

Abilene Independent School District

Madison Middle School

2023-2024 Campus Improvement Plan

Accountability Rating: Not Rated



Public Presentation Date: July 10, 2023

Mission Statement

AISD will equip learners to make a positive impact in their world through relevant, innovative, and challenging learning experiences.

Vision

Equipped Learners. Brighter Futures.

Core Beliefs

CONNECT

Each child, staff member and parent needs positive personal connections within the district. Respect, care and having high expectations for each student is the foundation for learning.

LEAD

Initiative, innovation, and a strong work-ethic are important life skills for students and staff. Developing partnerships throughout the Abilene community builds connections for future leaders to give back to the community.

SUCCEED

Intellectual, emotional, and physical safety are crucial components to a successful school environment. Critical thinking, collaboration and problem solving are essential for deep learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Madison Middle School services students who are in the 6th, 7th and 8th grades. Madison is located in south Abilene and feeds into Cooper High School. At Madison we know that the middle school years are some of the most developmental years for our students. At this age, students are beginning to receive more freedoms as well as the responsibilities that come with those freedoms. Middle school is where students begin to receive the knowledge and skills that will be necessary for them to succeed in high school and beyond. We also know that this is a great place for students to continue to grow socially and emotionally. Madison has roughly 775 to 800 students at any point in the school year. The grade span is from 6th grade to 8th grade. Most of our students fall between the ages of 11 and 15. Located on the south side of town, Madison is fed mainly by Alcorta, Bowie, Ward, Austin and Thomas elementries. 432 of the students at Madison are considered "At Risk." On average, 71% of our student population qualifies as Economically Disadvantaged. In contrast, 11% of our students are considered Gifted and Talented. Students who qualify for 504 make up 7% of our student population and students who qualify for Special Education make up 17% of our population. Madison has worked hard to incorporate a wider variety of electives to our students over the past year. 5 new electives were added in the 2022-2023 school year that connected in some way to each grade level. Students who qualify for GT are served in our honors classes. Madison has several fine arts programs including band, choir, orchestra, art, and theater. In each, students consistently perform at high levels when compared to other students their age at UIL competitions. Of the Madison student body, 55% of our students are involved in either band, choir, or orchestra. 203 students took art in the 2023 school year and 131 students took theater. Out of the 7th and 8th grade classes 29% of our male students participated in athletics and while 17% of our female students did the same. 243 students received instruction in at least one of our 5 CTE courses. Discipline referrals rose to 2207 in 2023, up from 1839 in 2022. 7th grade had 843 referrals, 6th grade had 740 and 8th grade had 624. Across all grade levels we saw an increase of 362 referrals between 2022 and 2023. Of the 2207 referrals in 2023, 38% resulted in either ISS or OSS. That is down from 2022, where 48% of referrals received either ISS or OSS. Madison has an average class size of around 25 students to every teacher. It is fair to say that some classes and sections maintain a higher class size than others. Attendance average for the 2023 school year was 93%. We see a consistent trend in attendance rising toward the end of each grading period. This is reflected in our students' tendency to wait until the final week or two of a grading period to start making up missing or failing work in their classes. The student population at Madison consists of the following: Native Hawaiian or Other Pacific Islander - .26%, Black or African American - 8.40%, Asian - 1.16%, Hispanic/Latino - 44.32%, White - 43.7%, Two or More Races - 4.01%, Female - 47%, Male - 53%. The staff breakdown for Madison consists of the following: 6th grade - 11, 7th grade - 9, 8th grade - 9, Elective teachers - 15, SPED self contained - 3, SPED teachers - 2, Total classroom teachers - 46. The staff at Madison has the following on campus teaching experience: 1 to 3 years - 27 teachers, 4 to 10 years - 14 teachers, 11+ years - 5 teachers. The non classroom staff at Madison includes the following positions and numbers: Clerical - 5, Instructional Aides - 12, Principal - 1, Assistant Principals - 3, Instructional Facilitator - 1, Counselors - 2, Nurse - 1.

Demographics Strengths

Madison has many demographic strengths. The following strengths have been identified for the 2020-2021 school year:

1. 27 faculty members at Madison have been on campus between 1 and 3 years. Not all of these teachers are new to education and this gives us a good mix of young teachers as well as veteran teachers.
2. A large portion of our student population is involved in either fine arts or athletics. These organizations give our students a group to connect with while at school.
3. All but one sub-population of students at Madison achieved the "closing the gaps" standard in reading on the 2022 STAAR assessment.
4. Madison's demographics have been consistent over the last three years concerning the percentage of Economically Disadvantaged, LEP/ELLs, Special Education, and 504.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Based on the 2021 - 2022 TEA School Report Card, Madison was labeled as a 'D' campus. **Root Cause:** Madison is lacking growth across all grade levels and across all sub-populations on the math STAAR assessment.

Problem Statement 2 (Prioritized): For the 2022 STAAR tests across all grade levels and subjects, students who came from an economically disadvantaged background scored 6% lower than the average score for Madison. African American students as well as Hispanic students also scored lower overall than the average for Madison. SPED students averaged a score that was 20% lower than the campus average. **Root Cause:** Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class.

Problem Statement 3: For the 2022 STAAR test, Madison was rated at a 'D' for relative performance compared to other schools with a similar percentage of economically disadvantaged students. **Root Cause:** Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class.

Problem Statement 4 (Prioritized): Students need to increase their involvement within the school and programs being offered to our students need to expand so more students will find motivation to attend school and excel in academics. **Root Cause:** The number of clubs and before/after school programs are limited for our students. To counter this we need to find more ways to recognize multiple measures student achievement. This can take many forms, both formal and informal.

Problem Statement 5 (Prioritized): Students do not respond favorably concerning school engagement and how attentive and invested they are in school. **Root Cause:** Apathy is high in middle school students. Students are less eager to participate. Teachers are facing an increasing number of apathetic students as well as students with discipline concerns stemming from mental/emotional health issues, which poses a problem in maintaining high engagement and motivation in the classroom.

Student Learning

Student Learning Summary

For the 2022 - 2023 school year, Madison had an accountability rating of 'D'. In Domain I, "Student Achievement," Madison received a letter grade of 'D' with a scale score of 65. In Domain II, "School Progress," Part A, "Academic Growth," scored at a letter grade of 'D' with a scale score of 59 and Part B, "Relative Performance," scored at a letter 'D' with a scale score of 60. Madison's rating on "Closing the Gaps" was a 'C' for the 2022 - 2023 school year with a scale score of 70. STAAR scores across all tests and grade levels were considerably lower for several Race/Ethnicity and Student Groups. Overall, students who came from an economically disadvantaged background scored 6% lower than the average score for Madison. African American students as well as Hispanic students also scored lower overall than the average for Madison. African American students scored 12% lower while Hispanic students scored 8% lower. Students in the special education program scored the lowest of all student groups on campus. These students averaged a score that was 20% lower than the campus average across all subjects tested. The student failure rate dropped considerably across campus during the 2022 -2023 school year. Student daily attendance average was 93% for the 2022 - 2023 school year, which is comparable to the previous school year. Though a greater focus was placed on MAP testing for the 2022 - 2023 school year, students did not grow as much as was expected on the standardized assessment. With that said, students did show greater growth on MAP testing than they did in the 2021 - 2022 school year with that number expected to grow in the 2023 - 2024 school year. On the 2022 STAAR assessment, all but two sub-populations of students met or surpassed the growth status measure for the reading assessment. At Madison, we rely heavily on the Human Resource department to help us find highly qualified teachers to interview. In the past, the Human Resource Department has hosted hiring fairs that allow us to find the best quality candidates early in the hiring season (Late March and Early April). We use a panel of administrators, and teachers when possible, to help us select the most qualified candidates. We use set questions to help ensure that we are getting the same look at each candidate. We have clear roles and responsibilities for all staff members on campus. These responsibilities not only exist in the classroom but in common areas as well. The Madison administrative team is creating a discipline guide for our staff to go along with the faculty handbook for the 2023 - 2024 school year. This will provide even more clarity on how staff is to interact with students. Each year, we make sure to pair staff together on grade level and academic teams so their skills best fit the students they are teaching. We regularly encourage staff members who teach core classes to become GT certified so that they have an opportunity to teach a wider range of students in both honors classes and academic classes. Core content teams met this year after school every other Tuesday and Thursday. This gave them the opportunity to not only learn from campus level administration and district level administration but to also collaborate together and learn from one another. The Madison administration has taken advantage of CHAMPs coaches to help new and struggling teachers with classroom structure and management. District level Instructional Coordinators as well as the campus Instructional coordinator have worked closely with struggling teachers to ensure that the teachers were meeting their growth goals and having a positive impact on student learning. The Madison administration set a goal of completing 5 walk-throughs a week. Those walkthroughs were a basis for conversation with teachers that were struggling and in need of growth. We were able to use the data collected in those walkthroughs to provide specific feedback to teachers on areas of needed growth. We use walkthrough and evaluation data as well as set goals for how often we want to meet with teachers that are struggling. The goal is to coach the teacher to improve. We have learned that our struggling teachers do not need a lot of options to choose from when selecting ways to grow. On the contrary, we have learned to be very direct in our suggestions to teachers. We have seen success with this in our most struggling teachers. Other teachers do not need this direct approach and will grow with more guided coaching that provides them with options to help them tailor their class to both teaching best practices and student needs.

Student Learning Strengths

Madison has many student academic strengths. For the 2022 - 2023 school year, the following strengths have been identified:

1. Teachers take time within their bi-weekly grade level team meetings to disaggregate data from previous STAAR scores and compare them with recent benchmark data and common assessment data.
2. Every core subject has time set aside every other week to meet as a vertical team. During vertical team time, teachers discuss data from recent benchmarks and STAAR scores, share lesson plans and ideas on how to teach certain concepts and foundational vocabulary, and present how they have incorporated technology into their lessons.
3. Core subject teachers across all grade levels create and give common assessments to their students to track progress and decipher what TEKS need to be revisited.
4. For the 2022 - 2023 school year, we implemented a failure documentation Google form for teachers to fill out to help track student failures and the interventions that the teachers have put in place to help the student be successful. This form also served as documentation of the parent contacts teachers have made before giving the failing grade.

5. During the 2022 - 2023 school year, teachers also utilized data from the NWEA MAP scores. Teachers used these scores to help students see growth within themselves and to help them gain academic confidence.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Madison leads the middle schools as having the highest number of failures for the year pertaining to core subjects and sending students to summer school. This year, we brought our total failure rate down to around 12% **Root Cause:** A mixture of student apathy, unwavering teachers who do not build as much of a rapport with their students, remote learning in years past and Covid Pandemic ramifications tend to lead to a higher failure rate for our school. We have also under taught our grading policy and expectations to students.

Problem Statement 2 (Prioritized): Based on the 2021 - 2022 TEA School Report Card, Madison was labeled as a 'D' campus. **Root Cause:** Madison is lacking growth across all grade levels and across all sub-populations on the math STAAR assessment.

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Problem Statement 4 (Prioritized): Students need to increase their involvement within the school and programs being offered to our students need to expand so more students will find motivation to attend school and excel in academics. **Root Cause:** The number of clubs and before/after school programs are limited for our students. To counter this we need to find more ways to recognize multiple measures student achievement. This can take many forms, both formal and informal.

Problem Statement 5 (Prioritized): Instructional time is lost due to teachers handling behavior issues that disrupt and distract the class. **Root Cause:** Mental health issues are becoming more prevalent in the classroom and students do not have the social or emotional skills to cope with the acting out behaviors that are brought on by frustrations with the academic materials or comments made by peers.

Problem Statement 6 (Prioritized): Classroom management has been an area of concern for some teachers new to the middle school environment. **Root Cause:** It is difficult for teachers to find time in their schedule to work with mentor teachers/CHAMPS Coach to learn and observe effective classroom management techniques.

Problem Statement 7 (Prioritized): Students do not respond favorably concerning school engagement and how attentive and invested they are in school. **Root Cause:** Apathy is high in middle school students. Students are less eager to participate. Teachers are facing an increasing number of apathetic students as well as students with discipline concerns stemming from mental/emotional health issues, which poses a problem in maintaining high engagement and motivation in the classroom.

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School Processes & Programs

School Processes & Programs Summary

Teacher recruitment and hiring takes place at both the district and campus level. At Madison, a hiring committee begins recruiting during the spring semester as teachers and administration begin to look forward to the next school year. Oftentimes teachers will visit with administration if they are looking for a change. Before the school year ends, we like to communicate with all staff members what their assignment will be for the following school year. We ensure that all of our teachers and paraprofessionals are highly qualified. The majority of our professional development hours take place over the course of the summer. Teachers are allowed to choose, with the approval of administration, which continuing education courses they will be taking in preparation for the following school year. We ask that each teacher connect their professional learning over the course of the summer to the professional goal they have selected for the following school year. Oftentimes the members of our Foundations Team will present lessons to the staff that are intended to increase their working knowledge of CHAMPS and Safe and Civil School. PLC's meet weekly. The focus of these meetings is to ensure that the curriculum is aligned from the 6th grade up to the 8th grade. These meetings also give teachers the opportunity to share with one another as well as time to plan as a group for upcoming lessons. Grade level teams meet once a week after school. During these meetings the staff discusses issues that may be arising with students. They also take part in planning for grade level events. The administration draws on teacher feedback to help plan ways to help improve student achievement. Administration meets with grade level teams as well as content level teams each week. Throughout the course of each grading period, administration takes time to meet with the Safe and Civil Schools Foundations team as well as team leads for each grade level and subject area. Through team meetings we seek to increase the quality of instruction by allowing teachers time to talk and plan together. District level curriculum coordinators often come and join these meetings. They bring new ideas and materials that the teachers can use in class as well as during small group tutoring times in order to address our At-Risk student population. Our special education program services around 17% of our student population. This number has stayed fairly consistent over the course of the last three school years. Madison has thirteen Chromebook carts that are available for teachers. These carts are available to all teachers for use in their classrooms. Teachers have used the CHAMPS model to help add constant and appropriate structure to their classrooms. The Foundations Team has supported this by creating expectations for student behavior in common areas throughout campus. Through the use of Safe and Civil School and CHAMPS we have seen a drop in the number of discipline incidents that take place in common areas. We have also seen teachers reduce the number of students sent out of class on any given day. Over the past three years, we have seen a quick rise in the number of office referrals written as well as the number of days students have spent out of placement due to being assigned ISS or OSS. Over the past two years, parent involvement has been limited due to COVID requirements. Parents this year, once again, were able to attend on campus functions that took place after school hours. The Madison faculty continues to work to provide students and parents a feeling of comfort and security on campus. Teachers reach out to parents often and have positive interaction. Parents are often supportive of school; however, they are limited at times with their ability to create buy in from their students.

School Processes & Programs Strengths

Madison has many school processes and programs strengths. The following strengths have been identified for the 2022-2023 school year:

1. Most teachers implement the CHAMPS behavior program within their classrooms to help with classroom management and setting classroom expectations.
2. Grade levels meet bi-week throughout the year for PLC meetings with administration attending the meetings. During the grade level PLC meetings, student attendance, academics, and behaviors are discussed in order to create a plan of action to help students succeed. Incentives and rewards are also discussed during PLC meetings to help motivate students to be successful.
3. Teachers were charged with making parent phone calls, including positive phone calls, throughout the year and these phone calls were documented.
4. Although we would like to continue expanding our clubs and organizations for students, students this year had opportunities to be involved in such programs as Student Council, fine arts, teen life, and athletics.
5. Madison staff value professional development and several staff members seek opportunities to participate in staff development outside of what the district requires in order

to meet T-TESS goals.

6. During vertical team meetings, administration and teachers consistently analyze and utilize results from district benchmarks and NWEA MAP testing to guide instruction and focus on gaps in student learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on the 2021 - 2022 TEA School Report Card, Madison was labeled as a 'D' campus. **Root Cause:** Madison is lacking growth across all grade levels and across all sub-populations on the math STAAR assessment.

Problem Statement 2 (Prioritized): Instructional time is lost due to teachers handling behavior issues that disrupt and distract the class. **Root Cause:** Mental health issues are becoming more prevalent in the classroom and students do not have the social or emotional skills to cope with the acting out behaviors that are brought on by frustrations with the academic materials or comments made by peers.

Problem Statement 3 (Prioritized): Classroom management has been an area of concern for some teachers new to the middle school environment. **Root Cause:** It is difficult for teachers to find time in their schedule to work with mentor teachers/CHAMPS Coach to learn and observe effective classroom management techniques.

Problem Statement 4 (Prioritized): Students need to increase their involvement within the school and programs being offered to our students need to expand so more students will find motivation to attend school and excel in academics. **Root Cause:** The number of clubs and before/after school programs are limited for our students. To counter this we need to find more ways to recognize multiple measures student achievement. This can take many forms, both formal and informal.

Problem Statement 5 (Prioritized): Madison leads the middle schools as having the highest number of failures for the year pertaining to core subjects and sending students to summer school. This year, we brought our total failure rate down to around 12% **Root Cause:** A mixture of student apathy, unwavering teachers who do not build as much of a rapport with their students, remote learning in years past and Covid Pandemic ramifications tend to lead to a higher failure rate for our school. We have also under taught our grading policy and expectations to students.

Problem Statement 6: Parent involvement on campus has been low over the past two years. This is something that might be changed with increased communication from the school through social media platforms. We also need to offer parents more opportunities to come to family focused events on campus. **Root Cause:** Restrictions due to COVID have limited the number of opportunities parents and families have had to come and get involved with activities at Madison. We also need to increase the amount of communication going to parents regarding activities on campus and positive events on campus.

Problem Statement 7 (Prioritized): For the 2022 STAAR tests across all grade levels and subjects, students who came from an economically disadvantaged background scored 6% lower than the average score for Madison. African American students as well as Hispanic students also scored lower overall than the average for Madison. SPED students averaged a score that was 20% lower than the campus average. **Root Cause:** Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class.

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Problem Statement 9 (Prioritized): Students do not respond favorably concerning school engagement and how attentive and invested they are in school. **Root Cause:** Apathy is high in middle school students. Students are less eager to participate. Teachers are facing an increasing number of apathetic students as well as students with discipline concerns stemming from mental/emotional health issues, which poses a problem in maintaining high engagement and motivation in the classroom.

Perceptions

Perceptions Summary

We have seen a decline in daily attendance percentages over the past few years. We averaged 93% daily attendance for the 2022 - 2023 school year. Madison has seen a decline in attendance over the past two years. In the 2021 - 2022 school year, Madison had an average attendance rate of 90%. We do not have data that allows us to disaggregate which race/ethnicity groups have the lowest attendance. Discipline data for Madison shows a drop in days spent out of placement in ISS or OSS for students who received a referral. We did however see a greater number of referrals submitted during the 2022 - 2023 school year. This has been a common trend over the past three school years. Along with these numbers, Madison has experienced an increase in tardiness. We have worked this year to help with student conflict by taking advantage of our positive behavior liaison, counseling team as well as our Communities in School representative. Teachers have also stepped up in the relationships they build with their students. By creating positive connections with their students, the teachers have been able to leverage their relationships with students to help keep them out of conflict. Through the course of this year we have used many of our veteran teachers to help mentor our first year teachers as well as our teachers who were new to Madison or AISD. School climate and Family engagement are Madison's two biggest areas of need. Teacher recruitment and hiring takes place at both the district and campus level. At Madison, a hiring committee begins recruiting during the spring semester as teachers and administration begin to look forward to the next school year. Oftentimes teachers will visit with administration if they are looking for a change. Before the school year ends, we like to communicate with all staff members what their assignment will be for the following school year. We ensure that all of our teachers and paraprofessionals are highly qualified. The majority of our professional development hours take place over the course of the summer. Teachers are allowed to choose, with the approval of administration, which continuing education courses they will be taking in preparation for the following school year. We ask that each teacher connect their professional learning over the course of the summer to the professional goal they have selected for the following school year. Oftentimes the members of our Foundations Team will present lessons to the staff that are intended to increase their working knowledge of CHAMPS and Safe and Civil School. PLC's meet weekly. The focus of these meetings is to ensure that the curriculum is aligned from the 6th grade up to the 8th grade. These meetings also give teachers the opportunity to share with one another as well as time to plan as a group for upcoming lessons. Grade level teams meet every other week after school. During these meetings the staff discusses issues that may be arising with students. They also take part in planning for grade level events. The administration draws on teacher feedback to help plan ways to help improve student achievement. Administration meets with grade level teams as well as content level teams each week.

The following survey was sent to students at the end of the 2022 - 2023 school year.

1. Do you feel that you have a connection with fellow Madison students?

- a. Almost Always - 32%
- b. Sometimes - 61%
- c. Almost Never - 7%

2. Do you feel safe when at Madison?

- a. Almost Always - 37%
- b. Sometimes - 51%
- c. Almost Never - 11%

3. Do you enjoy your day at school?

- a. Almost Always - 24%
- b. Sometimes - 62%
- c. Almost Never - 13%

4. Do you feel supported and protected by the adults on campus?

- a. Almost Always - 42%
- b. Sometimes - 48%
- c. Almost Never - 9%

5. Do you feel challenged and engaged in the classrooms?

- a. Almost Always - 29%
- b. Sometimes - 62%
- c. Almost Never - 8%

The following survey was sent to staff at the end of the 2022 - 2023 school year.

1. Do you feel that you have a connection with fellow Madison staff?
 - a. Almost Always - 58%
 - b. Sometimes - 39%
 - c. Almost Never - 1%
2. Do you feel safe when at Madison?
 - a. Almost Always - 58%
 - b. Sometimes - 39%
 - c. Almost Never - 1%
3. Do you enjoy your daily work?
 - a. Almost Always - 86%
 - b. Sometimes - 13%
 - c. Almost Never - 1%
4. Overall, do you believe our students feel supported and protected?
 - a. Almost Always - 41%
 - b. Sometimes - 52%
 - c. Almost Never - 7%
5. Do they feel challenged and engaged?
 - a. Almost Always - 40%
 - b. Sometimes - 54%
 - c. Almost Never - 6%

Perceptions Strengths

Madison has many perceptual strengths. For the 2022-2023 school year, the following strengths have been identified:

1. The Madison staff has continued to work hard to create positive relationships with the students at Madison. During passing periods and in common areas, teachers are present and make intentional attempts to interact with students in positive ways.
2. In class, each teacher strives to have a 3:1 ratio of positive to negative interactions with students. Teachers have also used the 10 and 2 method to help them connect with students whom they find difficult to connect with
3. During the 2022-2023 school year, administrators, counselors, teachers and the positive behavior liaison have used the check-in and check-out method to help students who struggle with continual negative behavior in the classroom as well as in common areas on campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students do not respond favorably concerning school engagement and how attentive and invested they are in school. **Root Cause:** Apathy is high in middle school students. Students are less eager to participate. Teachers are facing an increasing number of apathetic students as well as students with discipline concerns stemming from mental/emotional health issues, which poses a problem in maintaining high engagement and motivation in the classroom.

Problem Statement 2 (Prioritized): Instructional time is lost due to teachers handling behavior issues that disrupt and distract the class. **Root Cause:** Mental health issues are becoming more prevalent in the classroom and students do not have the social or emotional skills to cope with the acting out behaviors that are brought on by frustrations with the academic materials or comments made by peers.

Problem Statement 3 (Prioritized): Classroom management has been an area of concern for some teachers new to the middle school environment. **Root Cause:** It is difficult for

teachers to find time in their schedule to work with mentor teachers/CHAMPS Coach to learn and observe effective classroom management techniques.

Problem Statement 4 (Prioritized): Students need to increase their involvement within the school and programs being offered to our students need to expand so more students will find motivation to attend school and excel in academics. **Root Cause:** The number of clubs and before/after school programs are limited for our students. To counter this we need to find more ways to recognize multiple measures student achievement. This can take many forms, both formal and informal.

Problem Statement 5: Parent involvement on campus has been low over the past two years. This is something that might be changed with increased communication from the school through social media platforms. We also need to offer parents more opportunities to come to family focused events on campus. **Root Cause:** Restrictions due to COVID have limited the number of opportunities parents and families have had to come and get involved with activities at Madison. We also need to increase the amount of communication going to parents regarding activities on campus and positive events on campus.

Problem Statement 6 (Prioritized): Based on the 2021 - 2022 TEA School Report Card, Madison was labeled as a 'D' campus. **Root Cause:** Madison is lacking growth across all grade levels and across all sub-populations on the math STAAR assessment.

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Priority Problem Statements

Problem Statement 1: Madison leads the middle schools as having the highest number of failures for the year pertaining to core subjects and sending students to summer school. This year, we brought our total failure rate down to around 12%

Root Cause 1: A mixture of student apathy, unwavering teachers who do not build as much of a rapport with their students, remote learning in years past and Covid Pandemic ramifications tend to lead to a higher failure rate for our school. We have also under taught our grading policy and expectations to students.

Problem Statement 1 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: Based on the 2021 - 2022 TEA School Report Card, Madison was labeled as a 'D' campus.

Root Cause 2: Madison is lacking growth across all grade levels and across all sub-populations on the math STAAR assessment.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: For the 2022 STAAR tests across all grade levels and subjects, students who came from an economically disadvantaged background scored 6% lower than the average score for Madison. African American students as well as Hispanic students also scored lower overall than the average for Madison. SPED students averaged a score that was 20% lower than the campus average.

Root Cause 3: Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: Instructional time is lost due to teachers handling behavior issues that disrupt and distract the class.

Root Cause 4: Mental health issues are becoming more prevalent in the classroom and students do not have the social or emotional skills to cope with the acting out behaviors that are brought on by frustrations with the academic materials or comments made by peers.

Problem Statement 4 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 5: Classroom management has been an area of concern for some teachers new to the middle school environment.

Root Cause 5: It is difficult for teachers to find time in their schedule to work with mentor teachers/CHAMPS Coach to learn and observe effective classroom management techniques.

Problem Statement 5 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 6: Students do not respond favorably concerning school engagement and how attentive and invested they are in school.

Root Cause 6: Apathy is high in middle school students. Students are less eager to participate. Teachers are facing an increasing number of apathetic students as well as students with discipline concerns stemming from mental/emotional health issues, which poses a problem in maintaining high engagement and motivation in the classroom.

Problem Statement 6 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 7: Students need to increase their involvement within the school and programs being offered to our students need to expand so more students will find motivation

to attend school and excel in academics.

Root Cause 7: The number of clubs and before/after school programs are limited for our students. To counter this we need to find more ways to recognize multiple measures student achievement. This can take many forms, both formal and informal.

Problem Statement 7 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data







- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 1: Teachers will increase student engagement in the classroom and to provide students with the opportunity to collaborate in a safe environment.

Evaluation Data Sources: Lesson plans, administrative walkthroughs, student performance on classroom assignments and standardized tests

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 1: Teachers will incorporate elements from Lead4ward (ie Instructional Strategies Playlist, Quickchecks, and Thinking Stems) at least one time into their daily lessons to help increase student engagement in the classroom and to provide students with the opportunity to collaborate in a safe environment.</p> <p>Strategy's Expected Result/Impact: Teachers will use pre-prepared techniques to help students get and stay engaged in class.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialist, Assistant Principals</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 5 - Student Learning 1, 2, 3, 5, 6, 7 - School Processes & Programs 1, 2, 3, 5, 7, 9 - Perceptions 1, 2, 3, 6, 7, 9</p>				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Based on the 2021 - 2022 TEA School Report Card, Madison was labeled as a 'D' campus. Root Cause: Madison is lacking growth across all grade levels and across all sub-populations on the math STAAR assessment.</p>

Demographics

Problem Statement 2: For the 2022 STAAR tests across all grade levels and subjects, students who came from an economically disadvantaged background scored 6% lower than the average score for Madison. African American students as well as Hispanic students also scored lower overall than the average for Madison. SPED students averaged a score that was 20% lower than the campus average. **Root Cause:** Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class.

Problem Statement 5: Students do not respond favorably concerning school engagement and how attentive and invested they are in school. **Root Cause:** Apathy is high in middle school students. Students are less eager to participate. Teachers are facing an increasing number of apathetic students as well as students with discipline concerns stemming from mental/emotional health issues, which poses a problem in maintaining high engagement and motivation in the classroom.

Student Learning

Problem Statement 1: Madison leads the middle schools as having the highest number of failures for the year pertaining to core subjects and sending students to summer school. This year, we brought our total failure rate down to around 12% **Root Cause:** A mixture of student apathy, unwavering teachers who do not build as much of a rapport with their students, remote learning in years past and Covid Pandemic ramifications tend to lead to a higher failure rate for our school. We have also under taught our grading policy and expectations to students.

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Problem Statement 6: Classroom management has been an area of concern for some teachers new to the middle school environment. **Root Cause:** It is difficult for teachers to find time in their schedule to work with mentor teachers/CHAMPS Coach to learn and observe effective classroom management techniques.

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School Processes & Programs

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School Processes & Programs

Problem Statement 7: For the 2022 STAAR tests across all grade levels and subjects, students who came from an economically disadvantaged background scored 6% lower than the average score for Madison. African American students as well as Hispanic students also scored lower overall than the average for Madison. SPED students averaged a score that was 20% lower than the campus average. **Root Cause:** Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class.

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Perceptions

Problem Statement 1: Students do not respond favorably concerning school engagement and how attentive and invested they are in school. **Root Cause:** Apathy is high in middle school students. Students are less eager to participate. Teachers are facing an increasing number of apathetic students as well as students with discipline concerns stemming from mental/emotional health issues, which poses a problem in maintaining high engagement and motivation in the classroom.

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Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 2: Teachers will guide each student through a growth tracking process beginning the first six weeks and concluding in May.

Evaluation Data Sources: Six weeks failure reports, MAP growth data and tracking pages, Common assessment data, Benchmark data, STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will conference with individual students regarding MAP goal setting and growth. Strategy's Expected Result/Impact: Students will be more engaged in MAP testing and take pride in personal academic growth. Students will see the relevance of growth and how it impacts their confidence in the classroom. Students will engage in lessons as they work to meet their personal growth goals. Staff Responsible for Monitoring: Classroom teachers, Principal, Instructional Specialist, Assistant Principals, Counselors Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2, 5 - Student Learning 1, 2, 3, 7 - School Processes & Programs 1, 5, 7, 9 - Perceptions 1, 6, 7, 9	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details		Reviews			
Strategy 2: Each grading period, students will be recognized and celebrated for reaching personal growth goals in academics, attendance, and behavior. Strategy's Expected Result/Impact: Students will be more engaged in academics and take pride in personal growth. Students will see the relevance of growth and how it impacts their confidence in the classroom. Students will engage in lessons as they work to meet their personal growth goals. Staff Responsible for Monitoring: Classroom teachers, Principal, Instructional Specialist, Assistant Principals, Counselors Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1, 2, 4, 5 - Student Learning 1, 2, 3, 4, 7 - School Processes & Programs 1, 4, 5, 7, 9 - Perceptions 1, 4, 6, 7, 9		Formative			Summative
		Oct	Jan	Apr	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Based on the 2021 - 2022 TEA School Report Card, Madison was labeled as a 'D' campus. Root Cause: Madison is lacking growth across all grade levels and across all sub-populations on the math STAAR assessment.</p> <p>Problem Statement 2: For the 2022 STAAR tests across all grade levels and subjects, students who came from an economically disadvantaged background scored 6% lower than the average score for Madison. African American students as well as Hispanic students also scored lower overall than the average for Madison. SPED students averaged a score that was 20% lower than the campus average. Root Cause: Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class.</p> <p>Problem Statement 4: Students need to increase their involvement within the school and programs being offered to our students need to expand so more students will find motivation to attend school and excel in academics. Root Cause: The number of clubs and before/after school programs are limited for our students. To counter this we need to find more ways to recognize multiple measures student achievement. This can take many forms, both formal and informal.</p> <p>Problem Statement 5: Students do not respond favorably concerning school engagement and how attentive and invested they are in school. Root Cause: Apathy is high in middle school students. Students are less eager to participate. Teachers are facing an increasing number of apathetic students as well as students with discipline concerns stemming from mental/emotional health issues, which poses a problem in maintaining high engagement and motivation in the classroom.</p>

Student Learning

Problem Statement 1: Madison leads the middle schools as having the highest number of failures for the year pertaining to core subjects and sending students to summer school. This year, we brought our total failure rate down to around 12% **Root Cause:** A mixture of student apathy, unwavering teachers who do not build as much of a rapport with their students, remote learning in years past and Covid Pandemic ramifications tend to lead to a higher failure rate for our school. We have also under taught our grading policy and expectations to students.

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School Processes & Programs

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Perceptions

Problem Statement 1: Students do not respond favorably concerning school engagement and how attentive and invested they are in school. **Root Cause:** Apathy is high in middle school students. Students are less eager to participate. Teachers are facing an increasing number of apathetic students as well as students with discipline concerns stemming from mental/emotional health issues, which poses a problem in maintaining high engagement and motivation in the classroom.

Perceptions

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Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 3: Provide mentoring for 100% of new teachers to assist them in classroom management, curriculum design, and instructional delivery.

Evaluation Data Sources: Retention rate of teachers new to campus.

Strategy 1 Details	Reviews			
<p>Strategy 1: Assign a mentor teacher for every teacher new to the Madison campus and involve mentors in designing and addressing areas of need. Core teachers will meet bi-weekly in content meetings. Grade level teams will meet bi-weekly after school with administration. These meetings will be opportunities for PLC time as well as professional learning and mentorship.</p> <p>Strategy's Expected Result/Impact: Stronger teachers that improve their lesson planning, instructional strategies and classroom management.</p> <p>Staff Responsible for Monitoring: Instructional Specialist</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: Demographics 1, 2, 5 - Student Learning 1, 2, 3, 5, 6, 7 - School Processes & Programs 1, 2, 3, 5, 7, 9 - Perceptions 1, 2, 3, 6, 7, 9</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Based on the 2021 - 2022 TEA School Report Card, Madison was labeled as a 'D' campus. Root Cause: Madison is lacking growth across all grade levels and across all sub-populations on the math STAAR assessment.</p> <p>Problem Statement 2: For the 2022 STAAR tests across all grade levels and subjects, students who came from an economically disadvantaged background scored 6% lower than the average score for Madison. African American students as well as Hispanic students also scored lower overall than the average for Madison. SPED students averaged a score that was 20% lower than the campus average. Root Cause: Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class.</p>

Demographics

Problem Statement 5: Students do not respond favorably concerning school engagement and how attentive and invested they are in school. **Root Cause:** Apathy is high in middle school students. Students are less eager to participate. Teachers are facing an increasing number of apathetic students as well as students with discipline concerns stemming from mental/emotional health issues, which poses a problem in maintaining high engagement and motivation in the classroom.

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Problem Statement 6: Classroom management has been an area of concern for some teachers new to the middle school environment. **Root Cause:** It is difficult for teachers to find time in their schedule to work with mentor teachers/CHAMPS Coach to learn and observe effective classroom management techniques.

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School Processes & Programs

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School Processes & Programs

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Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 4: Madison will collaborate with the surrounding community to help build connections between local businesses and the Madison community.

Evaluation Data Sources: Documented positive interactions between local businesses and the Madison community.

Strategy 1 Details	Reviews			
Strategy 1: With the support of Southern Hills Church of Christ, we will work to find businesses to adopt or sponsor each of our homeroom classes. At least once a semester, we will ask that our students communicate to the business through letters the positive things that are going on at Madison. We will also ask our community partners to communicate back to our classes positive messages. Strategy's Expected Result/Impact: We will build a positive connection between the Madison community and the surrounding community and businesses. Students will see that they are an important part of the surrounding community as they share the positive things that are going on in their school as well as receive encouragement from the surrounding community. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Facilitator, Communities in Schools Representative Title I: 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1, 4, 5 - Student Learning 2, 4, 7 - School Processes & Programs 1, 4, 9 - Perceptions 1, 4, 6	Formative			Summative
	Oct	Jan	Apr	June
	N/A	N/A		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Based on the 2021 - 2022 TEA School Report Card, Madison was labeled as a 'D' campus. Root Cause: Madison is lacking growth across all grade levels and across all sub-populations on the math STAAR assessment.

Demographics

Problem Statement 4: Students need to increase their involvement within the school and programs being offered to our students need to expand so more students will find motivation to attend school and excel in academics. **Root Cause:** The number of clubs and before/after school programs are limited for our students. To counter this we need to find more ways to recognize multiple measures student achievement. This can take many forms, both formal and informal.

Problem Statement 5: Students do not respond favorably concerning school engagement and how attentive and invested they are in school. **Root Cause:** Apathy is high in middle school students. Students are less eager to participate. Teachers are facing an increasing number of apathetic students as well as students with discipline concerns stemming from mental/emotional health issues, which poses a problem in maintaining high engagement and motivation in the classroom.

Student Learning

Problem Statement 2: Based on the 2021 - 2022 TEA School Report Card, Madison was labeled as a 'D' campus. **Root Cause:** Madison is lacking growth across all grade levels and across all sub-populations on the math STAAR assessment.

Problem Statement 4: Students need to increase their involvement within the school and programs being offered to our students need to expand so more students will find motivation to attend school and excel in academics. **Root Cause:** The number of clubs and before/after school programs are limited for our students. To counter this we need to find more ways to recognize multiple measures student achievement. This can take many forms, both formal and informal.

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School Processes & Programs

Problem Statement 1: Based on the 2021 - 2022 TEA School Report Card, Madison was labeled as a 'D' campus. **Root Cause:** Madison is lacking growth across all grade levels and across all sub-populations on the math STAAR assessment.

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Perceptions

Problem Statement 1: Students do not respond favorably concerning school engagement and how attentive and invested they are in school. **Root Cause:** Apathy is high in middle school students. Students are less eager to participate. Teachers are facing an increasing number of apathetic students as well as students with discipline concerns stemming from mental/emotional health issues, which poses a problem in maintaining high engagement and motivation in the classroom.





Problem Statement 4: Students need to increase their involvement within the school and programs being offered to our students need to expand so more students will find motivation to attend school and excel in academics. **Root Cause:** The number of clubs and before/after school programs are limited for our students. To counter this we need to find more ways to recognize multiple measures student achievement. This can take many forms, both formal and informal.

Problem Statement 6: Based on the 2021 - 2022 TEA School Report Card, Madison was labeled as a 'D' campus. **Root Cause:** Madison is lacking growth across all grade levels and across all sub-populations on the math STAAR assessment.

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 1: Improve overall student attendance by 3 percentage points for the 2023 - 2024 school year.

Evaluation Data Sources: Weekly attendance reports, yearly attendance rate

Strategy 1 Details	Reviews			
Strategy 1: The campus Attendance Clerk and District Attendance Officer will counsel students and their parents when students are habitually absent. Strategy's Expected Result/Impact: Improved attendance for students, which will result in increased opportunities for student learning. Staff Responsible for Monitoring: Attendance Clerk, District Attendance Officer Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2, 4, 5 - Student Learning 1, 2, 3, 4, 5, 7 - School Processes & Programs 1, 2, 4, 5, 7, 9 - Perceptions 1, 2, 4, 6, 7, 9	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Partner with Communities in Schools to improve and reward attendance by celebrating those with low/no absences. Strategy's Expected Result/Impact: Improved attendance will lead to increased student learning as indicated by formative, summative, and standardized assessments. Staff Responsible for Monitoring: CIS Liaison, Principal, Assistant Principals Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2, 4, 5 - Student Learning 1, 2, 3, 4, 7 - School Processes & Programs 1, 4, 5, 7, 9 - Perceptions 1, 4, 6, 7, 9 Funding Sources: Local Communities in Schools organization - Campus Budget - \$250	Formative			Summative
	Oct	Jan	Apr	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Based on the 2021 - 2022 TEA School Report Card, Madison was labeled as a 'D' campus. **Root Cause:** Madison is lacking growth across all grade levels and across all sub-populations on the math STAAR assessment.

Problem Statement 2: For the 2022 STAAR tests across all grade levels and subjects, students who came from an economically disadvantaged background scored 6% lower than the average score for Madison. African American students as well as Hispanic students also scored lower overall than the average for Madison. SPED students averaged a score that was 20% lower than the campus average. **Root Cause:** Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class.

Problem Statement 4: Students need to increase their involvement within the school and programs being offered to our students need to expand so more students will find motivation to attend school and excel in academics. **Root Cause:** The number of clubs and before/after school programs are limited for our students. To counter this we need to find more ways to recognize multiple measures student achievement. This can take many forms, both formal and informal.

Problem Statement 5: Students do not respond favorably concerning school engagement and how attentive and invested they are in school. **Root Cause:** Apathy is high in middle school students. Students are less eager to participate. Teachers are facing an increasing number of apathetic students as well as students with discipline concerns stemming from mental/emotional health issues, which poses a problem in maintaining high engagement and motivation in the classroom.

Student Learning

Problem Statement 1: Madison leads the middle schools as having the highest number of failures for the year pertaining to core subjects and sending students to summer school. This year, we brought our total failure rate down to around 12% **Root Cause:** A mixture of student apathy, unwavering teachers who do not build as much of a rapport with their students, remote learning in years past and Covid Pandemic ramifications tend to lead to a higher failure rate for our school. We have also under taught our grading policy and expectations to students.

Problem Statement 2: Based on the 2021 - 2022 TEA School Report Card, Madison was labeled as a 'D' campus. **Root Cause:** Madison is lacking growth across all grade levels and across all sub-populations on the math STAAR assessment.

Problem Statement 3: For the 2022 STAAR tests across all grade levels and subjects, students who came from an economically disadvantaged background scored 6% lower than the average score for Madison. African American students as well as Hispanic students also scored lower overall than the average for Madison. SPED students averaged a score that was 20% lower than the campus average. **Root Cause:** Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class.

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Problem Statement 5: Instructional time is lost due to teachers handling behavior issues that disrupt and distract the class. **Root Cause:** Mental health issues are becoming more prevalent in the classroom and students do not have the social or emotional skills to cope with the acting out behaviors that are brought on by frustrations with the academic materials or comments made by peers.

Student Learning

Problem Statement 7: Students do not respond favorably concerning school engagement and how attentive and invested they are in school. **Root Cause:** Apathy is high in middle school students. Students are less eager to participate. Teachers are facing an increasing number of apathetic students as well as students with discipline concerns stemming from mental/emotional health issues, which poses a problem in maintaining high engagement and motivation in the classroom.

School Processes & Programs

Problem Statement 1: Based on the 2021 - 2022 TEA School Report Card, Madison was labeled as a 'D' campus. **Root Cause:** Madison is lacking growth across all grade levels and across all sub-populations on the math STAAR assessment.

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Problem Statement 7: For the 2022 STAAR tests across all grade levels and subjects, students who came from an economically disadvantaged background scored 6% lower than the average score for Madison. African American students as well as Hispanic students also scored lower overall than the average for Madison. SPED students averaged a score that was 20% lower than the campus average. **Root Cause:** Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class.

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Perceptions

Problem Statement 1: Students do not respond favorably concerning school engagement and how attentive and invested they are in school. **Root Cause:** Apathy is high in middle school students. Students are less eager to participate. Teachers are facing an increasing number of apathetic students as well as students with discipline concerns stemming from mental/emotional health issues, which poses a problem in maintaining high engagement and motivation in the classroom.

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Problem Statement 6: Based on the 2021 - 2022 TEA School Report Card, Madison was labeled as a 'D' campus. **Root Cause:** Madison is lacking growth across all grade levels and across all sub-populations on the math STAAR assessment.

Perceptions



Problem Statement 7: For the 2022 STAAR tests across all grade levels and subjects, students who came from an economically disadvantaged background scored 6% lower than the average score for Madison. African American students as well as Hispanic students also scored lower overall than the average for Madison. SPED students averaged a score that was 20% lower than the campus average. **Root Cause:** Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class.







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Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 2: Increase opportunities for collaboration and targeted professional development among teachers in order to increase capacity to meet students' learning needs.

Evaluation Data Sources: Lists of meetings, attendees, and topics addressed.

Strategy 1 Details	Reviews			
Strategy 1: Hold bi-weekly vertical meetings among core tested teachers to discuss best practices, student needs, and conduct action research to validate or discount strategies used. Strategy's Expected Result/Impact: Lists of meetings, attendees, topics addressed, and data from action research projects. Staff Responsible for Monitoring: Team Leads, Instructional Specialist, Principal Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2, 5 - Student Learning 1, 2, 3, 5, 6, 7 - School Processes & Programs 1, 2, 3, 5, 7, 9 - Perceptions 1, 2, 3, 6, 7, 9	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details		Reviews			
Strategy 2: Grade level teams will meet bi-weekly after school with administration. At these meetings, teachers will receive reminders about CHAMPS from our Foundations Team, continued Capturing Kids' Hearts instructions as well as specific teaching strategies from our DLC team will be highlighted. Strategy's Expected Result/Impact: Increase in student achievement and decrease in student behavior. Staff Responsible for Monitoring: Principal, Instructional Facilitator, Foundations Team, DLC Team Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2, 5 - Student Learning 1, 2, 3, 5, 6, 7 - School Processes & Programs 1, 2, 3, 5, 7, 9 - Perceptions 1, 2, 3, 6, 7, 9 Funding Sources: Supplies needed to provide professional development. - Campus Budget - \$250		Formative			Summative
		Oct	Jan	Apr	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Based on the 2021 - 2022 TEA School Report Card, Madison was labeled as a 'D' campus. Root Cause: Madison is lacking growth across all grade levels and across all sub-populations on the math STAAR assessment.
Problem Statement 2: For the 2022 STAAR tests across all grade levels and subjects, students who came from an economically disadvantaged background scored 6% lower than the average score for Madison. African American students as well as Hispanic students also scored lower overall than the average for Madison. SPED students averaged a score that was 20% lower than the campus average. Root Cause: Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class.
Problem Statement 5: Students do not respond favorably concerning school engagement and how attentive and invested they are in school. Root Cause: Apathy is high in middle school students. Students are less eager to participate. Teachers are facing an increasing number of apathetic students as well as students with discipline concerns stemming from mental/emotional health issues, which poses a problem in maintaining high engagement and motivation in the classroom.
Student Learning
Problem Statement 1: Madison leads the middle schools as having the highest number of failures for the year pertaining to core subjects and sending students to summer school. This year, we brought our total failure rate down to around 12% Root Cause: A mixture of student apathy, unwavering teachers who do not build as much of a rapport with their students, remote learning in years past and Covid Pandemic ramifications tend to lead to a higher failure rate for our school. We have also under taught our grading policy and expectations to students.

Student Learning

Problem Statement 2: Based on the 2021 - 2022 TEA School Report Card, Madison was labeled as a 'D' campus. **Root Cause:** Madison is lacking growth across all grade levels and across all sub-populations on the math STAAR assessment.

Problem Statement 3: For the 2022 STAAR tests across all grade levels and subjects, students who came from an economically disadvantaged background scored 6% lower than the average score for Madison. African American students as well as Hispanic students also scored lower overall than the average for Madison. SPED students averaged a score that was 20% lower than the campus average. **Root Cause:** Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class.

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Problem Statement 6: Classroom management has been an area of concern for some teachers new to the middle school environment. **Root Cause:** It is difficult for teachers to find time in their schedule to work with mentor teachers/CHAMPS Coach to learn and observe effective classroom management techniques.

Problem Statement 7: Students do not respond favorably concerning school engagement and how attentive and invested they are in school. **Root Cause:** Apathy is high in middle school students. Students are less eager to participate. Teachers are facing an increasing number of apathetic students as well as students with discipline concerns stemming from mental/emotional health issues, which poses a problem in maintaining high engagement and motivation in the classroom.

School Processes & Programs

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Problem Statement 7: For the 2022 STAAR tests across all grade levels and subjects, students who came from an economically disadvantaged background scored 6% lower than the average score for Madison. African American students as well as Hispanic students also scored lower overall than the average for Madison. SPED students averaged a score that was 20% lower than the campus average. **Root Cause:** Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class.

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Perceptions

Problem Statement 1: Students do not respond favorably concerning school engagement and how attentive and invested they are in school. **Root Cause:** Apathy is high in middle school students. Students are less eager to participate. Teachers are facing an increasing number of apathetic students as well as students with discipline concerns stemming from mental/emotional health issues, which poses a problem in maintaining high engagement and motivation in the classroom.

Perceptions

Problem Statement 2: Instructional time is lost due to teachers handling behavior issues that disrupt and distract the class. **Root Cause:** Mental health issues are becoming more prevalent in the classroom and students do not have the social or emotional skills to cope with the acting out behaviors that are brought on by frustrations with the academic materials or comments made by peers.

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Problem Statement 7: For the 2022 STAAR tests across all grade levels and subjects, students who came from an economically disadvantaged background scored 6% lower than the average score for Madison. African American students as well as Hispanic students also scored lower overall than the average for Madison. SPED students averaged a score that was 20% lower than the campus average. **Root Cause:** Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class.





Problem Statement 9: Madison leads the middle schools as having the highest number of failures for the year pertaining to core subjects and sending students to summer school. This year, we brought our total failure rate down to around 12% **Root Cause:** A mixture of student apathy, unwavering teachers who do not build as much of a rapport with their students, remote learning in years past and Covid Pandemic ramifications tend to lead to a higher failure rate for our school. We have also under taught our grading policy and expectations to students.

Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: Madison will encourage community and school relationships through PTA and surrounding community partners.

Evaluation Data Sources: Volunteer sign-in sheets, teacher surveys, community/parent surveys

Strategy 1 Details	Reviews			
Strategy 1: Utilize PTA to help communicate with and get more parents involved in our school and its activities through PTA meetings and the Madison PTA Facebook page. Strategy's Expected Result/Impact: Increased involvement of parents and community members. Staff Responsible for Monitoring: President of PTA, Principal, Instructional Specialist Title I: 4.1, 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 4, 5 - Student Learning 4, 7 - School Processes & Programs 4, 9 - Perceptions 1, 4	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Continue our community partnership with St. James Church and with Southern Hills Church of Christ. Strategy's Expected Result/Impact: Increase in teacher morale, possible implementation of clubs hosted during lunch time, increase in community involvement. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist, Secretary Title I: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 4, 5 - Student Learning 4, 5, 6, 7 - School Processes & Programs 2, 3, 4, 9 - Perceptions 1, 2, 3, 4	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 3: With the support of Southern Hills Church of Christ, we will work to find businesses to adopt or sponsor each of our homeroom classes. At least once a semester, we will ask that our students communicate to the business through letters the positive things that are going on at Madison. We will also ask our community partners to communicate back to our classes positive messages.</p> <p>Strategy's Expected Result/Impact: We will build a positive connection between the Madison community and the surrounding community and businesses. Students will see that they are an important part of the surrounding community as they share the positive things that are going on in their school as well as receive encouragement from the surrounding community.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Facilitator, Communities in Schools Representative</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 4, 5 - Student Learning 2, 4, 7 - School Processes & Programs 1, 4, 9 - Perceptions 1, 4, 6</p>	N/A	N/A		
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Based on the 2021 - 2022 TEA School Report Card, Madison was labeled as a 'D' campus. Root Cause: Madison is lacking growth across all grade levels and across all sub-populations on the math STAAR assessment.</p> <p>Problem Statement 4: Students need to increase their involvement within the school and programs being offered to our students need to expand so more students will find motivation to attend school and excel in academics. Root Cause: The number of clubs and before/after school programs are limited for our students. To counter this we need to find more ways to recognize multiple measures student achievement. This can take many forms, both formal and informal.</p> <p>Problem Statement 5: Students do not respond favorably concerning school engagement and how attentive and invested they are in school. Root Cause: Apathy is high in middle school students. Students are less eager to participate. Teachers are facing an increasing number of apathetic students as well as students with discipline concerns stemming from mental/emotional health issues, which poses a problem in maintaining high engagement and motivation in the classroom.</p>
Student Learning
<p>Problem Statement 2: Based on the 2021 - 2022 TEA School Report Card, Madison was labeled as a 'D' campus. Root Cause: Madison is lacking growth across all grade levels and across all sub-populations on the math STAAR assessment.</p>

Student Learning

Problem Statement 4: Students need to increase their involvement within the school and programs being offered to our students need to expand so more students will find motivation to attend school and excel in academics. **Root Cause:** The number of clubs and before/after school programs are limited for our students. To counter this we need to find more ways to recognize multiple measures student achievement. This can take many forms, both formal and informal.

Problem Statement 5: Instructional time is lost due to teachers handling behavior issues that disrupt and distract the class. **Root Cause:** Mental health issues are becoming more prevalent in the classroom and students do not have the social or emotional skills to cope with the acting out behaviors that are brought on by frustrations with the academic materials or comments made by peers.

Problem Statement 6: Classroom management has been an area of concern for some teachers new to the middle school environment. **Root Cause:** It is difficult for teachers to find time in their schedule to work with mentor teachers/CHAMPS Coach to learn and observe effective classroom management techniques.

Problem Statement 7: Students do not respond favorably concerning school engagement and how attentive and invested they are in school. **Root Cause:** Apathy is high in middle school students. Students are less eager to participate. Teachers are facing an increasing number of apathetic students as well as students with discipline concerns stemming from mental/emotional health issues, which poses a problem in maintaining high engagement and motivation in the classroom.

School Processes & Programs

Problem Statement 1: Based on the 2021 - 2022 TEA School Report Card, Madison was labeled as a 'D' campus. **Root Cause:** Madison is lacking growth across all grade levels and across all sub-populations on the math STAAR assessment.

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Perceptions

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Perceptions
Problem Statement 6: Based on the 2021 - 2022 TEA School Report Card, Madison was labeled as a 'D' campus. Root Cause: Madison is lacking growth across all grade levels and across all sub-populations on the math STAAR assessment.

Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 2: Students will have opportunities to take part in real world learning experiences on or off campus.

Evaluation Data Sources: Student feedback, six weeks failure reports, MAP growth data and tracking pages, common assessment data, benchmark data, STAAR data, lesson plans

Strategy 1 Details	Reviews			
Strategy 1: Each student will have a minimum of one content relevant learning experience per semester. Strategy's Expected Result/Impact: Increased relevance in day to day learning for students. Staff Responsible for Monitoring: Principal, Instructional Specialist, Team Leads, Classroom teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2, 5 - Student Learning 1, 2, 3, 5, 7 - School Processes & Programs 1, 2, 5, 7, 9 - Perceptions 1, 2, 6, 7, 9	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Based on the 2021 - 2022 TEA School Report Card, Madison was labeled as a 'D' campus. Root Cause: Madison is lacking growth across all grade levels and across all sub-populations on the math STAAR assessment.
Problem Statement 2: For the 2022 STAAR tests across all grade levels and subjects, students who came from an economically disadvantaged background scored 6% lower than the average score for Madison. African American students as well as Hispanic students also scored lower overall than the average for Madison. SPED students averaged a score that was 20% lower than the campus average. Root Cause: Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class.
Problem Statement 5: Students do not respond favorably concerning school engagement and how attentive and invested they are in school. Root Cause: Apathy is high in middle school students. Students are less eager to participate. Teachers are facing an increasing number of apathetic students as well as students with discipline concerns stemming from mental/emotional health issues, which poses a problem in maintaining high engagement and motivation in the classroom.

Student Learning

Problem Statement 1: Madison leads the middle schools as having the highest number of failures for the year pertaining to core subjects and sending students to summer school. This year, we brought our total failure rate down to around 12% **Root Cause:** A mixture of student apathy, unwavering teachers who do not build as much of a rapport with their students, remote learning in years past and Covid Pandemic ramifications tend to lead to a higher failure rate for our school. We have also under taught our grading policy and expectations to students.

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Perceptions

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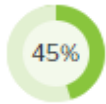





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Goal 4: Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

Performance Objective 1: Madison will continue to reach out to community members and parents by inviting them to the campus for various programs/events throughout the year that showcase the successes of our students and teachers.

Evaluation Data Sources: Sign in sheets, pictures of attended events, feedback on parent surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 1: Madison will advertise various activities to parents and community members that will be presented throughout the year by our fine arts department--such as our theatre productions, orchestra concerts, band concerts, Pops Concert, and spring art show--in order to increase awareness about Madison and its offerings to students.</p> <p>Strategy's Expected Result/Impact: Increase awareness in the community about our fine arts department and the talents of our students. and increased engagement of students through pride in their work.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialist, Fine Arts Teachers</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 4, 5 - Student Learning 4, 7 - School Processes & Programs 4, 9 - Perceptions 1, 4</p> <p>Funding Sources: Advertisement for events - Campus Budget - \$500</p>				

Strategy 2 Details	Reviews			
Strategy 2: Madison will host events focused on building community for our incoming 6th graders as well as current Madison students. Strategy's Expected Result/Impact: Strengthen the connection between the Madison staff and the parents and families of the students served at Madison. Staff Responsible for Monitoring: Principal, Instructional Specialist, Teacher Volunteers Title I: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 4, 5 - Student Learning 4, 7 - School Processes & Programs 4, 9 - Perceptions 1, 4 Funding Sources: Advertisement - Campus Budget - \$500	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Madison will offer at least one family engagement opportunity period that addresses requirements of the Title I Parent Family Engagement requirements. Strategy's Expected Result/Impact: Families will report greater satisfaction with school interactions and feelings of preparedness to support their students. Staff Responsible for Monitoring: PFE Liaison Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Dell computer and printer - Title I, Part A - \$2,006, PFE Liaison salary and professional learning - Title I, Part A - \$31,135, General supplies and light meal/snacks for PFE events - Title I, Part A - \$722	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 4: Students need to increase their involvement within the school and programs being offered to our students need to expand so more students will find motivation to attend school and excel in academics. **Root Cause:** The number of clubs and before/after school programs are limited for our students. To counter this we need to find more ways to recognize multiple measures student achievement. This can take many forms, both formal and informal.

Problem Statement 5: Students do not respond favorably concerning school engagement and how attentive and invested they are in school. **Root Cause:** Apathy is high in middle school students. Students are less eager to participate. Teachers are facing an increasing number of apathetic students as well as students with discipline concerns stemming from mental/emotional health issues, which poses a problem in maintaining high engagement and motivation in the classroom.

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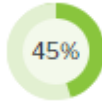

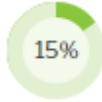
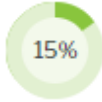
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Goal 4: Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

Performance Objective 2: Madison will increase communication with parents throughout the 2022-2023 school year.

Evaluation Data Sources: School newsletters sent home, communication through social media, parent survey results

Strategy 1 Details	Reviews			
Strategy 1: Madison will utilize the Madison Facebook, and Instagram Account pages to help get communication out to parents about what is occurring at Madison. Strategy's Expected Result/Impact: Increased attendance at Madison functions. Staff Responsible for Monitoring: Principal, Instructional Specialist, School Secretary Title I: 4.1, 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 4, 5 - Student Learning 4, 7 - School Processes & Programs 4, 9 - Perceptions 1, 4	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Madison will send home a newsletter each six weeks that will also be posted on the Madison website. The newsletter will highlight a variety of topics that could include spotlights on teachers or students as well as reminders about upcoming events as well as calibrations. Strategy's Expected Result/Impact: Increased communication between the school and its stakeholders Staff Responsible for Monitoring: Communication Committee, Technology Liaison, Principal, Instructional Specialist Title I: 4.1 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 4, 5 - Student Learning 4, 7 - School Processes & Programs 4, 9 - Perceptions 1, 4 Funding Sources: Paper needed for campus news letter. - Campus Budget - \$250	Formative			Summative
	Oct	Jan	Apr	June
				



No Progress



Accomplished



Continue/Modify



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Performance Objective 2 Problem Statements:**Demographics**

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Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

Performance Objective 1: Madison will reduce the use of out-of-placement disciplinary strategies (ISS, DAEP, Out-of-School Suspension) by building positive relationships with students.

Evaluation Data Sources: Disciplinary data as recorded in FRONTLINE during the 2022-2023 school year as well as feedback from stakeholders.

Strategy 1 Details	Reviews			
Strategy 1: Continue implementation of CHAMPS and begin implementing Capturing Kids' Hearts principles in order to order to teach, monitor, and support students as we work to create a more positive classroom environment. Strategy's Expected Result/Impact: Reduction in the number of out-of-class disciplinary placements during the 2023 - 2024 school year which results in increased learning time for students. Staff Responsible for Monitoring: Assistant Principals, Counselors, Principal, CHAMPS Foundation Team Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2, 5 - Student Learning 1, 2, 3, 5, 6, 7 - School Processes & Programs 1, 2, 3, 5, 7, 9 - Perceptions 1, 2, 3, 6, 7, 9 Funding Sources: Resources needed for Foundations Team as well as for classroom needs. - Campus Budget - \$500	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details		Reviews			
Strategy 2: Collaborate with representatives from Communities in Schools, TRIO Talent Search, and district social workers to meet the emotional and social needs of students. Strategy's Expected Result/Impact: Rosters of students affected and the number of contacts throughout the year. Staff Responsible for Monitoring: Counselors, Principal Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3, 5, 6 - School Processes & Programs 1, 2, 3, 5, 7 - Perceptions 2, 3, 6, 7, 9		Formative			Summative
		Oct	Jan	Apr	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

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Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

Performance Objective 2: 100% of teachers will provide access to and implement student-driven technology within their lesson planning by the end of the 2023-2024 school year.

Evaluation Data Sources: Cumulative data gathered through examination of lesson plans and classroom observations by Administrative Staff.

Strategy 1 Details	Reviews			
<p>Strategy 1: 27 Chromebook carts will be placed strategically throughout the campus in order to provide teachers with easy and frequent access to technology. In addition, 28 new Chromebooks will be purchased by the campus. A chromebook cart will be purchased for the Robotics and Coding class. Three new Chromebook carts and 108 Chromebooks will be purchased to allow more students access to technology and digital curriculum and programs on a daily basis.</p> <p>Strategy's Expected Result/Impact: Students will see greater relevance to their learning by working with technology. This increased relevance will help students better engage in lesson as their learning reflects the world outside of school.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialist, Assistant Principals</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 2, 5 - Student Learning 1, 3, 5, 7 - School Processes & Programs 2, 5, 7, 9 - Perceptions 1, 2, 7, 9</p> <p>Funding Sources: Instructional supplies and any repair needs to hardware - Campus Budget - \$500, Chromebook cart (36 devices) - Title I, Part A - \$15,865.41, Dell (108 Devices) and CDWG (3 carts) - Title I, Part A - \$48,356</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Technology liaisons will provide twice-monthly professional development to promote student-led use of technology and increase faculty capacity to use available hardware and online applications. Strategy's Expected Result/Impact: Rosters of teacher attendance and lists of classes offered along with documentation of technology use found in lesson plans. Staff Responsible for Monitoring: Technology Liaisons Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 5 - Student Learning 1, 5, 6, 7 - School Processes & Programs 2, 3, 5, 9 - Perceptions 1, 2, 3, 9				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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School Processes & Programs

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Perceptions

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Perceptions








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Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

Performance Objective 3: Improve academic growth score for math STAAR to at or above state scores

Evaluation Data Sources: Math STAAR scores from the STAAR 2021 - 2022 and 2022-2023 reading assessments; District reading benchmark data and MAP data

Strategy 1 Details	Reviews			
Strategy 1: Strategically place Special Education teachers and instructional aides in classrooms to ensure that Special Education students' learning needs are met. Continue to use content mastery in the 8th grade. Strategy's Expected Result/Impact: Increased student learning as indicated by improved performance on STAAR Staff Responsible for Monitoring: Instructional Specialist; Special Education teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2, 5 - Student Learning 1, 2, 3, 5, 6, 7 - School Processes & Programs 1, 2, 3, 5, 7, 9 - Perceptions 1, 2, 3, 6, 7, 9 Funding Sources: Instructional Aid - Special Education - State Comp Ed	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide vertical-planning time for teachers during which they will analyze data and align instruction that meets students' learning needs. Strategy's Expected Result/Impact: Improved student performance on subject area common assessments, district benchmarks, and STAAR assessments Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist, Team Leads Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3, 5, 6 - School Processes & Programs 1, 2, 3, 5, 7 - Perceptions 2, 3, 6, 7, 9	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Through RSSP, provide teachers with data and tools to help shape tier 1 instruction to best meet the needs of students in underperforming SE groups. Strategy's Expected Result/Impact: Students in underperforming SE groups (African American, Hispanic) will begin to close the achievement gap that exists between them and the rest of the grade. Performance on state assessments, district benchmarks, and campus common assessments will improve. Staff Responsible for Monitoring: Principal, Instructional Specialist, Classroom Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2, 5 - Student Learning 1, 2, 3, 5, 6, 7 - School Processes & Programs 1, 2, 3, 5, 7, 9 - Perceptions 1, 2, 3, 6, 7, 9	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: Use onsite job-embedded in-classroom support and coaching from Carnegie Learning. Strategy's Expected Result/Impact: Students will show math growth on the 2024 STAAR. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Title I, Part A - \$15,000	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Based on the 2021 - 2022 TEA School Report Card, Madison was labeled as a 'D' campus. Root Cause: Madison is lacking growth across all grade levels and across all sub-populations on the math STAAR assessment.

Demographics

Problem Statement 2: For the 2022 STAAR tests across all grade levels and subjects, students who came from an economically disadvantaged background scored 6% lower than the average score for Madison. African American students as well as Hispanic students also scored lower overall than the average for Madison. SPED students averaged a score that was 20% lower than the campus average. **Root Cause:** Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class.

Problem Statement 5: Students do not respond favorably concerning school engagement and how attentive and invested they are in school. **Root Cause:** Apathy is high in middle school students. Students are less eager to participate. Teachers are facing an increasing number of apathetic students as well as students with discipline concerns stemming from mental/emotional health issues, which poses a problem in maintaining high engagement and motivation in the classroom.

Student Learning

Problem Statement 1: Madison leads the middle schools as having the highest number of failures for the year pertaining to core subjects and sending students to summer school. This year, we brought our total failure rate down to around 12% **Root Cause:** A mixture of student apathy, unwavering teachers who do not build as much of a rapport with their students, remote learning in years past and Covid Pandemic ramifications tend to lead to a higher failure rate for our school. We have also under taught our grading policy and expectations to students.

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School Processes & Programs

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School Processes & Programs

Problem Statement 7: For the 2022 STAAR tests across all grade levels and subjects, students who came from an economically disadvantaged background scored 6% lower than the average score for Madison. African American students as well as Hispanic students also scored lower overall than the average for Madison. SPED students averaged a score that was 20% lower than the campus average. **Root Cause:** Lack of student engagement and relevant learning in some classrooms/for some students. Struggles in keeping underperforming students engaged in class.

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Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

Performance Objective 4: Maintain overall failure rate to 12% or less .

High Priority

HB3 Goal

Evaluation Data Sources: Utilize TEAMS Data

Strategy 1 Details	Reviews			
Strategy 1: Utilize required tutoring and ZAP for students with failing grades. Strategy's Expected Result/Impact: Students will improve failing grades each six weeks. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, Teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2, 4, 5 - Student Learning 1, 2, 3, 4, 7 - School Processes & Programs 1, 4, 5, 7, 9 - Perceptions 1, 4, 6, 7, 9 Funding Sources: Supplemental Tutoring Allocation - State Comp Ed - \$9,000	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement IXL in Math, ELA, Science, and Social Studies to provide intervention assistance to 8th grade students. Implement IXL in Math and ELA to provide intervention assistance for 6th and 7th grade students Strategy's Expected Result/Impact: Impact growth in core subjects and on STAAR 2024. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: IXL Site Licenses, Grade 8, 286 Students; Grades 6 and 7, 500 students - Title I, Part A - \$13,776.86	Formative			Summative
	Oct	Jan	Apr	June
	N/A			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: Based on the 2021 - 2022 TEA School Report Card, Madison was labeled as a 'D' campus. **Root Cause:** Madison is lacking growth across all grade levels and across all sub-populations on the math STAAR assessment.

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Problem Statement 4: Students need to increase their involvement within the school and programs being offered to our students need to expand so more students will find motivation to attend school and excel in academics. **Root Cause:** The number of clubs and before/after school programs are limited for our students. To counter this we need to find more ways to recognize multiple measures student achievement. This can take many forms, both formal and informal.

Problem Statement 5: Students do not respond favorably concerning school engagement and how attentive and invested they are in school. **Root Cause:** Apathy is high in middle school students. Students are less eager to participate. Teachers are facing an increasing number of apathetic students as well as students with discipline concerns stemming from mental/emotional health issues, which poses a problem in maintaining high engagement and motivation in the classroom.

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State Compensatory

Budget for Madison Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Personnel for Madison Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jose Gomez-Rojas	Aide - Compensatory Education	1

Title I

1.1: Comprehensive Needs Assessment

Documentation is in Plan4Learning's ***Needs Assessment*** section.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

2.2: Regular monitoring and revision

Documentation is in Plan4Learning's ***Formative and Summative Year-End Reviews*** section.

2.3: Available to parents and community in an understandable format and language

Please see Title1Crate for the following documentation.

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

2023-2024 Needs Assessment Team

Committee Role	Name	Position
Administrator	Joshua Newton	Principal
Administrator	Sherry Gumm	Assistant Principal
Administrator	Donna Alexander	Assistant Principal
Counselor	Kathy Hillin	Counselor
Counselor	Amy Patton	Counselor
Classroom Teacher	Julie Jackson	Classroom teacher
Classroom Teacher	Jackee Hamp	Classroom teacher
Classroom Teacher	Joy Moudy	Classroom teacher
Community Representative	Janet Ardyno	Community representative
Parent	Jennifer Humphrey	Parent
Parent	Corey Humphrey	Parent

Campus Funding Summary

Campus Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Local Communities in Schools organization		\$250.00
2	2	2	Supplies needed to provide professional development.		\$250.00
4	1	1	Advertisement for events		\$500.00
4	1	2	Advertisement		\$500.00
4	2	2	Paper needed for campus news letter.		\$250.00
5	1	1	Resources needed for Foundations Team as well as for classroom needs.		\$500.00
5	2	1	Instructional supplies and any repair needs to hardware		\$500.00
Sub-Total					\$2,750.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	3	1	Instructional Aid - Special Education		\$0.00
5	4	1	Supplemental Tutoring Allocation		\$9,000.00
Sub-Total					\$9,000.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	General supplies and light meal/snacks for PFE events		\$722.00
4	1	3	PFE Liaison salary and professional learning		\$31,135.00
4	1	3	Dell computer and printer		\$2,006.00
5	2	1	Dell (108 Devices) and CDWG (3 carts)		\$48,356.00
5	2	1	Chromebook cart (36 devices)		\$15,865.41
5	3	4			\$15,000.00
5	4	2	IXL Site Licenses, Grade 8, 286 Students; Grades 6 and 7, 500 students		\$13,776.86
Sub-Total					\$126,861.27








Addendums

2022-2023 Campus Site-Based Committee

Meeting Date: June 20, 2022

1:30 PM

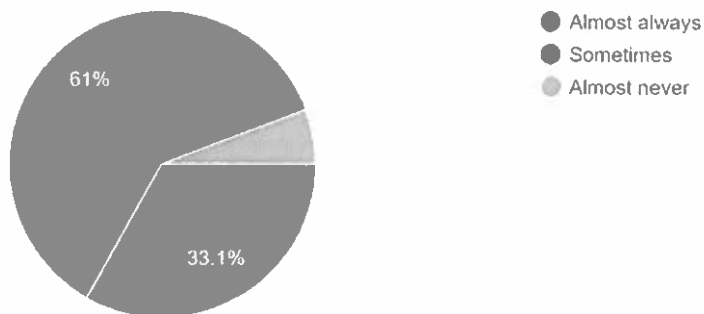
Madison Middle School

Committee Role	Name	Position	Signature
Administrator	Joshua Newton	Campus Principal	
Administrator	Sherry Gumm	Instructional Specialist	
Classroom Teacher	Tamara Gingrich	7th Grade RLA	
Classroom Teacher	Ilianna Knowles	8th Grade US History/Girls' Coach	
Classroom Teacher	Dylan Harrell	7th Grade Math/Boys' Coach	
Classroom Teacher	Paula McGrew	Head Band Director	
Classroom Teacher	Jenny Reece	Assistant Band Director	
Non-classroom Professional	Juliane Hendricks	Campus Secretary	
Administrator	Donna Alexander	7th Grade Assistant Principal	

2022 – 2023 Madison Middle School End of Year Student Survey

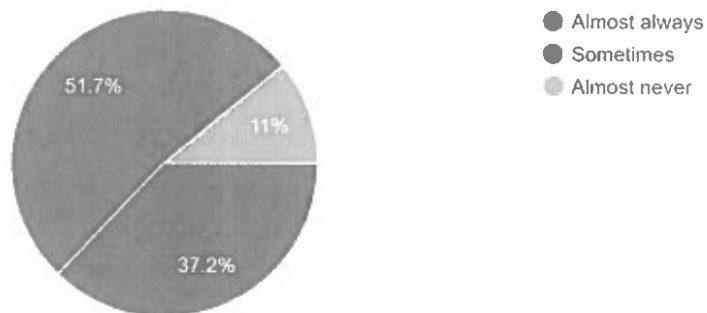
Do you feel that you have a connection with fellow Madison students?

172 responses



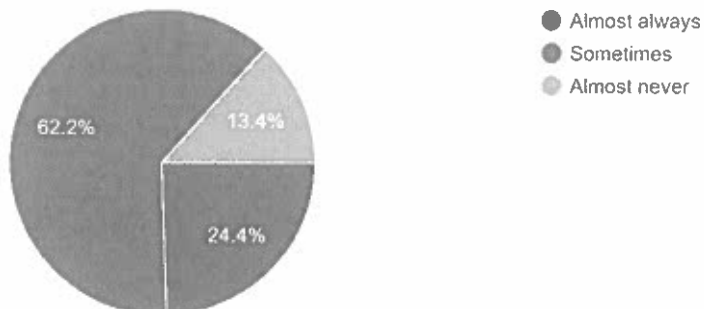
Do you feel safe when at Madison?

172 responses



Do you enjoy your day at school?

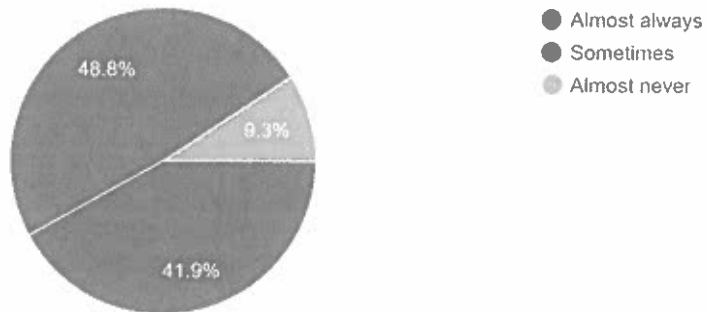
172 responses



2022 – 2023 Madison Middle School End of Year Student Survey

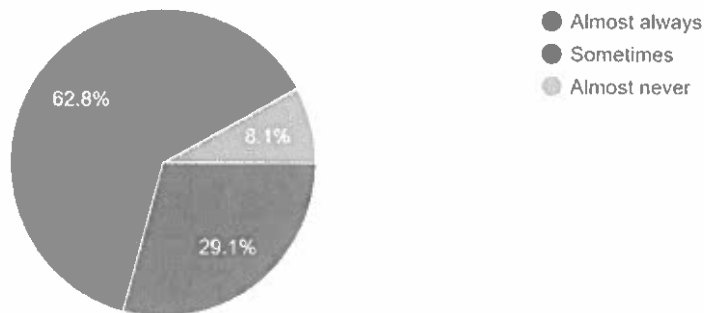
Do you feel supported and protected by the adults on campus?

172 responses



Do you feel challenged and engaged in the classrooms?

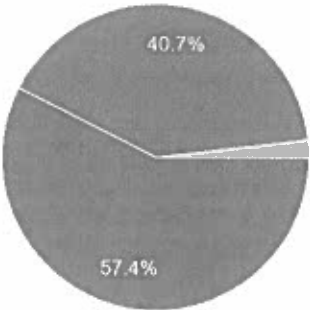
172 responses



2022-2023 Madison Middle School
End of Year Staff Survey

Do you feel that you have a connection with fellow Madison staff?

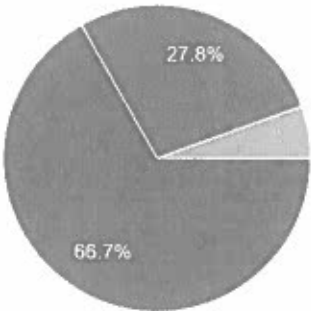
54 responses



- Absolutely - I feel strongly connected.
- Somewhat.
- No - I feel lonely and isolated at Madison.

Do you feel safe when at Madison?

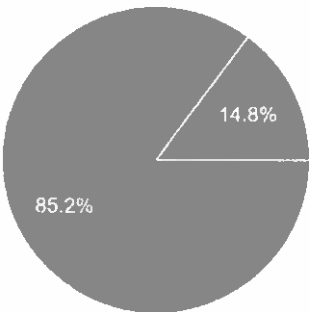
54 responses



- Almost always
- Sometimes
- Almost never

Do you enjoy your daily work?

54 responses

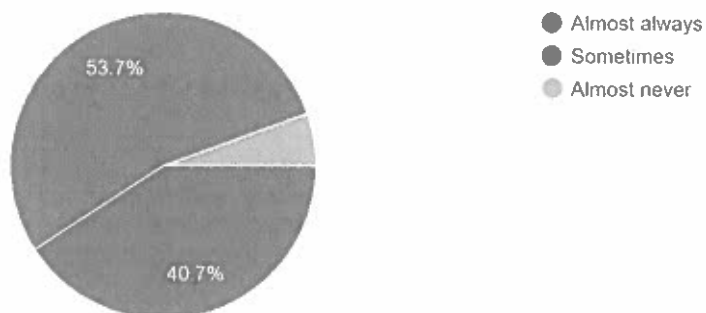


- Almost always
- Sometimes
- Almost never

2022-2023 Madison Middle School End of Year Staff Survey

Overall, do you believe our students feel supported and protected?

54 responses



Do they feel challenged and engaged?

54 responses

