



2007 – 2008

SCHOOL IMPROVEMENT PLAN

School Name: MADISON MIDDLE SCHOOL

District Name: Dade

Principal: Dr. Tonya S. Dillard

SAC Chair: Ms. Kelly Welsh

Superintendent: Rudolph F. Crew, Ed.D

Date of School Board Approval: Pending School Board Approval

**Jeanine Blomberg,
 Commissioner**
 Florida Department of
 Education
 325 West Gaines Street
 Tallahassee, Florida
 32399



**Cheri Pierson Yecke,
 Chancellor**
 K-12 Public Schools
 Florida Department of
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 325 West Gaines Street
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VISION/MISSION/BELIEF STATEMENTS

VISION STATEMENT

The vision of Madison Middle School is to provide a rigorous and relevant educational program that strategically engages relationships between the school, students, parents, and community in order to empower all students to reach beyond their highest potential.

MISSION STATEMENT

Anchored by the continuous improvement framework, Madison Middle School will provide a safe, nurturing and highly effective learning environment that prepares all students to successfully transition to senior high school empowered with the fundamental skills to become life-long learners and productive citizens in a global society. We will commit the necessary tools and effort to ensure that all students are proficient in each subject area while developing strong character.

The School Improvement Zone has set five goals for each “F” school with site specific strategies to be developed through collaboration with highly qualified staff and these goals will be achieved at Madison Middle School:

- :
- No grade below “C”
 - Reading Improvement
 - Mathematics Improvement
 - Writing Improvement
 - Science Improvement

Additionally as a Repeat “F” school Madison Middle School will:

- Increase the number of reading and mathematics coaches, one per grade level
- Implement 6th Grade Teams in a separate cluster of the school building organized with a distinct administrative and student services team.
- 6th grade students will be enrolled in a transition course that will utilize Tools for Success and Classroom Inc curriculum materials to support independence and academic achievement and will have smaller class sizes with differentiated instruction to address individualized learning needs.
- 6th Grade Orientation will be a function previous to school opening and will be developed in collaboration with student services, parents, community, and schools to introduce the transition to high school and pupil progression requirements, SES service providers, school site tutorial services, and other unique programs which will provide individualized academic assistance.
- 6th grade students and parents will be required to sign a contract which will outline the commitment of M-DCPS to provide academic enrichment for each student.
- All students will be enrolled in Science with appropriate support materials and professional development for teachers.
- The Principal will be retrained in a structured, organized five minute walk-through to observe the evidence of high quality instructional delivery on a daily basis.
- Reform programs will be implemented in each “F” feeder pattern as part of Secondary School Reform, and may include such programs as HSTW, AVID, and the College Board.
- Vertical articulation activities will be expanded to include reform programs put in place, added rigor and development of new strategies for academic achievement, and

a Professional Learning Community to look at student work.

- Unique college and university partnerships will be developed through the feeder pattern to promote academic achievement, rigor, and for the development of career goals.
- Implementation of a new attendance program outlined by M-DCPS will address school tardiness and truancy.

- Participate in the HSTW feeder pattern initiative. The Division of Student Services will assist schools in the transition into the new school reform, High Schools That Work, which will impact all students. During the 2006-2007 school year, Miami Central Senior High School participated in the HSTW assessments of reading, mathematics, and science. The data collected from this assessment will be used during 2007-2008 to develop measurable goals and benchmarks. The District will conduct activities during the 2007-2008 school year to infuse the HSTW ten key practices throughout the feeder pattern: A member of the Southern Regional Education Board (SREB) will conduct professional development for all instructional personnel on HSTW key practices prior to the beginning of school. Members of the Student Services department will participate in professional development activities focusing on the HSTW key practice, actively engaging students in learning. Ongoing coaching and site specific staff development will be provided to the instructional staff throughout the 2007-2008 school year by an SREB representative.

SCHOOL PROFILE DEMOGRAPHICS

Student Demographics

Madison Middle School, a Title I Funded School, provides educational services to students in grades six through eight. The enrollment was 772 during the 2006-2007 school year and is expected to increase to 800 during the 2007-2008 school year consisting of 67 percent Black, 32 percent Hispanic and 1 percent White (non-Hispanic). The school has a mobility index of 57 with 89 percent of the student membership receiving free or reduced lunch. Madison Middle School serves 148 Exceptional Education Students including students who are Educable Mentally Handicapped (EMH), Severely Emotionally Disturbed (SED), Physically Impaired (PI), Profoundly Mentally Handicapped (PMH) and Specific Learning Disabled (SLD). Approximately 32 percent of all SPED students receive instruction through an inclusion model. The school promotes rigor throughout the curriculum by offering advanced courses at every grade level in the areas of Language Arts, Mathematics, Science and Social Studies. Students are also afforded the opportunity to receive high school credit in Honors Algebra I and Honors Earth/Space Science.

In addition, the school has a Gifted Program that utilizes the interdisciplinary model. The school has 35 English Language Learner (ELL) students who receive Language Arts and Reading instruction through the English for Speakers of Other Languages (ESOL) Program. Students in the school's ESOL Program speak Spanish or Haitian Creole as their first language. The Home Language Assistance Program (HLAP) will provide academic support to ELL students by assigning paraprofessionals to provide individual and small group tutoring in the areas of mathematics, science, social science, computer literacy, and FCAT preparation.

Teacher Demographics

The faculty of 62 professional educators consists of 16 male and 46 female teachers; seventeen of the sixty-two teachers are new to Madison Middle, 17 percent hold master's degrees, and three percent hold specialist degrees. The teaching staff will include three Reading Coaches, three Mathematics Coaches, one Writing Coach, one Science Coach, one Test Chairperson, two Guidance Counselors, one Trust Counselor, one Career Specialist, one SPED Program Specialist, and one Media Specialist. The ethnic composition of the faculty is as follows: 24 percent White, 48 percent Black, 19 percent Hispanic and three percent Asian/Indian/Multiracial. All instructional staff are certified. The regular program Pupil/Teacher ratio was reported as 17:1 on the 2006 School Profile data. An analysis of the staff characteristics published in the 2005-2006 School Profile Report indicate the average number of years teaching in Florida at four years and the percent of teachers new to the school during that year at 27% with 13% reported as beginning teachers. The average salary for instructional staff was reported at \$46,338.64.

Attendance Rate/Promotion/Retention Rate

The student attendance rate, as indicated in trend data of the 2005-2006 School Profile Report, is 90%. The school attendance rate improved to 94% during the 2006-2007 school year. Upon further analysis of the School Profile Report, available data indicates that 18 students had perfect attendance, 201 students were absent between one and five days, 260 students were absent between six and ten days, 181 students were absent between eleven and fifteen days, 135 students were absent between

sixteen and twenty days, and 374 students were absent twenty-one days or more. An analysis of 2005-2006 school profile data indicates the following promotion and retention information; 5% of sixth grade students were not promoted / retained, while 95% of sixth grade students were promoted. 1% of seventh grade students were not promoted /retained, while 99% of seventh grade students were promoted and 2% of eighth grade students were not promoted / retained, while 98% of eighth grade students were promoted.

Feeder Pattern

Madison Middle School is a “feeder” middle school for the following elementary schools within the District’s Regional Center 3; Arcola Lakes, Broodmoor, Henry E.S. Reeves, Lakeview, Miami Park, Westview, West Little River and Van E. Blanton Elementary. The Feeder High School for Madison Middle is Miami Central High School. To meet the requirements of a reform model for the feeder patterns, and to provide appropriate articulation, High Schools That Work (HSTW) is utilized at Central High School. Madison Middle School will institute small-learning communities by creating interdisciplinary academic teams at every grade level. These teams will consist of four core teachers (language arts, mathematics, science, and social studies) who will share common students and planning time for the purpose of creating a more student-centered, rigorous and relevant curriculum.

Madison Middle School will provide exploratory thematic units based on the career/professional academies offered at Miami Central. This will provide students with greater exposure to career opportunities offered at the feeder high school. Miami Central High School offers the following career academy themes: Academy of Information Technology, Bio-medical, School-to-Career and Entrepreneurship, Law and Public Affairs, and Sports and Marketing Management. To address the unique needs of sixth grade students, Madison Middle School will establish a sixth grade transition academy that will include an orientation for students and parents prior to the opening of school. As part of the sixth grade transition academy, students will complete the Classroom, Inc. curriculum, a course designed to incorporate team building/cooperative learning, and leadership development. All lessons incorporate literacy skills, home-learning/parent components and accommodations for diverse learners. The lessons are aligned with the Comprehensive Student Services Program PK-Adult Standard Development Framework, Sunshine State Standards, FCAT Benchmarks, and the Competency-Based Curriculum. The School Advisory Council, referred to within M-DCPS as the Educational Excellence School Advisory Council (EESAC), is the sole body responsible for final decision making at the school site. Activities and duties of EESAC members include; meeting monthly to review the school’s academic progress towards achieving SIP objectives and making decisions regarding the allocation of EESAC funds to support student achievement.

Unique Issues/Areas of Concern

Madison School, has had inconsistent school performance progress including being designated as an F school twice within the last four years (2004 and 2007), and designated as a D in 2005 and a C in 2006. Madison Middle School has never met Adequate Yearly Progress as required by the indicators outlined in No Child Left Behind (NCLB). Although the percent of students meeting proficiency in reading, mathematics, writing and science has shown consistent improvement over the last

four years, almost three-quarters all students attending Madison Middle School are still performing below grade level in reading and mathematics and ninety percent of eighth grade students did not meet proficiency in science on the 2007 FCAT. The school seeks to rise to the challenge of closing the disparaging achievement gap and provide a safe, nurturing and highly effective learning environment that prepares all students to successfully transition to senior high school empowered with the fundamental skills to become life-long learners and productive citizens in a global society.

School & Community Partners

Madison Middle School has a Washington Mutual Parent Resource Center located in the Student Services building. The activities of the Parent Resource Center (PRC) are coordinated by a Title I funded Community Involvement Specialist. The PRC is equipped with resources for families, including computers, software, audiovisual and print materials all designed to assist parents with the acquisition of parenting skills, technology skills, and academic information. As a Full Service School, Madison Middle School is able to offer a variety of social and medical services to students and their families, including immunizations, counseling, and vision and hearing screening. Madison Middle School has a partnership with the Belafonte Tacoley Center to provide an alternative to outdoor suspension. Before and afterschool programs are made possible through a partnership with the Youth Co-Op, Inc. South Florida All Stars and the M-DCPS Middle School Enrichment Programs. Youth Co-Op and All Stars provide extended learning opportunities that address life skills, recreation, reading enrichment, visual and performing arts, and technology. Madison Middle School partnered with Title Supplemental Educational Service (SES) providers including Rocket Learning, Inc. to provide tutoring to students eligible to receive free or reduced lunch. Selected Madison Middle School students will continue to participate in the Dell Techknow Program designed to expose students to the design and technology of computers. Dell Corporation will provide refurbished computer parts that students will utilize in order to learn how to repair and build computers. Each participating student will ultimately own the computer once they complete the repair and/or building of the refurbished desktop computers.

SCHOOL MATCH

Based on information provided by The Florida Department of Education on middle schools with higher performance levels, yet similar demographics, Madison Middle School will work in collaboration with Lawton Chiles Middle School (LCMS) in Miami, Florida. LCMS was designated as a "B" school in 2007 and the student population is diverse with 58% receiving Free or Reduced Lunch and a 94% Minority Rate. It is anticipated that Madison Middle will benefit from the collaborative relationship with LCMS. Madison Middle School will establish a learning community with LCMS that will include the following professional development activities:

- Participate in ongoing collegial conversations with the administrative and leadership teams;
- Observe teachers working together to integrate curriculum through interdisciplinary themed units;
- Observe teachers implementing rigorous and relevant instruction aligned to the Sunshine State Standards;
- Review curriculum maps and instructional focus calendars;
- Compare and monitor results of benchmark and interim assessments;
- Provide opportunities for leadership team and teachers to participate in site visits to LCMS and invite LCMS to Madison Middle School to provide feedback and to share best practices.

QUALITY STAFF

Highly Qualified Administrators

Dr. Tonya Dillard 152553 Principal

Tonya Dillard , principal of Madison Middle School is a highly qualified administrator with certification/endorsements from the Florida Department of Education in the following areas: Educational Leadership K-12, School Principal, Middle Grades Endorsement, Mathematics 6-12, and Middle Grades Mathematics 5 – 9. Her educational qualifications include the following: Doctorate in Educational Leadership from Nova Southeastern University (NSU) concentration – Reading/Staff Development, Master of Science in Mathematics Education also from NSU, and Associate and Bachelor degrees in Business Administration from University of Florida and Florida A & M University, respectively. Since joining M-DCPS in 1985, she has worked as a math teacher at Miami Jackson Senior, Ponce de Leon Middle, Miami Springs Senior and in 1994 she was assigned as a Title I Curriculum Specialist at Little River Elementary. In 1996, she was promoted to Assistant Principal of Ernest Graham Elementary where she was the assistant principal assigned to Language Arts, Mathematics, and Testing supporting the continuous improvement goals and strategies leading to the improvement in the school’s letter grade from D to A over a two-year period. Six years later she became Temporary Principal of Henry Reeves Elementary, providing leadership to help guide Reeves Elementary (a quadruple “D” school at the time) to its first letter grade of “C”. Before joining Madison Middle in July, 2006, she served as the principal of Springview Elementary where she provided facilitative leadership whereby the school maintained “A” status for 4 consecutive years and improved its Adequate Yearly Status (AYP) to meet all No Child Left Behind (NCLB) indicators 2004, 2005, and 2006. Springview Elementary was also recognized by M-DCPS and received performance pay in 2006 for achieving learning gains on the FCAT that ranked within the top 3 elementary schools in Regional Center 3. In July 2006, Dr. Dillard joined Madison Middle School as principal where the school has made great strides in the area of student attendance by increasing student attendance to 92% in 2006 – 2007 compared to 88% the previous year. On the 2007 FCAT the percent of students achieving level 3 or higher in reading and math improved by 5 and 1 percentage points, respectively. In addition, when comparing the results of 2006 and 2007 FCAT, the percentage of students scoring level 1 in reading and math decreased in all grade levels as follows: Grade six – 6 (reading) and 10 (math) percentage points, respectively; Grade seven – 13 and 14 percentage points, respectively; Grade eight – 3 and 9 percentage points, respectively. Since becoming an administrator in 1996, Dr. Dillard has been recognized as Region I Assistant Principal of the Year, M-DCPS Assistant Principal of the Year 1st Runner-up, and Media One National Award for Outstanding Educators in Technology. She has served on numerous district and regional center task forces and focus groups as well as served as a mentor principal.

Leonardo Mouriño 188092 Assistant Principal

Leonardo Mourino, assistant principal at Madison Middle School is a proactive and creative administrator with over 11 years of educational leadership experience. Mr. Mouriño is currently working towards completing a Doctoral Degree in Educational Leadership from Nova Southeastern University. He was awarded a Master of Science Degree in Early Childhood Education from Florida International University and a Bachelor of Science Degree in Psychology from the University of Miami. As a well-rounded administrator, he has two and a half years experience as a middle school assistant principal, 8 years as an elementary school assistant principal and one and a

half years experience as a curriculum and technology Educational Specialist for Title I in Regional Center II. He spent three years as a classroom teacher of Kindergarten, First grades, and as a Higher Order Thinking Skills (HOTS) facilitator for at-risk fourth and fifth grade students. Mr. Mouriño transferred to Madison Middle School in August 2006. He comes to Madison Middle School from Thena C. Crowder Elementary where 88 percent of students in the lowest 25 % made learning gains. Mr. Mourino is the administrator assigned to the SPED department at Madison Middle where 32% of SPED students receive instruction through the inclusion model. Mr. Mouriño is the recipient of numerous awards, commendations, acknowledgements, and recognitions from the school and District level, as well as various other professional and/or local organizations, throughout his career. As evidenced by the range of professional experiences and demonstrated results, Mr. Mouriño is a highly qualified assistant principal. He believes that the implementation of a strong Continuous Improvement Model allows for the input of all stakeholders, strong communication, and flexibility to help improve student achievement. Finally, his vision is student focused and data-driven.

In 2004, The “Dade County Council PTA/PTSA” honored Mr. Mouriño by selecting him to be the recipient of the “District PTA/PTSA School House Assistant Principal of the Year Award.”

Gina Spicer 175266 Assistant Principal

Gina Spicer, assistant principal at Madison Middle School received her Bachelor of Arts Degree from Florida Agricultural and Mechanical University and a Masters of Science Degree in Educational Leadership from Nova Southeastern University (NSU). She has completed research at Harvard University and is currently a doctoral student at NSU. Before joining Madison Middle School, Ms. Spicer taught Language Arts at several middle schools and has worked as the College Placement Advisor at Northwestern Senior High School. Ms. Spicer joined Madison Middle School as an assistant principal in 2006. Ms. Spicers' administrative responsibilities include providing leadership to the Language Arts/Reading Department where students showed an increase of five percentage points on the 2007 Reading FCAT. In addition, when comparing the results of the 2006 and 2007 FCAT, the percentage of students scoring level 1 in reading decreased in all grade levels as follows: Grade six – 6 percentage points; Grade seven – 13 percentage points; Grade eight – 3 percentage points.

Jodye Scavella 213567 Assistant Principal

Ms. Scavella has nine years of teaching experience in the middle school setting. Jodye Scavella joined Madison Middle School four years ago as a Math teacher and was later assigned the position of Math Coach. During her tenure as Math Coach, Madison Middle School improved its school grade from “D” to “C”. She started as a eighth grade mathematics teacher than advanced to the school’s Mathematics Coach. Ms. Scavella was promoted to Assistant Principal at Madison Middle School in August 2007. Ms. Scavella’s administrative responsibilities include providing leadership to the Mathematics Department where students showed an increase of one percentage point on the 2007 Mathematics FCAT. In addition, when comparing the results of the 2006 and 2007 FCAT, the percentage of students scoring level 1 in mathematics decreased in all grade levels as follows: Grade six – 10 percentage points; Grade seven – 14 percentage points; Grade eight – 9 percentage points.

Ms. Scavella is also the administrator assigned to address student attendance and truancy. Madison Middle School made great strides in the area of student attendance by increasing student attendance to 92% in 2006 - 2007 compared to 88% the previous year. Prior to joining Madison Middle School, Ms. Scavella taught mathematics at Richmond Heights Middle School. During her years as a teacher, she served in various leadership capacities and received numerous awards and recognitions. Jodye Scavella is a highly qualified administrator with certification from the Florida Department of Education. She is certified in Middle Grades Mathematics 5-9 and Educational Leadership. Ms. Scavella holds a Masters Degree in Mathematics Education and is a doctoral student at Barry University studying Leadership specializing in Educational Computing Technology.

Recruitment/Retention of Highly Qualified Teachers

CRP #7. Leadership/ Mentoring

Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of reading teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advanced contracts are also offered to all highly qualified candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of M-DCPS. To ensure the retention of reading teachers, support through professional development that strengthens the knowledge base in reading, access to mentor teachers and collaboration with colleagues will be utilized.

[Show attached staff list](#)

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

Madison Middle School's School Wide Improvement Model (SWIM)/Leadership team will be comprised of the Principal, Assistant Principals, Academic Coaches, EESAC Chairperson, Department Chairpersons and Team Leaders. The SWIM/Leadership team will implement the school-wide improvement model which is Florida's 8-Step Continuous Improvement Model (FCIM) in the following manner:

Data Disaggregation

- Data collected from the Spring 2007 FCAT Administration along with that collected from the on-going Bi-weekly, School Improvement Zone Monthly, and Interim Assessments will be disseminated to the entire faculty and staff for review.
- The baseline data from the Spring 2007 FCAT administration will be used to schedule students who are Level 1 in reading and/or math into an intensive reading and/or math course, students who are Level 2 in reading and/or math into an intensive reading and/or math course, and students scoring in the Lowest 25th percentile into daily Academic Improvement Literacy Block. In addition, students in the bottom quartile, as well as students who are on the cusp of moving from Level 1 to 2 or Level 2 to 3, have been identified for, reading, math and/ or science pull-out tutorials that will provide students with instruction on the SSS FCAT Reading, Math and/ or Science tested benchmarks.
- The baseline data from the Spring 2007 FCAT administration will be used to develop an initial Instructional Focus Calendar and Subject Area Curriculum Maps. Priority will be given to the strands in the various tested clusters which yield glaring deficiencies.
- An initial review of the bi-weekly and School Improvement Zone monthly assessment data will be conducted by the Leadership Team (Administrators, Curriculum Coaches, Team Leaders and Test Chairperson).
- Data from bi-weekly and School Improvement Zone monthly assessments in Reading, Mathematics, Writing and Science will be analyzed and classroom instruction will be revised according to the disaggregated data. Instructional delivery will focus on re-teaching, maintenance and enrichment as evident on the bi-weekly and monthly assessment results.
- The school's Administrative Team (Principal and 3 Assistant Principals) will conduct Data Chats with individual teachers following the bi-weekly assessments and School Improvement Zone monthly to discuss areas of growth and opportunities for improvement for both teacher and students.
- Teachers will conduct Data Chats with students following bi-weekly and School Improvement Zone assessments to inform students of their performance on tested benchmarks.

Instructional Timeline

- The Instructional Focus Calendars will be revised based on assessment results. The revised calendar will be disseminated to all teachers in all disciplines to reinforce the skills being taught in Language Arts, Mathematics, and Science.
- Benchmarks with substantial deficiencies in student performance will be given extensive attention with focus on the development and ongoing revision of the subject area pacing guides.
- Teachers will be required to post the daily instructional focus in all classrooms.

Instructional Focus/Assessment

- Bi-weekly, School Improvement Zone Monthly, District Interim and teacher created assessments will be administered in order to monitor student performance on identified benchmarks.

Tutorials

- Assessment results will be used to provide in-class tutorials by re-teaching deficient benchmarks through small group instruction. Additionally, the After School and Saturday School Tutorial curriculum will be aligned with the School-wide Instructional Focus.
- Before and after school tutorials will be available for all students. In-school pull-out sessions will be implemented in reading, mathematics, science and writing.
- Students who have met mastery (on grade level) will participate in enrichment activities during the school day, as well as during tutorial time.

Enrichment

- Teachers will analyze the data, and group students according to levels of proficiency while providing enrichment.

Maintenance

- Teachers will check for retention of skills by continuing to scaffold during planning and instructional delivery.
- All assessments will include previously assessed benchmarks in an effort to ensure that students are retaining skills.

Monitoring

- The Administrative team, Reading, Mathematics and Science Coaches will monitor the delivery of the instructional focus through frequent classroom visits and observations.
- The Administrative Team and Academic Coaches will conduct Data Chats with teachers after bi-weekly, School Improvement Zone monthly and District Interim assessment in order to identify student areas of strengths, as well as opportunities for improvement on selected benchmarks and to assist the teachers with a plan of action to increase student achievement.
- Administrators, coaches and teachers will maintain data notebooks to chart teacher and student progress.
- Bi-weekly Assessment Data will be disaggregated and monitored for mastery of skills; the Instructional Focus and Curriculum Maps will be revised accordingly.
- Teachers will meet collaboratively to conduct an in depth review of assessment data in an effort to monitor student progress.
- Scholastic Reading Inventory (SRI) test results will be monitored quarterly for students scheduled into Intensive Reading.
- Data for individual teachers by class period will be continuously analyzed to monitor teacher effectiveness for delivering instruction of tested benchmarks.

Likewise, implementation of the FCIM will enable the school's leadership team and

instructional personnel to effectively disaggregate data from the District's interim assessments, school-wide bi-weekly assessments, and various in-school assessments. The results of these analyses will enable the school's leaders to make informed decisions regarding teaching and learning, professional development opportunities, and progress monitoring.

Communication with Parents

Parental communication at Madison Middle School is ongoing and accomplished in numerous ways. The Parent Resource Center (PRC) located in the Student Services building on campus serves as a clearinghouse for information, minutes, and historical data in reference to the PTSA, EESAC, and the School Accountability Board. The PRC is overseen by the Title I funded Community Involvement Specialist (CIS) who conducts monthly parent workshops. The PRC has information available detailing how parents can become involved in and make a difference in their child's education. A needs assessment is conducted at the beginning of the academic year to determine the needs of both students and parents. All services provided are based on the results of the needs assessment and best practices research. Members of the community are utilized to provide some of the services that may be required. Staff from the Office of Parental Involvement, the Office of Community Services, and The Parent Academy collaborates with the school and community to provide classes and support to meet the diverse needs of the school community. The District PTA/PTSA provides additional support and training for the school's local PTA/PTSA. The school provides a monthly parent newsletter in order to keep parents informed about information pertaining to their child and any upcoming activities and/or school events. Periodic messages are also transmitted via telephone using the Connect-Ed system. Teachers, counselors, school social workers, administrators and the CIS often conference with parents in person and by phone to discuss student progress. If needed, home visits often occur. Madison Middle School provides timely information to parents regarding student progress by notifying parents via Connect-Ed whenever a student is absent from a school. Parents are also invited to Progress Monitoring Plan (PMP) meetings whenever their child does not meet academic standards. In addition to report cards and quarterly progress reports, parents receive the results of interim assessments. Written and telephone communications are provided in English, Spanish and Creole. If a language other than Spanish or Creole is spoken, the district provides support from a multi-lingual team. In addition, staff members are available on campus to conduct conferences in the parents' preferred language and to offer translation, as needed. Finally, for parents who prefer technology as a means of communication, the school maintains a website and all staff members are available via email.

[Show attached Public School Notice to parents](#)

[Show attached notification of SINI status](#)

Pre-School Transition

N/A

Teacher Mentoring

CRP #3. Professional Development

The Reading Coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically-based reading research in reading instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data. Reading Coaches and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

The District has an effective plan for clarifying and communicating the proper role for the Reading Coach to school administration, teachers, and Reading Coaches. The Reading Coach will be used for all functions necessary for implementing and maintaining the school's reading program. These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The Reading Coach will not serve as an administrator, substitute or resource teacher and will work with small groups of students when modeling strategies for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction. This communication is assured throughout the entire school year.

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

Likewise, Madison Middle School has developed the following school wide staff development activities:

I. On-Site New/Early Career Mentoring Sessions will be held at the school twice per month. Sessions will cover topics introduced at the M-DCPS New Teacher Orientation, in addition to issues of concern to the new teachers

II. Every new teacher is assigned an on-site mentor who teaches the same subject as the new teacher and will meet monthly to mentor new and early career teachers. If it is determined that the new teacher needs additional support, additional mentor time will be provided.

Teacher Mentor Teacher

Bloom, Stephen David Hardy
Symonette, Winston Judith Jean-Louis

Armanani, Aja Dexter Saunder
 Robinson, Leslie Rosa Gonzalez
 Stokes, Sakeenah Paul Eckley
 Calixte, Wilda Kelly Welsh
 Lewis-Lamonica, Emily Toshia Mitchell
 Barnes, Christina Patricia Mills

III. The school's Academic Coaches (Reading, Writing, Mathematics, and Science) will make weekly classroom visits to new teachers' classrooms. In addition, the coordinator for interdisciplinary teams will also visit new teachers on a weekly basis.

IV. Administrator Training

The following professional development activities will be completed prior to the beginning of school:

- School Improvement Plan Training (July 2007)
- District Assistant Plan Training (July 2007)
- Harvard Principals Institute (Urban School Principal Training, July 2007)

V. Leadership Team Training

The Professional Development Liaison will complete a week-long training to prepare for this essential role (June 2007). The Leadership Team will participate in on-site leadership train-the-trainer activities covering the following topics prior to the opening of school:

- Florida Principal Competencies
- FISH Philosophy of Leadership
- High-Yield Instructional Strategies (based on research by
- Applicable M-DCPS Technical Skills Training

Extended Learning Opportunities

CRP #9. Middle School

Tutoring programs

Before/After School: To ensure that academic needs of the students are being met, articulation will be coordinated between the homeroom/subject area teacher(s) on a weekly basis using the students' assessment data or IEP. The assessment data or IEP will identify specific area(s) of deficiency in phonemic awareness, phonics, fluency, vocabulary and/or comprehension; the desired level of performance, and the instructional support/intervention that is being provided to meet the desired level of performance. Tutoring programs will use instructional materials and/or software that are approved and address the identified area(s) of need.

SCHOOLS GRADED C OR BELOW

Professional Development

Describe the professional development that supports enhanced and differentiated instructional strategies.

The primary goal of staff development at Madison Middle School is to provide training and support that will strengthen the instructional practices of teachers and staff members in order to accelerate

student learning. Prior to the opening of school, teachers will participate in a 5-Day Professional Development session designed to enhance participants' ability to provide and sustain an effective learning environment. Topics covered will include: Promoting Differentiated Instruction and Inclusive Practices, Managing the Learning Environment, Data-Driven Instruction, and High Yield Instructional Strategies (based on research by Robert Marzano),.

Disaggregated Data

Describe the use of student achievement data to determine the effectiveness of instructional strategies.

Madison Middle School's School Wide Improvement Model (SWIM)/Leadership team will be comprised of the Principal, Assistant Principals, Academic Coaches, EESAC Chairperson, Department Chairpersons and Team Leaders. The SWIM/Leadership team will implement the school-wide improvement model which is Florida's 8-Step Continuous Improvement Model (CIM). In August, the school faculty participates in school-wide disaggregation to review and analyze 2007 FCAT demographic data results. As part of the CIM process, grade level and subject area teams will meet weekly to analyze and discuss results from benchmark assessments and to adjust curriculum maps and instructional focus calendars, as needed. The EESAC will meet monthly to monitor and review the progress towards attainment of school improvement goals and strategies.

Informal and Formal Assessments

Describe the type of ongoing formal and informal assessments to be used during the school year to measure student progress

Madison Middle School will administer monthly assessments (Reading, Math and Science) that have been developed by The School Improvement Zone (SIZ). The school will administer monthly benchmark assessments in Reading, Math and Science. The Zone and school assessments will alternate to assure that students are assessed biweekly. Students will complete monthly writing assessments utilizing Learning Express. All FCAT Level 1 Reading Students will complete the Scholastic Reading Inventory (SRI) on a quarterly basis as part of the requirements of the Read 180 Program. Intensive math students will complete quarterly assessments developed by Algebraic Thinking.

SIZ Assessments (Reading, Math and Science) – Monthly

School-developed benchmark assessments (Reading, Math and Science) – Monthly

Learning Express Writing Assessment – Monthly

Scholastic Reading Assessment (FCAT Level 1 Students) – Quarterly

Algebraic Thinking Math Assessments (Level 1 Students) – Quarterly

Oral Fluency Assessment (ORPH) for FCAT Reading Level 1 and 2 Students – 3 times per year

Classroom Assessments - (ongoing)

Alternative Instructional Delivery Methods

Describe the alternative instructional delivery methods that allow you to reach all student subgroups and help to improve their academic achievement.

- o Academic Improvement Period (Extended day program) – Students are strategically leveled and matched to teachers in order to receive specialized smaller group instruction in reading, .

- o Students in the lowest 25% in reading and math receive small group and one-on-one instruction from reading and math coaches.

- o Students performing at Level 3 and above in Reading and Math are assigned to Advanced or Honors classes.

- o Selected SPED students identified by the IEP receive instruction in an inclusion setting. English Language Learner (ELL) Students receive services through the ESOL program and receive additional support in the content area from the Home Language Assistance Paraprofessional.

- o All teachers will be trained to use high yield instructional strategies including, but not limited to Cooperative Learning, summarizing, and nonlinguistic representation.

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the text box below.

In the checkbox below, please indicate which of the ten guiding principles is addressed below.

- Different Innovative Approaches to Instruction
- Responsibility of Teaching Reading for Every Teacher
- Quality Professional Development for Teachers and Leaders
- Small Learning Communities (SLC)
- Intensive Intervention in Reading and Mathematics
- Course Choice Based on Student Goals / Interests / Talent
- Master Schedules Based on Student Needs
- Parental Access and Support
- Applied and Integrated Courses
- Academic and Career Planning

Different Innovative Approaches to Instruction

- School Profile Demographics
- Schools Graded C or Below – Alternative Instructional Delivery Methods
- Reading Strategies
- Mathematics Strategies
- Science Strategies
- Writing Strategies

Responsibility of Teaching Reading for Every Teacher

- School Profile Demographics
- Goal: Reading

Quality Professional Development for Teachers and Leaders

- School Match
- Comprehensive K-12 Research Based Reading Plan- Teacher Mentoring

Small Learning Communities (SLC)

- School Profile Demographics

- Goal: Reading, Mathematics, Science, and Writing

Intensive Intervention in Reading and Mathematics

- Reading Strategies
- Mathematics Strategies
- Extended Learning Opportunities

Course Choice Based on Student Goals / Interests / Talent

- School Profile Demographics
- Comprehensive K-12 Research Based Reading Plan – Extended Learning Opportunities

Master Schedules Based on Student Needs

- Reading Objectives
- Mathematics Objectives
- School Wide Improvement Model
- School Profile

Parental Access and Support

- Goal : Parental Involvement

Applied and Integrated Courses

- School Profile Demographics
- Comprehensive K-12 Research Based Reading Plan – Extended Learning Opportunities

Academic and Career Planning

- School Profile Demographics

GOALS

Goal:	Reading
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Needs Assessment An analysis of the 2007 FCAT data indicates that the percentage of students meeting high standards in reading showed an increase of five percentage points from 21 percent to 26 percent. However, 74 percent of students in sixth, seventh, and eighth grade are still performing below grade level in reading. Specifically, 75 percent of all sixth grade students, 73 percent of all seventh grade students and 86 percent of all eighth students are performing below grade level in reading. Likewise, 2007 FCAT data indicated that the percent of students making annual learning gains in reading decreased 15 points from 62 percent to 47 percent. In addition, the percentage of students in the lowest 25% making learning gains decreased 19 points from 76 percent to 57 percent. Likewise, Adequate Yearly Progress data indicated that the subpopulations of Black, Hispanic, English Language Learners 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. Further 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. Eighth grade students need intensified instruction in Research/Reference and Comparison. Thus, Madison is faced with the challenge of raising the number of students achieving high standards and increasing the percent of students making annual learning gains.

Objective

Given instruction using the Sunshine State Standards(SSS)students will improve their reading skills as evidenced by 58 percent of students in grades six through eight showing learning gains in reading on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards(SSS)students will improve their reading skills as evidenced by 58 percent of African American students in grades six through eight scoring achievement level 3 or above on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards(SSS)students will improve their reading skills as evidenced by 58 percent of Hispanic students in grades six through eight scoring achievement level 3 or above on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards(SSS)students will improve their reading skills as evidenced by 58 percent of Economically Disadvantaged students in grades six through eight scoring achievement level 3 or above on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards(SSS)students will improve their reading skills as evidenced by 58 percent of English Language

Learners (ELL) students in grades six through eight scoring achievement level 3 or above on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards(SSS)students will improve their reading skills as evidenced by 58 percent of Students with Disabilities (SWD) students in grades six through eight scoring achievement level 3 or above on the 2008 FCAT Reading Test.

Strategies

Resturcture and establish grade level academies in order to provide small learning communities for students in grades 6, 7, and 8 across the curriculum.

Implement a 6th grade Transition Academy for the purpose of engaging them in developmentally appropriate activities to acquire knowledge, skills and abilities to promote lifelong career development.

Administer strategic assessments (monthly School Improvement Zone alternating every two weeks with monthly School-Developed Assessment) to monitor student's progress on Sunshine State Standards.

Analyze and revise curriculum maps and instructional focus calendars for all Language Arts and Reading classes based on results of 2007 FCAT Reading Test.

Utilize Read XL curriculum and Reading Plus program to provide instruction for FCAT level 2 students in the Language Arts and Intensive Reading class.

Implement Continuous Improvement Model (CIM) meeting framework to analyze and disaggregate data and set goals for specific targets (student achievement/learning gains) that will involve ongoing structured meetings with administrators, teachers (all subjects) and students.

Utilize the Enterprise READ 180 program (new version) program to provide instruction for FCAT level 1 students including all subgroups.

Strategically schedule Homeroom and Academic Improvement Periods to provide interdisciplinary enhancement and remediation activities based on results of ongoing assessments.

Provide tutorial intervention for students in the lowest 35% (including all AYP subgroups) through the daily Academic Improvement Period, Critical Thinking, Saturday Academy and pullout tutorials provided by Reading Coaches.

Provide ongoing professional development to enhance instructional practices through the use of High-Yield instructional strategies including CRISS, Differentiated Instructional, Reciprocal Teaching and FCAT Task Cards.

Implement Accelerated Reader program to promote independent recreational reading and to strengthen students' reading comprehension skills.

Utilize one Reading Coach per grade level to employ the coaching model (plan with teachers, demonstrate best classroom practices, observe and provide feedback), and conduct data chats (coaches, teachers, support personnel, parents, administrators, and students) to support the core reading program and serve as a mentor to new teachers.

Utilize one Reading Coach per grade level to provide strategic intervention during the school day to students in the lowest 35% (including all AYP subgroups) and targeted students based on results of ongoing benchmark assessments.

Evaluation Scores from the 2008 FCAT Reading will be used to evaluate this objective. In addition, School Improvement Zone Monthly, District Interim, READ 180, SRI, and school-wide bi-weekly assessments will be utilized to monitor progress and drive instruction.

Research-based Programs McDougal Littell state adopted core textbook.
READ 180 Program
Read XL
Jamestown Timed Readers
Compass Odyssey

Professional Development Reading Across the Curriculum
Progress monitoring and data analysis
READ 180 Program
Read XL
Site-Based FCAT Best Practices by Cluster (including FCAT Task Cards and CRISS) and High Yield Instructional Strategies

Highly Qualified Instructors To support teachers seeking reading endorsement, face-to-face reading endorsement classes will be offered on-site for the Corrective Action Schools as well as providing the option of teachers taking Reading Endorsement online through Beacon at Bay County Schools. The School Improvement Zone Curriculum Support Specialist, Madison Middle School Reading Coaches, and M-DCPS District personnel will provide assistance through professional development, in-service training, coaching and modeling activities. Like, academic coaches assigned to the school will regularly visit classrooms to support teachers and insure the successful application of new skills learned to classroom instruction. In addition, The Office of Human Resources and Madison School Administrative Team will monitor and assist teachers by providing information on the status of their certification and the application requirements to have the endorsement reflected on their certificate. All instructors listed below who are out of field have been placed on an Out-Of-Field Waiver.

Christina Barnes- 282486
Stephen R. Bloom - 282489
Aisha Brown – 289479

Jeanne A. Carpenter – 286674
Ruby Milligan – 083765
Yolanda E. Smith - 248709

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	READ 180 Jamestown Timed Readers CRISS	School Improvement Zone will provide all funding with M-DCPS targeted funds.	10000
Technology	FCAT Explorer READ 180 EnterpriseEnterpriseLearning Express Reading Plus	State of Florida Department of Education School Improvement Zone	50000
Professional Development	Professional Development Liason	M-DCPS will provide provide funding	500
Other	Saturday tutorial Reading Coach	General Funds Title 1	43000
Total:			\$103,500.00

Goal:	Mathematics
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Needs Assessment An analysis of the 2007 FCAT data indicates that the percent of students meeting high standards in mathematics showed an increase of one percentage point from 24 percent to 25 percent. However, 75 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, 76 percent of all seventh grade students and 77 percent of all eighth students are performing below grade level in math. Likewise, 2007 FCAT data revealed a decrease from 61 percent to 57 percent of students making annual learning gains in mathematics. In addition, Adequate Yearly Progress data indicated that Black, Hispanic, English Language Learners, 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 Measurement and Algebraic Thinking. Seventh grade students could benefit from additional instruction in Measurement. Eighth grade students could benefit from additional instruction in Measurement. Thus, Madison is faced with the challenge of raising the number of students achieving high standards and increasing the percent of students making annual learning gains.

Objective

Given instruction using the Sunshine State Standards(SSS)students will improve their mathematics skills as evidenced by 62 percent of students in grades six through eight scoring achievement level 3 or above on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards(SSS)students will improve their mathematics skills as evidenced by 62 percent of students in grades six through eight showing learning gains in mathematics on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards(SSS)students will improve their mathematics skills as evidenced by 62 percent of African American students in grades six through eight scoring achievement level 3 or above on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards(SSS)students will improve their mathematics skills as evidenced by 62 percent of Hispanic students in grades six through eight scoring achievement level 3 or above on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards(SSS)students will improve their mathematics skills as evidenced by 62 percent of Economically Disadvantaged students in grades six through eight scoring achievement level 3 or above on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards(SSS)students will improve their mathematics skills as evidenced by 62 percent of English Language Learners (ELL) students in grades six through eight scoring achievement level 3 or above on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards(SSS)students will improve their mathematics skills as evidenced by 62 percent of Students with Disabilities (SWD) students in grades six through eight scoring achievement level 3 or above on the 2008 FCAT Mathematics Test.

Strategies

Resturcture and establish grade level academies in order to provide small learning communities for students in grades 6, 7, and 8 across the curriculum.

Implement a 6th grade Transition Academy for the purpose of engaging them in developmentally appropriate activities to acquire knowledge, skills and abilities to promote lifelong career development.

Administer strategic assessments (School Improvement Zone-monthly, alternating every two weeks with monthly School-Developed Assessment) to monitor student's progress on Sunshine State Standards.

Analyze and revise curriculum maps and instructional focus calendars for all Mathematics courses based on results of 2007 FCAT Mathematics Test.

Implement Continuous Improvement Model (CIM) meeting framework to analyze and disaggregate data and set goals for specific targets (student achievement/learning gains) that will involve ongoing structured meetings with all administrators, teachers (all subjects) and students.

Strategically schedule Homeroom and Academic Improvement Periods to provide interdisciplinary enhancement and remediation activities based on results of ongoing assessments.

Provide tutorial intervention for students in the lowest 35% (including all AYP subgroups) through the daily Academic Improvement Period, Critical Thinking, Saturday Academy and pullout tutorials provided by Math Coaches.

Provide ongoing professional development to enhance instructional delivery through the use of High-Yield instructional strategies , including CRISS, Differentiated Instruction, Manipulatives and FCAT Task Cards.

Utilize one Math Coach per grade level to employ the coaching model (plan with teachers, demonstrate best classroom practices, observe and provide feedback), and conduct data chats (coaches, teachers, support personnel, parents, administrators, and students) to support the core math program and serve as a mentor to new teachers.

Utilize one Math Coach per grade level to provide strategic intervention

during the school day to students in the lowest 35% (including all AYP subgroups) and targeted students based on results of 2007 FCAT and ongoing benchmark assessments.

Implement the Algebraic Thinking mathematics program for students in grades 6th – 8th scoring at achievement levels 1 and 2, on the 2007 Mathematics FCAT.

Utilize the school site Math Coaches to employ the coaching model (plan with teachers, demonstrate best classroom practices, observe and provide feedback), and conduct data chats (coaches, teachers, support personnel, parents, administrators, and students) to support the core mathematics program and serve as a mentor to new mathematics teachers.

Schedule selected SPED students into regular mathematics classrooms in order to improve inclusive practices.

Schedule all students that score a level 1 or 2 on the 2007 FCAT administration for intensive mathematics class in order to address their learning deficiencies.

Evaluation	Scores from the 2008 Mathematics FCAT will be used to evaluate the objectives. In addition, District Interim Assessments will be utilized to monitor progress and drive instruction.
Research-based Programs	The research-based programs used at Madison Middle School to facilitate mathematics instructions are Glencoe Mathematics Application and Concepts Florida Textbook – State Adopted Series, Algebraic Thinking Mathematics Program, Carnegie learning program, Gizmos, and Destination Math by Riverdeep.
Professional Development	<ul style="list-style-type: none"> •FCAT Lessons Learned •Integrating Technology into Mathematics •Riverdeep •Algebraic Thinking •Site-Based FCAT Best Practices by Strand (including FCAT Task Cards and CRISS) and High Yield Instructional Strategies •Gizmos
Highly Qualified Instructors	To support teachers who do not meet the highly qualified requirements, professional development will be provided by the School Improvement Zone Curriculum Support Specialist, Madison Middle School Academic Coaches, and M-DCPS District Support personnel. The professional development will include in-service training, coaching and modeling activities. Like, Madison Middle School Academic Coaches assigned to the school will regularly visit

classrooms to support teachers and insure the successful application of new skills learned to classroom instruction. In addition, The Office of Human Resources will monitor and assist teachers by providing information on the status of their certification and the application requirements to become highly qualified. Listed below are teachers considered Out-Of-Field.

Ajay N. Amarnani - 282469

Winston J. Symonette - 282454

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Glencoe Application and Concepts Florida Textbook– State Adopted Series	M-DCPS provided funds	9000
Technology	FCAT Explorer	State of Florida Department of Education	0
Professional Development	Gizmos	M-DCPS will provide all funding	0
Other	Math Coach	Title I Funds	33000
Total:			\$42,000.00

Goal:	Writing
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Needs Assessment An analysis of the 2007 FCAT data indicates the percentage of eighth grade students meeting high standards has decreased from 83 percent to 81 percent. Further analysis indicates that eighth grade students scoring at 3.5 or higher on the combined writing scores is 74 percent. The students that scored at 4.0 or higher on the combined writing scores is 52 percent. Likewise, the mean score on the expository prompts increased from 3.6 to 3.7, as compared to the previous years. The mean score on the persuasive prompts remained 3.5, as compared to the previous year. The combined mean scale score increased from 3.6 to 3.7, as compared to the previous year. Thus, Madison is faced with the challenge of raising the number of students achieving high standards.

Objective Given instruction 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 2008 FCAT Writing Plus Test.

Strategies

Implement Continuous Improvement Model (CIM) meeting framework to analyze and disaggregate data and set goals for specific targets that will involve ongoing structured meetings with all administrators, teachers (all subjects) and students.

Strategically schedule Homeroom and Academic Improvement Periods to provide interdisciplinary enhancement and remediation activities based on results of ongoing assessments.

Provide ongoing professional development to enhance instructional delivery through the use of High-Yield instructional strategies, including CRISS and Differentiated Instruction.

Utilize Writing Coach to employ the coaching model (plan with teachers, demonstrate best classroom practices, observe and provide feedback), and conduct data chats (coaches, teachers, support personnel, parents, administrators, and students) to support the core math program and serve as a mentor to new teachers.

Utilize Writing Coach to provide strategic intervention during the school day to targeted students based on results of 2007 FCAT and ongoing Learning Express assessments.

Utilize the school site Writing Coach to employ the coaching model (plan with teachers, demonstrate best classroom practices, observe and provide feedback), and conduct data chats (coaches, teachers, support personnel, parents, administrators, and students) to support the core writing program and serve as a mentor to writing teachers.

Utilize school and District curriculum personnel to assist department heads, coaches, team leaders and teachers in reviewing and analyzing student data to drive classroom instruction, interpret results, and create strategies and assessments that will improve classroom instruction and students skills.

Revise and utilize Reading/Language Arts curriculum maps, based on analysis of 2007 FCAT data that addresses the writing benchmarks and the writing process.

Provide a structured writing program utilizing Learning Express as an assessment tool supported by Language Arts, Social Studies, Critical Thinking and Academic Improvement classes.

Utilize FLARE coordinator and District personnel to provide staff development and model the overall writing process, holistic rubric scoring and classroom strategies to motivate and inform both teachers and students how to improve writing skills.

Provide a Saturday Writing Academy for all students that will focus on grammar and writing skills.

Evaluation

Scores from the 2008 FCAT Writing Plus Test will be used to evaluate the objectives. In addition, School Improvement Zone Monthly, Learning Express Writing, and school-wide bi-weekly assessment will be utilized to monitor progress and drive instruction.

Research-based Programs

McDougal Littell and Glencoe state adopted core textbook.

Professional Development

Writing Across the Curriculum
 •Scoring Rubric
 •Writing Process/Best Practices
 •Writing Institute- Best Practices
 •Differentiated Instruction

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Glencoe Application and Concepts Florida Textbook– State Adopted Series		0
Technology	FCAT Explorer	State of Florida Department of Education	0
Professional Development			0
Other	Saturday tutorial sessions	Title I	10000
Total:			\$10,000.00

Goal:	Science
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Needs Assessment The results of the 2007 FCAT Science Test reflect that ten percent of eighth grade students met high performing standards compared to five percent in 2006. An analysis of the 2007 FCAT Science test data indicates the lowest performance in the content cluster is Physical/Chemical (29%). Results also indicate from that there has been a pattern of increase and decrease in this area over the last two years. This shows a greater need to focus in this area. Although Madison's eighth grade students have shown a steady increase in the content clusters of Life/ Environmental (38%), students are still performing below district and state averages. There was however an increase in Scientific Thinking and Life/Environment. As a result, we need to increase our scores in all of the four science content clusters.

Objective Given instruction using the Sunshine State Standards (SSS) students will improve their science skills as evidenced by 30 percent of students in grade eight scoring achievement level 3 or above on the 2008 FCAT Science Test

Strategies During the 2007-08 school year, there is special emphasis placed on the rigor, and alignment of literacy and science instruction, that includes a comprehensive professional development program titled: Cross Functional Science Professional Development Plan designed to ensure that science teachers are provided with extensive support in the respective areas of concentration and/or grade levels instructed .This plan also guarantees that novice teachers receive extensive training and follow-up training on the district's research-based science curriculum and recommended strategies. In addition, science instruction will be cross-curricular, with a special emphasis placed in the math and reading courses.

Resturcture and establish grade level academies in order to provide small learning communities for students in grades 6, 7, and 8 across the curriculum.

Administer strategic assessments (School Improvement Zone-monthly, alternating every two weeks with monthly School-Developed Assessment) to monitor student's progress on Sunshine State Standards.

Analyze and revise curriculum maps and instructional focus calendars to include emphasis on annually assessed benchmarks for all Science courses based on results of 2007 FCAT Science, Reading and Mathematics Test and ongoing benchmark assessments.

Implement Continuous Improvement Model (CIM) meeting framework to analyze and disaggregate data and set goals for specific targets (student achievement/learning gains) that will involve ongoing structured meetings with all administrators, teachers (all subjects) and students.

Strategically schedule Homeroom and Academic Improvement Periods to

provide interdisciplinary enhancement and remediation activities based on results of ongoing assessments.

Provide strategic intervention for targeted students through the daily Academic Improvement Period, Critical Thinking, Saturday Academy and pullout tutorials provided by Science Coach that will include increased participation in labs.

Provide ongoing professional development to enhance instructional delivery through the use of High-Yield instructional strategies, including CRISS, Differentiated Instruction and Reciprocal Teaching.

Utilize Science Coach to employ the coaching model (plan with teachers, demonstrate best classroom practices, observe and provide feedback), and conduct data chats (coaches, teachers, support personnel, parents, administrators, and students) to support the core math program and serve as a mentor to early career teachers.

Utilize supplementary resource materials in order to improve reading, writing, listening, observing and vocabulary strategies in science classroom instruction.

Utilize technology, including Smartboard technology to motivate instruction and enhance instructional delivery.

Engage students in science learning through fieldtrips, outdoor activities, and science based competitions in order to promote achievement in scientific thinking.

Implement small, cooperative learning groups utilizing rotations and learning stations. Classroom instruction will include interdisciplinary activities, whole group instruction, small group instruction and focus on multiple modalities.

Evaluation Scores from the 2007 Science FCAT will be used to evaluate the objectives. In addition, District and School Improvement Zone interim and monthly assessments will be utilized to monitor progress and drive instruction.

Research-based Programs Glencoe Instructional Textbook State Adopted Series
Gizmos

Professional Development

- Effective Implementation of Adopted Secondary Science Materials
- Hands on Science 6 – 8
- Integrating Science Instruction Effectively (Secondary)
- Teaching Science For Early Career Teachers

In addition, during the 2007-08 school year, there is special emphasis placed on the rigor, and alignment of literacy and science instruction, that includes a comprehensive professional development program titled: Cross Functional Science Professional Development Plan designed to ensure that science teachers are provided with extensive support in the respective areas of concentration and/or grade levels instructed. This plan also guarantees that novice teachers receive extensive trainings and follow-up-up trainings on the district's research-based science curriculum and recommended strategies. In addition to this, science instruction will be cross-curricular, with a special emphasis placed in the math and reading courses.

Highly Qualified Instructors To support teachers who do not meet the highly qualified requirements, professional development will be provided by the School Improvement Zone Curriculum Support Specialist, Madison Middle School Academic Coaches, and M-DCPS District Support personnel. The professional development will include in-service training, coaching and modeling activities. Like, Madison Middle School Academic Coaches assigned to the school will regularly visit classrooms to support teachers and insure the successful application of new skills learned to classroom instruction. In addition, The Office of Human Resources will monitor and assist teachers by providing information on the status of their certification and the application requirements to become highly qualified. Listed below are teachers considered Out-Of-Field.

Leslie A. Robin – 282488
Sakeenah A. Stokes - 248024

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Glencoe Application and Concepts Florida Textbook–State Adopted Series		0
Technology	Riverdeeps' Logal Science Program		0
Professional Development	Gizmos		0
Other	Science Coach Teacher	School-Based Budget Title I Funds	33000
Total:			\$33,000.00

Goal:	Parental Involvement
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Needs Assessment The results of the 2006-2007 Parental Involvement Survey revealed that 47% of parents surveyed attended zero school activities, 45.5% attended one to three school activities, and 7.6% attended four or more school activities. In addition, 41% of parents agreed that the school maintains high academic standards, 35% were undecided and 30% disagreed. There is a need to increase and improve communication between home, school, and community to afford different means of sharing information about the school's high academic standards for all students. Likewise, there is a need to increase parental involvement in school related activities.

Objective Given school-wide focus on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the attendance logs for the 2006-2007 and 2007-2008 school year.

Strategies Conduct parent conferences in order to address academic progress of their students during the team's planning time.

Increase parent participation on the EESAC, PTSA organizations as well as school activities in order to promote family involvement.

Publish a monthly newsletter in order to highlight the achievements made by the students and teachers and to provide parents with school and community related information.

Recruit parents at Open House, and monthly Title 1 meetings, as well as office visitations in order to strengthen school volunteer program.

Provide parents with results from interim and biweekly assessments in order to assist them with monitoring their child's academic progress

Collaborate with parents and community through the District's Parent Academy to provide parenting classes such as effective discipline, nutrition, financial management, and/or child development.

Provide a sixth grade orientation prior to the opening of school in order for parents and students to obtain information about the school, meet teachers, counselors and administrators and to facilitate the transition from elementary to middle school.

Invite parents to participate in awards ceremony honoring the achievements of students each nine weeks.

Conduct parent - teacher conferences during District's Early Release Days.

Evaluation Evaluations will be based on the 2007- 2008 School Climate Survey as well as

workshop attendance rosters, Community Involvement Specialist's records, Title I District Assistance Plus Reports, PTSA Membership Rosters, Parent attendance on school-related activities and parent surveys.

Research-based Programs	National Standards of Parental and Family Involvement Program
Professional Development	Monthly Title I Community Involvement Workshops District Advisory meetings Truancy Intervention Program trainings Monthly CIS meetings PTSA meetings EESAC trainings demographic make-up of the school student population.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)	Instructional Support Materials		3000
Technology			0
Professional Development			0
Other	Community Involvement Specialist		3000
Total:			\$6,000.00

Goal:	Return on Investment
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Needs Assessment The most recent data supplied from the FLDOE indicate that in 2005, Madison Middle School ranked at the 23rd percentile on the state of Florida ROI Index.

Objective Madison Middle School will improve its ranking on the State of Florida ROI index publication from the 20th percentile to the 30th percentile on the next publication of the index.

Strategies Become more informed about the use of financial resources in relation to school programs.

Collaborate with the district on resource allocation.

Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.

Consider shared use of facilities, partnering with community agencies.

Evaluation Madison Middle School will generate a higher ranking on the State of Florida ROI index publication increasing from the 20th percentile to the 30th percentile as evidenced by the next publication of the index.

SCHOOL ADVISORY COUNCIL

- Yes No The majority of the SAC members are not employed by the school. The 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.

SAC Involvement

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.

In addition, as a repeating "F" school, Madison Middle School will implement a DCAT Committee in compliance with state requirements and meet monthly to monitor school improvement.

FINAL BUDGET			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program (s)/Material(s)	<p>Reading: READ 180 Jamestown Timed Readers CRISS</p> <p>Mathematics: Glencoe Application and Concepts Florida Textbook– State Adopted Series Writing: Glencoe Application and Concepts Florida Textbook– State Adopted Series Science: Glencoe Application and Concepts Florida Textbook– State Adopted Series Parental Involvement: Instructional Support Materials</p>	<p>Reading: School Improvement Zone will provide all funding with M-DCPS targeted funds. Available: \$10,000.00 Mathematics: M-DCPS provided funds Available: \$9,000.00 Writing: Available: \$0.00 Science: Available: \$0.00 Parental Involvement: Available: \$3,000.00</p>	\$22,000.00
Technology	<p>Reading: FCAT Explorer READ 180 EnterpriseEnterpriseLearning Express Reading Plus</p> <p>Mathematics: FCAT Explorer Writing: FCAT Explorer Science: Riverdeeps' Logal Science Program Parental Involvement:</p>	<p>Reading: State of Florida Department of Education School Improvement Zone Available: \$50,000.00 Mathematics: State of Florida Department of Education Available: \$0.00 Writing: State of Florida Department of Education Available: \$0.00 Science: Available: \$0.00 Parental Involvement: Available: \$0.00</p>	\$50,000.00
Professional Development	<p>Reading: Professional Development Liason Mathematics: Gizmos Writing: Science: Gizmos Parental Involvement:</p>	<p>Reading: M-DCPS will provide provide funding Available: \$500.00 Mathematics: M-DCPS will provide all funding Available: \$0.00 Writing: Available: \$0.00 Science: Available: \$0.00 Parental Involvement: Available: \$0.00</p>	\$500.00
Other			\$122,000.00

	Reading: Saturday tutorial Reading Coach Mathematics: Math Coach Writing: Saturday tutorial sessions Science: Science Coach Teacher Parental Involvement: Community Involvement Specialist	Reading: General Funds Title 1 Available: \$43,000.00 Mathematics: Title I Funds Available: \$33,000.00 Writing: Title I Available: \$10,000.00 Science: School-Based Budget Title I Funds Available: \$33,000.00 Parental Involvement: Available: \$3,000.00	
		Total:	\$194,500.00

IMPLEMENTATION EVALUATION

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 2007 FCAT Reading Test, these students are scheduled back to back with the same teacher teaching Language Arts and Reading teachers. In addition, reading teachers have a small class size. Several language arts/reading teachers do not have planning periods; therefore, collaborative planning is implemented Monday and Friday during the meeting framework calendar.

Members of the leadership team; which includes, six grade level team leaders, a media specialist, reading coaches, mathematics coaches, a science coach and a writing coach, model and coach in their respective areas. Additionally, the leadership team is responsible for monitoring the Critical Thinking and Academic Improvement Periods in the morning and the "Academic Improvement" period during the extended day class. All department chairpersons are responsible for developing curriculum maps that include daily focused SSS benchmark lessons for their individual departments.

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. Likewise, tutorial services will be provided through Saturday Academy, scheduled to begin October 2007 and specialized pull-out tutorial sessions during the schools day

Data from the 2007 FCAT Reading, Writing Plus, Mathematics and Science test and school-based assessments will be used to evaluate the objectives and the success of the school improvement plan. In addition, data collected from the school's 2007-2008 Property Inventory Control Report, daily school attendance bulletins, and attendance logs from school sponsored events will be used to monitor the success of other school improvement efforts.

Members**Signature**

- 1) Dr. Tonya Dillard , Principal
- 2) Vernon Howard , Union Steward
- 3) Yolanda Smith , Teacher
- 4) Kelly Welsh , SAC Chair
- 5) Cathleen Clarke , Teacher
- 6) Robbie Corley-Shotwel , School Support
Personnel
- 7) Jackie Garcia , Community Member
- 8) Sander Bradley , Parent
- 9) Kathy Everett , Parent
- 10) Janeen Scavella , Parent
- 11) Francina Wood , Parent
- 12) Stephanie Symonette , Parent
- 13) Raven James , Student
- 14) Maria Arevalo , Student
- 15) Deidra Rosales , Student
- 16) Diane Irias , Parent
- 17) Yennia Perez , Business Member
- 18) Edward Byrd , Teacher
- 19) Faheemah Mustafaa , Teacher
