

**U.S. Department of Education**  
**2017 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [X] Magnet [ ] Choice

Name of Principal Mrs. Kendra Hamby

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Madison Street Academy of Visual and Performing Arts

(As it should appear in the official records)

School Mailing Address 401 Northwest Martin Luther King Junior Avenue

(If address is P.O. Box, also include street address.)

City Ocala State FL Zip Code+4 (9 digits total) 34475-5873

County Marion County

Telephone (352) 671-7250 Fax (352) 671-7210

Web site/URL http://www.marionschools.net/mse E-mail kendra.hamby@marion.k12.fl.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Dr. Heidi Maier E-mail Heidi.Maier@marion.k12.fl.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Marion County Schools Tel. (352) 671-7702

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mrs. Kelly King  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **Part I – Eligibility Certification**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 31 Elementary schools (includes K-8)
  - 10 Middle/Junior high schools
  - 7 High schools
  - 15 K-12 schools
- 63 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	34	38	72
1	24	47	71
2	25	47	72
3	33	38	71
4	31	53	84
5	39	40	79
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	186	263	449

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 5 % Asian
  - 17 % Black or African American
  - 9 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 60 % White
  - 8 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 2%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	8
(4) Total number of students in the school as of October 1, 2015	431
(5) Total transferred students in row (3) divided by total students in row (4)	0.019
(6) Amount in row (5) multiplied by 100	2

6. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 39 %  
Total number students who qualify: 175

8. Students receiving special education services: 26 %  
115 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 1 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 8 Multiple Disabilities
- 0 Orthopedic Impairment
- 0 Other Health Impaired
- 1 Specific Learning Disability
- 21 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 2 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers including those teaching high school specialty subjects	24
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	13
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	98%	97%	97%	97%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**  
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.  
Yes    No X

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

The stakeholders work together to provide a quality learning environment that ensures success through the integration of the arts, academics, technology, and foreign language.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Students apply to attend Madison Street Academy through the school's guidance department. If there are more applicants than available seats, a random lottery is used to provide an equitable opportunity for all applicants seeking magnet enrollment. Siblings of current kindergarten through fourth-grade magnet students are given the first priority for open seats. A second lottery is offered after the registration period is complete to fill any open seats. Those students not accepted through the lottery are added to the waiting pool of applicants.

## **PART III – SUMMARY**

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Madison Street Academy of Visual and Performing Arts (MSA) is a Title I magnet school located in the heart of Ocala's west side, a historically African-American community. Nestled between the Ed Croskey Recreation Center, (a division of Ocala's parks and recreation services), and the Thelma Parker Center, (home to the Public Education Foundation of Marion County), the school fronts Dr. Martin Luther King Jr. Avenue. Learners at Madison Street are comprised of a diverse group of students from families across the 330,000 residents in Marion County. Completely reliant on dedicated parents for transportation, students travel up to an hour each morning to the campus for an arts-rich environment. The surrounding area is well-known for its natural Florida appeal and Ocala is recognized as the horse capital of the world, with rolling farms on the outskirts of the city. The brick campus boasts a student-decorated, life-size horse sculpture, a project of the Marion County Cultural Alliance. Upon entering the school, music drifts down the corridors where framed student artwork proudly lines the hallways. Multiple display cases are filled with artistic creations by students, and statues from prominent artists are displayed in front of the main office. Student work presented outside each classroom showcases the integration of academic application and artistic talent through project-based assignments.

Madison Street has a rich history as a neighborhood school beginning with its inception in 1949. The school's status, as the county's first magnet school, came about in 1985 when the fine arts component was added in an effort to attract majority students to a predominately minority area. Through the years, the school has worked with community outreach programs in an effort to attract neighborhood students to the school and combat the perception of a public-private school. In addition, partnerships with the Croskey Center and the extended day program have provided after-school care for working parents. All enrolled students receive enrichment opportunities in dance, theater, foreign language, technology, music, and visual arts through scheduled blocks during and after school. The integration of the arts curriculum along with superior academic instruction work together to create a high achieving student body.

Madison Street's mascot, the owl, represents student scholars. Integrated throughout the school's décor, the mascot serves as a gentle reminder of excellence. Often students prompt each other to remarkable behavior through displaying a distinct owl hand gesture. It is the goal of MSA to nurture well-rounded, lifelong learners who display an appreciation for the arts through their civic involvement.

Traditions at MSA include a fall and spring drama showcasing the school's thespian talent, a Winter and Spring Show highlighting the after school programs in a single event, and "Share Shows" which are held twice yearly as a culminating presentation of the arts classes. All performances are open to the student body, families, and the community, and multiple show times are offered. MSA showcases are unique as they combine drama, technology, dance, music, and visual arts into engaging performances.

Other traditions at MSA include school-based fundraisers: the Fall Festival, where students participate in annual booths; the Basket Auction, which is a combination of two silent sessions including a kid's session and a live auction to raise money for technology; and an Arts Auction, at which one-of-a-kind student-created pieces can be purchased. In addition, a thriving parent association sponsors thematic Sock Hops, a talent show, and before or after school enrichment clubs facilitated by both volunteers and staff members.

On any given day, parents can be found at MSA lending a hand for productions, running the school store, attending parent meetings or workshops, or volunteering in classrooms. Parent involvement is a core component in the success of the school. In addition to supporting the school through countless volunteer hours, parents are the primary champions for students' academic success through partnerships with classroom teachers. Our parents make sure students are on-time and ready to learn every day. Even after the school day ends, our parents ensure their child's success by taking an active role in their education.

Providing students with an arts-centered education is critical to the success of the school. Compared to a traditional elementary school, students participate in an additional 150 minutes of weekly arts instruction during the school day, facilitated by experts in their field. In addition, many students are involved in the arts through after and before school programs or continue to study their discipline within the community. Core

classroom teachers work diligently to infuse the arts into their instruction through meaningful projects, classical areas of study, and high quality literature.

With students spending increased time in arts study, teachers have open periods during which the grade levels collaborate weekly. Along with the leadership team, grade levels spend time in data analysis to determine student strengths and weaknesses and strategies for student success. Bi-monthly professional development is also a core component of the school's success. The administrative team evaluates campus needs and delivers differentiated instruction for the faculty to increase their capacity. MSA is truly a group of student and teacher learners who work together to achieve more as a collective body. The school's high expectations have earned its "A" status, as identified by the State of Florida for the past 14 years.



## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Madison Street Academy's core curriculum is based on the foundations built by the Florida Standards. Each grade level and subject follow a curriculum map to ensure a clear progression of learning is implemented consistently across grade levels. Cooperative engagement and hands-on learning are central to all assignments and activities. The basis of the arts program - speaking, listening, creating, and sharing - provides students with the daily application of skills needed to become college and career ready.

Teachers at MSA use the Language Arts Florida Standards (LAFS) as a starting place for English Language Arts instruction. This includes reading foundational skills, literature, informational text, speaking and listening, and writing and language standards. Wonders by McGraw-Hill serves as a resource for instruction. In collaborative teams, teachers work to thoroughly explore the depth of the standard. In addition, they seek out resources to challenge and create an engaging environment for their students using standards-aligned elements such as the Florida Department of Education's LFAS tasks and CPALMS. A solid acquisition of reading foundational skills is tracked in grades K-2. Grades 3-5 continue these efforts by remediating any skills that are not mastered. Additionally, students in grades K-1 use the online program, SmartyAnts, to reinforce and practice teacher delivered instruction in foundational skills.

In grades 2-5, student comprehension is supplemented through the online program Achieve3000, a non-fiction reading program which provides differentiated instruction by Lexile level. Students are assessed three times per year and Lexiles are adjusted monthly in response to student achievement. In addition, MSA participates in Accelerated Reader which allows students to set reading goals and monitor their own progress toward goals through comprehension assessments. Students self-select literature in the school's media center throughout the day based on their individual instructional levels.

In all content areas, writing instruction is integrated. Primary students concentrate on the foundations utilizing a Six Traits approach. In grades 2-5, teachers have access to Top Score, a curriculum tailored to prepare students for writing narrative, opinion, and expository essays using evidence and elaboration from reading stimulus passages. Teachers work together to modify the content of the programs in order to teach writing in alignment with the reading materials using pieces from content areas, arts curriculum, and character education. Each week, students are encouraged to become civic participants by publishing their work in the Ocala Star Banner, a local newspaper.

A portion of the reading instruction time includes a differentiated instruction block in which students participate in practice activities in small groups based on their ability levels. Students work to acquire the skills necessary to "prepare for and participate in conversations and collaborations" as expressed by the Florida Standard for listening and speaking through interactions with peer and in small teacher-led groups. All strands of reading instruction are integrated with content learning to allow students to make connections across disciplines. Instruction is differentiated by reading level and skills to ensure all students make learning gains.

Mathematics instruction is aligned to the Florida Standards and includes the domains of operations and algebraic thinking, numbers and operations in base tens, fractions, measurement and data, and geometry. GOMath serves as a resource curriculum for mathematics instruction. To supplement, teachers offer daily classroom discussions in mathematical principles to increase perseverance, reasoning, and the ability to construct arguments. Practice opportunities are offered through small groups and hands-on lessons using manipulatives. Students have additional practice in fact fluency through an adaptive program, FasttMath. Dreambox is also used to build a conceptual understanding of mathematical concepts through differentiated instruction.

Social studies is integrated into reading content on a daily basis. Using Studies Weekly, an engaging student magazine with the purpose of helping students imagine life in a historical context, students solidify their civic knowledge using primary sources. Teachers extend on this by having students create authentic period

journals. In addition, students have access to BrainPop which works to enrich all content areas through engaging movies, games, quizzes, and additional primary source materials. Students study civics through activities from the Florida Joint Center for Citizenship. In grades 3-5, students' tie writing and reading together through participation in evidence-based argument writing by analyzing a variety of time period documents to create essays examining a historical question (DBQ). This method requires high-level, rigorous thinking skills to solve an authentic social issue.

In science, the Next Generation Sunshine State Standards build a framework for instruction and teachers work together to provide hands-on lab opportunities for students to participate in engaging scientific discovery. Using the claim, evidence, and reasoning method (CER), students create their understanding of science and record their investigations in scientific journals. In addition, they participate in problem solving, hands-on activities designed around science, technology, engineering, art, and math on each early release day; these activities are deliberate experiences intended to connect key scientific principles to real world applications. Students also have the opportunity to be a part of the annual science fair which culminates with a showcase judged by community members.

## **2. Other Curriculum Areas:**

All students at Madison Street Academy participate in enrichment education in the areas of music, visual arts, performing arts through dance and drama, physical education, language, and technology for a total of 400 minutes each week during the school day. In addition, each of the disciplines hosts after-school enrichment clubs to further specialize in a particular aspect of the arts. To prepare students to be culturally engaged in their communities, both the after school and during school enrichment often culminate in a performance opportunity at local civic events.

Our music department consists of two full-time specialists, with one concentrating on keyboarding and vocal technique and the other focusing on strings and the infusion of technology and music. Using the resource curriculum, Quaver, which integrates literacy and math, students master the Florida Standards through a study of musical production, concepts, cultural connections, and vocabulary. The school has its own keyboarding lab, strings collection, and Orff instruments. In grades 4-5, students have the opportunity to be part of a string ensemble. Further enrichment activities include vocal performing groups and a keyboarding club.

Visual arts take place in our school's art studio where students have access to a kiln, slab roller, printing press, and throwing wheels. Art education includes the process of creating and studying a variety of two- and three- dimensional concepts and ideas in art, concentration on art history, and investigating geometric shapes in conjunction with content area math. Masterpieces from the art studio are displayed at the local Appleton Museum, the Fine Arts for Ocala show, in local businesses, and throughout the campus.

Student talent is showcased using the performing arts program at MSA which includes theater and dance. The drama classroom allows children to practice creativity, build confidence, and take personal risks in a safe place that celebrates success with every production or performance. In addition, students have the ability to become part of the Madison Street Players, a theatrical performing group. Students have weekly drama instruction based on the Florida Standards. MSA students have the opportunity to practice their skills in the broadcasting studio by working in roles such as a script writer, camera or soundboard operator, or anchor. Culminating activities are performed live on the MSA stage.

In dance, students receive quality training in our specialized studio from a professional instructor. They perform in several productions on campus and in the community throughout the school year. During the year, students study musical theater, tap, jazz, ballet, modern and contemporary dance, hip hop, and African dance. They learn self-expression through all genres of dance and use dance as a visual aid in understanding mathematical problems and other academic areas. The school boasts of its own Dance Company, Les Premieres. In addition, students have the opportunity to perform in integrated dance and music performances throughout the year.

Physical education at MSA includes the study of physical activities as well as the important aspects of health

and wellness. Students obtain a basic understanding of how their food, body, and mind interact with each other. On Wednesdays, the department promotes a healthy fruit snack and its benefits on the morning show. Through cooperation and sportsmanship in class activities, students develop beneficial life skills. The physical education teacher, along with the school PTA, encourages student participation in civic and school events such as marathons, track club, and field sports. At the end of each year students have the opportunity to be a part of a school track and field day and compete in events.

Students develop language through the study of Spanish following the Florida Next Generation World Languages Standards. They are actively engaged in language acquisition through listening, speaking, reading, and writing activities. Along with learning Spanish, students are involved in cultural experiences such as multi-cultural potlucks and country showcases. They are able to gain an appreciation and understanding of Spanish speaking countries' customs, traditions, foods, animals, and locations through the use of technology.

In technology, students develop basic skills in computer fundamentals, keyboarding, computer applications, research tools, and educational applications through the use of software for presentation, word processing, and data in both Microsoft and Google platforms. Using digital tools, students demonstrate keyboard proficiency and mastery for computer applications. Knowledge from grade level disciplines is often incorporated as technology is used to research and to expand critical thinking skills. In addition, the importance of cyber safety and computer etiquette is examined, as well as the basics of coding.

### **3. Instructional Methods, Interventions, and Assessments:**

Teachers are encouraged to closely monitor students' responses to instruction by disaggregating data. They begin their year by revisiting their prior students' performance to determine areas of weakness. Next, they evaluate the incoming students' mastery of standards from the previous year to identify individual student needs. This data includes information from the Florida Standards Assessment, local end-of-course exams, archived data by subject and standard, anecdotal notes, records from collaborative meetings, and student work samples. Using this information, teachers chart a path for student success. After each learning assessment, they come together in collaborative groups to discuss enrichment and remediation activities for students in response to data. During the first month of school, students take online assessments to further gauge their literacy and mathematic abilities. These online assessments include Achieve3000, Accelerated Reader, Aimsweb, and teacher created checklists and data sheets. The results are used to differentiate content based on ability and create individual goals. At mid-year and the end of the year, students are reassessed to determine learning gains. In addition, on-level students are monitored monthly through Achieve3000 with automatic adjustments made to Lexile levels.

conferences with a member of the administrative team to identify strategies to assist with student academic success. Students are also assigned a campus mentor.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

Since its inception, Madison Street Academy has concentrated on a character trait each month to assist students with growing emotionally and socially. Lessons on character traits are infused into instruction, and each month students write about the qualities of the trait. In addition, mini-lessons are shared on the announcements and visual displays line the walls of the campus. Students exhibiting the characteristic of the month are selected to attend a luncheon at Olive Garden to celebrate their success.

At MSA, teachers are given the opportunity to work on committees along with the administrative team to facilitate school improvement. Each year they come together to create the school schedule, which allows for grade level teachers to have at least 250 minutes per week to participate in collaborative planning sessions, professional learning communities, and personal development. The administrative team works to provide each grade level with the resources needed to meet the academic and social needs of students by purchasing teacher-requested items. Furthermore, teachers contribute to the make-up of class lists, the school handbook, grade level supply lists, the school calendar, student incentives, and staff incentives. The emphasis on ownership and staff buy-in is a part of the operating process at MSA.

Notes from the principal to classrooms are proudly displayed across campus, as well as exceptional student academic work and projects. Students understand the administrative team visits to see students doing their job: learning. Teachers work together in teams to decorate their hallways and rooms in an arts-infused scholastic style.

School pride is evident across the campus and each classroom with the most students participating in spirit-wear has the opportunity to win the coveted spirit owl award. Student success is celebrated on the morning show by publicly recognizing growth across Accelerated Reader (AR) areas. Each quarter, students who meet their goal have their name displayed outside the media center. In addition, the top readers in each grade level are invited to a quarterly luncheon with the media specialist and principal, and the top reader is awarded with a gift card from the parent association.

In addition to AR recognition, classrooms are rewarded in other areas by participation in activities aligned to school-established targets. Even over the summer, students participated in the Madison Street Academy Summer Challenge, which provided a collection of literacy and math practice activities. In addition, it included socio-emotional activities in which students raised money for charity and participated in good deeds. Part of this challenge included the state-wide Summer Literacy Adventure competition, where students pledged online to read almost 12,000 books. As a result of winning the challenge, MSA welcomed a visit from Florida's First Lady Ann Scott.

MSA's campus has a family atmosphere. On early release days, teachers have the opportunity to participate in a catered luncheon and dine with their peers in a welcoming environment. During seasonal celebrations, the school's sunshine club encourages teachers to take part in anonymous acts of kindness. Involvement in after school productions and activities are rewarded with leave early coupons, to be used at the teacher's discretion when needed. The entire staff shares an informational portal which includes announcements, the school calendar, school files, birthdays, thoughts and best wishes, and free or charitable items. Life-celebrations, milestones, and personal accomplishments are celebrated by all. The administrative team often provides treats such as root-beer floats, a coffee bar, or chocolate day to show staff they are appreciated.

### 2. Engaging Families and Community:

Each school year begins with a meet-the-teacher orientation prior to the first day of school. Families visit the campus to establish routines, reconnect with friends, see new classmates, and meet the teacher. This activity serves as the foundation that helps build a strong relationship between all involved parties. Several weeks into the school year parents are encouraged to attend the school's open house. This activity provides

an understanding of the academic scope and sequence, as well as the classroom expectations for the school year. In addition, parents have the opportunity to attend the “Fall into Learning” event during the month of October. This curriculum night is facilitated by teachers in an effort to assist parents by providing knowledge crucial to their child’s development. During the parent portion, students partake of hands-on science activities from the community’s Discovery Science Center. Additional parent offerings include a book study, facilitated by the school’s guidance counselor, and curriculum morning focused on writing. Volunteers, including parents and retired educators, can often be found in classrooms working with students or actively facilitating performances. Examples of their participation include counting pennies for United Way, running the school store, or preparing materials for teachers. They also serve as chaperones on field trips, organize the fall festival, and assist with various on-campus activities. Every morning parents can be found in the school’s media center reading with their students and taking Accelerated Reader quizzes.

MSA engages the community through partnerships with the Marion Cultural Alliance, Appleton Museum, and Ocala Civic Theater. In addition, the school’s performance groups provide the community with entertainment at arts receptions, the district magnet fair, the Multicultural Festival, the Dance and Fitness Festival, Marion County Honor Choir, Fine Arts for Ocala Festival, and city events including Light Up Ocala, Martin Luther King Wreath Ceremonies, and Veteran’s Day. The Arts Department partners with a local middle school in an effort to extend their program to the middle school.

Local businesses including PDQ, Chick-fil-A, and Race-Wash give back to the school a portion of their business on select days of the month. The school’s business partners- Dr. Jones Orthodontist and Regions Bank- are active participants in campus events. They contribute to the school bundles program which provides school supplies for students and purchases awards ceremony medallions. In addition, a partnership with the College of Central Florida provides two fifth grade students with college scholarships.

The School Advisory Council allows for input from a diverse group of stakeholders that includes teachers, staff members, community members, administrative team members, and business owners. This group comes together to create the school compact and handbook, contributes to the School Improvement Plan, designs school-wide expectations, and creates the school survey. They are responsible for supporting the school’s continuous improvement plan.

### **3. Professional Development:**

The school’s philosophy is to create lifelong learners. Individual and grade level trends are addressed through needs-based, intentional, data-driven, and differentiated professional development. Teachers meet in collaborative sessions weekly to plan assignments and activities based on the Florida Standards in multiple content areas. During these times, they evaluate their efforts to ensure they meet the complexity of the standards by examining the depth of knowledge required for the thinking involved. Additional time is allotted at least twice monthly for participation in professional development by grade level. Furthermore, professional learning communities are encouraged and initiated from teachers’ deliberate practice goals. During early release days the entire staff is involved in professional development in common teams, in grades K-1 or 3-5. Whole group vertical or horizontal alignment activities are employed to examine student work in an effort to identify trends. All professional development activities are aligned to the School Improvement Plan which is created by the school leadership team and approved by the School Advisory Committee.

Topics for professional development are selected at the end of the previous school year by the school-wide leadership team, which includes grade level chairs and department chairs. These sessions are planned in accordance with the School Improvement Plan for the eight early release days built into the calendar and submitted to the district for approval. In order to identify areas of need, the group is driven by assessment data, teacher interest, and observations from instructional walk-throughs. The bi-monthly professional development sessions are created based on administrative feedback from trends identified within grade levels. Each session is differentiated by teacher, student need, and grade level capacity. Delivery of the professional development is provided by the principal, assistant principal, professional development specialist, or a grade level lead. When the administrative team is not presenting, they are attending PD

sessions to increase their knowledge of effective practices.

The goals of the professional development sessions are to provide targeted development in content areas and the arts in order to increase learning gains and proficiency. In addition, follow-up coaching is provided for by teacher or administrative request. Examples of support may include modeled lessons, planning support, or co-teaching sessions.

This approach to professional development works to build the capacity of all the members of the team. The administrative team learns alongside teachers during the professional development time. In addition, the administrative team meets weekly using an inquiry stance to pursue problems of practice. During this session, they work to find external solutions to school-based issues based on current research. Best practices in implementation are explored as new strategies become part of the MSA culture.

#### **4. School Leadership:**

The administrative team consists of the principal, assistant principal, student services manager, professional development specialist, and school guidance counselor. This group schedules a weekly meeting to review all academic tiers of instruction, as evidenced by informal and concrete data. Once a month, the school psychologist and school social worker support child study investigations through a synergy team meeting that evaluates behavior and academics.

Leadership is distributed across the campus and the leadership team consists of representatives from various grade levels and departments. These individuals participate in shared decision making in a monthly meeting format. Decisions are made which impact the campus, such as learning, scheduling, activities management, and instructional practices. This group also formulates the School Improvement Plan and monitors the school's progress toward meeting the goals outlined in the plan.

The principal serves as the chief instructional leader and creates the framework for shared leadership. In this capacity, the principal conveys a common language and goals across the campus. This position works as a liaison between the school, community, and teachers. The principal provides for a smooth operating environment while advocating for teachers' success. In addition, the principal promotes the school while obtaining necessary resources to meet the needs of the campus.

The assistant principal inspires teachers to excellence. As part of this position, the assistant principal facilitates formal, collaborative progress monitoring sessions three times per year, and monthly synergy team meetings, as well as progress monitors tier two and three students. To meet the needs of all learners, the assistant principal seeks out instructional resources, provides teachers with feedback to improve their instructional delivery, and facilitates math and writing tutoring. Furthermore, the assistant principal provides professional development for math and science teachers and recognizes student success through awards ceremonies.

It is the position of student services manager to develop a well-rounded learner through efforts such as safety patrols, academic showcases, and character education. The student services manager eliminates classroom disruptions and supports teachers through working to meet the emotional needs of students. This position maximizes volunteer support, coordinates special events, and serves as the magnet coordinator. In addition, the student services manager works as a liaison between the PTA and the school.

The role of the school counselor is to ensure students receive the academic, career, and social emotional supports needed to be successful and to become responsible citizens. The school counselor provides prevention and intervention and coordinates these services among school staff, student service personnel, parents, and community members to ensure that students receive needed services and referrals. At MSA, the counselor offers parent book studies that give parents ideas and skills to enhance their child's learning, improve behavior, and build stronger parent-child relationships.

To develop teacher capacity, the full-time professional developer concentrates on literacy practices and teaching strategies. In this work, the developer visits classrooms and models best practices for teachers. In

conjunction with the principal and assistant principal, the professional developer creates a plan for teacher in-services. As the year progresses, the staff development calendar is modified to ensure all campus needs are addressed. Additionally, the professional developer tracks school-wide data trends to guarantee development targets student needs.



## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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Madison Street Academy creates a culture of high expectations for all stakeholders. The administrative team expects mastery out of every teacher and proficiency from each student. Teachers are supported while being held accountable for their students' success. Practices to assist teachers with improving instructional delivery are evident throughout the campus. This attention to detail brings about the best in teachers, as they are expected to use research-based practices, collaborative communities, and professional learning to improve their deficiencies. While the growth process is often difficult, every staff member is committed to refining their practice and this is reinforced by the administrative team.

Classroom teachers are extremely involved in the success of each student. They provide authentic real-life connections that engage the students in purposeful learning. Students participate in project-based learning that connects standards, investigation, and product to a specifically designed rubric. Students are highly engaged through these motivating activities and draw from a plethora of sources to complete their assignments. Often teachers implement classroom discussions in all subjects, placing emphasis on rephrasing, higher-order questioning, and requiring students to support their answers with evidence or logic. This discussion and questioning extends content knowledge and leads to deeper understanding.

Teachers are personally vested in their students and celebrate their individual accomplishments, both inside and outside the classroom, which builds a special relationship between teacher and student. Students track their own data with teacher selected charts, and they are held responsible for their learning. Teaching also supports students by providing ongoing feedback, often through portfolio sheets. At MSA, excellence in academics, superior behavior, and responsible citizenship are expected.

MSA is a highly sought after school, as parents purposely choose for their students to attend through application. They are vested in their student's lives, and it is their responsibility to ensure students are successful and engaged. Close connections between teachers and families are expected and this daily flow of communication helps every child to succeed. Since it is essential for students to be present in learning, attendance is closely monitored and various interventions are utilized to ensure students are at school and ready to learn at the highest standards on a daily basis.

Special area teachers work to develop students with unparalleled excellence. MSA also features a unique arts program designed by its team members. Teachers work within the confines of the school environment to create a program allowing each student access to an arts-embedded education. The group's superior performances and quality programs contribute to the culture of high expectations. Many of their shows and exhibits are written specifically for the MSA student body and tailored to showcase their unique abilities.

At MSA, high expectations are not just a cliché. They are a way of teaching and learning that impact all who come in contact with the school. As a result, parents, teachers, students, and community members rise to the level of excellence expected by all stakeholders. A culture of high expectations is evident throughout the campus and is exemplified through the students' high academic achievement.