statewide in the ROI Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Madison Middle School ranked at the 50 percentile on the state of Florida ROI Index.

Measurable Objective

Madison Middle School will improve its ranking on the State of Florida ROI index publication from the 50 percentile to the 60 percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Become more informed about the use of financial resources in relation to school programs.	Administrative Team	08/01/05	05/26/05
2. Collaborate with the district on resource allocation.	Administrative Team	08/01/05	05/26/05
3. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks	Administrative Team Parent/Teacher/Student Association	08/01/05	05/26/05
4. Consider shared use of facilities, partnering with community agencies.	Administrative Team Parent-Teacher-Student-Association	08/01/05	05/26/05

Research-Based Programs

McDougall-Littell and Glencoe, Scholastics READ 180 (textbooks and software), Scholastic READ XL, Reading Plus, Destination Math by Riverdeep, PLATO learning and the Continuous Improvement Model (CIM) are examples of research-based programs which will be used to yield a higher return on investment.

Professional Development

Persons responsible will attend trainings conducted by the district which focus on community involvement, Dade Partners, grant-writing, budget and internal funds.

Evaluation

Madison Middle School will generate a higher ranking on the State of Florida ROI index publication increasing from the 50 percentile to the 60 percentile as evidenced by the next publication of the index.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

Training:

Instructional Materials:

Technology:

Staffing:

Student Support Services:

Other Matters of Resource Allocation:

Benchmarking:

School Safety & Discipline:

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent