

Brevard Public Schools

Andrew Jackson Middle School



2021-22 Schoolwide Improvement Plan

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Andrew Jackson Middle School

1515 KNOX MCRAE DR, Titusville, FL 32780

<http://www.jackson.brevard.k12.fl.us/>

Demographics

Principal: Susan Shockley M

Start Date for this Principal: 8/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 7-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	95%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: B (58%) 2016-17: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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<http://www.jackson.brevard.k12.fl.us/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 7-8</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">70%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">45%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Andrew Jackson Middle School is committed to providing our students with an environment where students feel supported, think critically, and make informed decisions as lifelong learners.

Provide the school's vision statement.

Andrew Jackson Middle School is committed to quality education that challenges and motivates our students to reach their highest potential by being STAR Generals (Stay Safe, Take Responsibility, Achieve Academic Excellence, Respect Yourself and Others.)

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Susin, Tina	Principal	Serves as an instructional leader by collaborating with the administrative team, teacher leaders, SAC committee and community members to implement research-based instructional strategies to reach our SIP goals.
Shockley, Jennifer	Assistant Principal	Serves as an instructional leader by collaborating with the administrative team, teacher leaders, SAC committee and community members to implement research based instructional strategies to reach our SIP goals.
Poley, Danielle	Assistant Principal	Serves as an instructional leader by collaborating with the administrative team, teacher leaders, to implement research based instructional strategies to reach our SIP goals.

Demographic Information

Principal start date

Tuesday 8/1/2017, Susan Shockley M

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school

566

Identify the number of instructional staff who left the school during the 2020-21 school year.

0

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	276	293	0	0	0	0	569
Attendance below 90 percent	0	0	0	0	0	0	0	79	77	0	0	0	0	156
One or more suspensions	0	0	0	0	0	0	0	20	37	0	0	0	0	57
Course failure in ELA	0	0	0	0	0	0	0	12	34	0	0	0	0	46
Course failure in Math	0	0	0	0	0	0	0	7	33	0	0	0	0	40
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	47	49	0	0	0	0	96
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	57	63	0	0	0	0	120
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2021 FSA ELA	0	0	0	0	0	0	0	56	79	0	0	0	0	135
Level 1 on 2021 FSA Math	0	0	0	0	0	0	0	67	69	0	0	0	0	136
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	44	71	0	0	0	0	115

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	12	13	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	7	5	0	0	0	0	12

Date this data was collected or last updated

Friday 5/28/2021

2020-21 - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	297	260	0	0	0	0	557
Attendance below 90 percent	0	0	0	0	0	0	0	49	51	0	0	0	0	100
One or more suspensions	0	0	0	0	0	0	0	39	26	0	0	0	0	65
Course failure in ELA	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	66	47	0	0	0	0	113
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	83	40	0	0	0	0	123
Learning Loss during Distance Learning (excessive absences and ELA/Math Failure)	0	0	0	0	0	0	0	5	24	0	0	0	0	29

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	46	29	0	0	0	0	75

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	3	4	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	8	12	0	0	0	0	20

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	297	260	0	0	0	0	557
Attendance below 90 percent	0	0	0	0	0	0	0	49	51	0	0	0	0	100
One or more suspensions	0	0	0	0	0	0	0	39	26	0	0	0	0	65
Course failure in ELA	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	66	47	0	0	0	0	113
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	83	40	0	0	0	0	123
Learning Loss during Distance Learning (excessive absences and ELA/Math Failure)	0	0	0	0	0	0	0	5	24	0	0	0	0	29

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	46	29	0	0	0	0	75

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	3	4	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	8	12	0	0	0	0	20

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				60%	59%	54%	60%	59%	53%
ELA Learning Gains				60%	56%	54%	54%	52%	54%
ELA Lowest 25th Percentile				48%	48%	47%	48%	45%	47%
Math Achievement				69%	66%	58%	61%	65%	58%
Math Learning Gains				61%	55%	57%	55%	56%	57%
Math Lowest 25th Percentile				43%	45%	51%	40%	47%	51%
Science Achievement				50%	52%	51%	54%	54%	52%
Social Studies Achievement				79%	75%	72%	76%	72%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	58%	58%	0%	52%	6%
Cohort Comparison						
08	2021					
	2019	62%	63%	-1%	56%	6%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	64%	62%	2%	54%	10%
Cohort Comparison						
08	2021					
	2019	33%	43%	-10%	46%	-13%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	49%	53%	-4%	48%	1%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	77%	74%	3%	71%	6%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	91%	61%	30%	61%	30%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	60%	40%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Students in grades 7 and 8 were assessed in Reading and Math with i-Ready, Reading Plus and MAP. Current 7th graders were assessed with i-Ready and our current 8th graders were assessed with Reading Plus and MAP.

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	77/35%	106/48%	120/52%
	Economically Disadvantaged	47/31%	65/41%	74/45%
	Students With Disabilities	3/7%	6/13%	6/13%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	49/23%	89/40%	113/49%
	Economically Disadvantaged	26/17%	52/33%	69/42%
	Students With Disabilities	0/0%	6/14%	5/12%
	English Language Learners	0/0%	0/0%	0/0%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	133/45%	126/43%	122/42%
	Economically Disadvantaged	72/43%	61/36%	66/39%
	Students With Disabilities	7/13%	9/17%	11/21%
	English Language Learners	2/25%	1/13%	1/13%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	66/23%	71/24%	40/14%
	Economically Disadvantaged	30/18%	39/23%	24/14%
	Students With Disabilities	3/6%	4/8%	3/6%
	English Language Learners	1/13%	2/25%	1/13%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	14	26	23	15	38	38	14	26			
ELL	45	82		70	40						
BLK	25	33	26	25	32	40	20	37	47		
HSP	51	53	40	49	41	29	50	67	58		
MUL	53	52		61	56		67	70	83		
WHT	53	50	30	60	45	40	61	71	71		
FRL	38	40	29	42	40	44	38	54	61		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	26	48	42	28	44	33	22	51			
ASN	83	58		92	75				100		
BLK	35	43	44	44	50	38	20	56	58		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	48	60	53	63	55	38	42	71	84		
MUL	61	56	50	70	60	33	42	87	100		
WHT	71	67	51	77	65	52	65	85	87		
FRL	49	55	46	58	56	41	35	74	75		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	36	28	25	45	35	21	44			
ELL					40						
BLK	37	43	26	39	50	37	24	65	57		
HSP	52	57	58	57	53	25	42	65	53		
MUL	63	57	60	53	61	43	55	74	69		
WHT	70	57	56	69	55	45	67	83	74		
FRL	52	51	42	50	49	39	41	70	56		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	440
Total Components for the Federal Index	9
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	59
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to i-Ready, ELA students in 7th grade at Jackson made increases from 35% to 57% (+17) throughout the 2020-21 school year. However, levels of proficiency were not mirrored in the students with disabilities (SWD) and the African American students sub-groups. SWD rose from only 6% to 13% proficiency. While African American students increased from 13% to 31% (+ 18) proficiency, they are still performing below the 7th grade average. According to i-Ready, math students in 7th grade at Jackson made increases from 23% to 49% (+26). However, the SWD sub-group only rose to 12% proficiency, still scoring significantly lower than their general education peers. The African American students increased from 8% to 21% (+13) proficiency, significantly lower than the 7th grade average.

Based on the MAP and Reading Plus progress monitoring tools, 8th graders at Jackson showed decreases in progress throughout the 2020-2021 school year. Students with disabilities and African American students made small gains. Students in 8th grade ELA declined from 45% to 42% (-3) proficiency. Students with disabilities rose from 13% to 21% (+8) proficiency and African American Students rose from 15% to 16% (+1) which is still significantly lower than their peers. Students in 8th grade math declined from 23% to 14% (-9) proficiency. The students with disabilities remained stagnant at 6% proficiency. African American students increase slightly in math proficiency from 35% to 37% (+2) but that is still lower than their peers.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Students in 7th grade math declined from 23% to 14% (-9) proficiency bringing cause for concern. Another cause for concern is reflected in the 7th grade ELA data. Overall, Students in 7th grade ELA declined from 45% to 42% (-3) proficiency. When looking at the sub-group data, this decline is reflected in the FRL sub-group who began at 43% proficiency and decline to 29% (-4). However, students with disabilities rose from 13% to 21% (+8) proficiency which is still significantly lower than their general education peers.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Students during the 2020-21 school year were affected by the on-going COVID-19 pandemic, where students were sent home for lengths of time for quarantine related to being ill (clinic quarantine), having been a contact-to-a-case or for having been positive for COVID-19. Many families chose to keep their students at home using the eLearning option in which students were expected to log in to each class daily to participate in instruction but many students did not and were excessively absent. All of these factors contributed to loss of instructional time during the school year and resulted in

significant declines in progress.

In the 2021-22 school year, students are all face-to-face and there is no eLearning option. Currently we are monitoring attendance records, grades, and discipline of all students. Our Student Success Team (SST) runs EWI reports and meets bi-weekly to identify and determine interventions. Retained students are monitored weekly through CICO.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Students in 8th grade science at Jackson Middle School made gains in proficiency. In 2019 students scored 49% proficiency and in 2021 students scored 54% (+5) proficiency.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors in the success of students in 8th grade science are likely a result of the data-driven approach taken by the department as a whole. Department members created, and implemented common assessments, and reviewed the data after each administration of an assessment. They worked collaboratively to review, revise, reteach and reassess students. The data was used to identify students "on the bubble" and to utilize interventions to prepare them for FSA testing.

What strategies will need to be implemented in order to accelerate learning?

AJMS has de-tracked students for the SY 2021-22. Students are scheduled into mixed ability advanced courses in ELA, Social Studies, and Science. The goal is to create equal expectations for students and provide the same resources. AJMS is targeting quality department meeting processes to focus on aligning common assessments with grade level materials, previewing, and scaffolding, versus remediation. Previewing connects to vocabulary instruction, advance organizers, and activating thinking which work together to build self-efficacy and self-esteem.

The strategies that are of continued focus are Teacher Clarity in learning goals and standards, Higher Order Thinking and Essential questions, literacy skills across all core classes, and an implementation of student feedback. AJMS is continuing the learning process in these practices for improving student acceleration with focuses on Math and Reading.

AJMS has also implemented programs to give further opportunities to students such as GAP sessions, a before and after school program for students to be tutored by their teachers in person or through an online platform, and through Zero Tolerance for Zeros, a makeup session for work during homeroom every other Wednesday.

The administration team and faculty are also furthering an equitable classroom environment and learning process through Culturally Responsive Teaching, focusing on individual biases and an understanding of cultural differences to better respond towards student needs. Departments in core content classes are also focusing on creating more meaningful processes to aggregate student data and align common assessments towards grade level material to create a more effective learning experience.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development will include Culturally Responsive Teaching to create more equitable classrooms as we shift to mixed-ability grouping. A professional development team made up of AJMS

teachers, administrators, the Literacy Coach, and the district Equity Director will plan and facilitate six hours of ERPD for our staff. A review of survey data from Insight and YouthTruth will be utilized to narrow the focus of Culturally Responsive Teaching needs. The PD team will dig deeper into the data by analyzing responses and by additionally surveying teachers and students to further understand the cultural needs at AJMS and to determine action for implementation.

Teachers will focus on accelerating learning, versus remediation and participate in PD, led by the Literacy Coach and PD team, on acceleration strategies that "catch kids up" like previewing, scaffolding, and using differentiated assignments.

Progress monitoring will be implemented through data collected from department meetings on strategies being used and data from student assessment and work to drive instruction. Additionally, progress will be monitored through administration feedback on practices being implemented in the classroom.

Teachers will continue implementing Teacher Clarity practices from John Hattie's Visible Learning and continue to implement high-yield strategies; Higher Order Thinking questions, Essential Questions, literacy skills, and feedback. One-to-One hybrid learning will focus on allowing students access to GAP sessions, access to online content and learning, and best practices to make use of time on technology and devices.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services will be implemented at Andrew Jackson Middle School through school resource teachers and the Literacy Coach.

The Cambridge Team is working with Nancy Howser and AJMS administration to determine equitable opportunity for access to Cambridge courses of study. The team will be focused on building a school-wide Cambridge culture to spread the concepts of teaching to all students to accelerate learning for all students.

The Literacy Coach will provide coaching and mentoring solutions for faculty in literacy and teaching practices to embed reading and writing across the curriculum. Additionally, progress monitoring on student skill and content knowledge will be implemented for mathematics and ELA through MAP testing and Read 180.

The Student Success Team and Data Team will focus on monitoring student academic progress, attendance and behavior and implement interventions as necessary.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Students with Disabilities at Andrew Jackson Middle School are performing below their grade level peers. FSA data used to calculate the Federal Index for our SWD, iReady Reading scores, and Read 180 Reading Inventory scores all indicate that our SWD are performing below grade level in ELA, and math.

Measurable Outcome: For the first Read 180 Benchmark assessment, the number of students with disabilities performing at proficient is 16%. The percent proficient will increase to 24% for benchmark 2 and 32% for benchmark 3. For the first MAP assessment, the number of students with disabilities performing at proficiency is 11%. The percent proficient will increase to 26% for benchmark 2 and 41% for benchmark 3.

In the school year 2021-22, AJMS has implemented a mixed-ability model for classroom instruction which will allow all students equitable opportunities and access to grade level content.

Monitoring: We will focus on reading and writing across the curriculum and the use of acceleration strategies such as previewing, scaffolding, and the use of differentiated assignments to support our students with disabilities.

Each core course will create common assessments to include questions related to grade level standards. Each content area/course will review data from common assessments and review student work samples to determine whether students are on target for learning or performing below expectations. Students will be identified for the purpose of reteaching/ reassessing and for enrichment, and strategies for success will be identified and implemented. Students will be monitored by their case worker and the classroom teacher.

Person responsible for monitoring outcome: Tina Susin (susin.tina@brevardschools.org)

Acceleration strategies the "catch kids up" will be implemented to support student with disabilities to build self-efficacy and self-esteem. The previewing strategy will be emphasized to connect SWD to vocabulary instruction, advance organizers and to activate thinking.

Evidence-based Strategy: Professional Learning Communities (PLC) will be focused on the MTSS problem solving framework. ESE student work samples will be reviewed and common assessment data will be analyzed by the General Education teacher and the ESE teacher. A plan of action will be collaboratively developed for ESE students who are not mastering standards for re-teaching and reassessing. Tier 2 interventions will be discussed, implemented and monitored for success.

Rationale for Evidence-based Strategy: Accelerating learning rather than remediating is determining the critical skills and concepts that students are missing and providing scaffolds that will bridge gaps while teaching the missing skills with surgical precision and efficiency. "Catching Up At-Risk Students: How Do You Move Them Forward Quickly and Effectively?" by Don Marlett identifies strategies that work.

Previewing, scaffolding, and use of differentiated assignments have been identified as strategies that accelerate student learning. Teachers will attend PD to assist with the

implementation of accelerated learning strategies.

Teachers will be supported in their Professional Learning Communities focused on effective teaching methods for learning. PLCs utilize Scaffolding with an effect size of .82, Teacher Estimates of Students Achievement with an effect size of 1.62 and Collective Teacher Efficacy with an effect size of 1.57 (J. Hattie, December 2017 visiblelearningplus.com).

Action Steps to Implement

- Schedule all students into Advanced mixed-ability core courses for ELA, science, and social studies
- Use support facilitation model to support SWD in advanced courses
- Case managers to monitor progress of SWD in core courses and progress toward IEP goals
- Student Success Team to monitor academic, attendance, and behavior
- Admin will create calendar for PLCs to meet 3 times a month
- Admin will train staff on the on the PLC Quality Department Meeting plan
- PLCs will monitor common assessment data, and benchmark data down to the student level
- PLC's will implement interventions to support SWD's and monitor progress
- PLC's will review student work samples
- Teachers will post daily Learning Goals, Learning Experiences, and Success Criteria and ESE support (teachers and IA's) will conduct daily checks for understanding
- ESE students will be identified and encouraged to attend GAP sessions, and ZTZ

Person Responsible Jennifer Shockley (shockley.jennifer@brevardschools.org)

#2. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale: Culturally Responsive Teaching will be utilized to increase student achievement specifically relating to our Black/African American students. FSA data used to calculate the Federal Index for our Black/African American students are performing below grade level in ELA, Math, Science and Social Studies.

Measurable Outcome: For the first Read 180 Benchmark assessment, the number of African American students performing at proficiency is 30%. The percent proficient will increase to 35% for benchmark 2 and 41% for benchmark 3. For the first MAP assessment, the number of African American students performing at proficiency is 15%. The percent proficient will increase to 28% for benchmark 2 and 41% for benchmark 3.

At the classroom level, department members will create, and implement common assessments and monitor progress of Black/African American students.

Monitoring: At the school-level, the Data Team comprised of the Assistant Principal, Literacy Coach and several teacher leaders will review Read 180 and MAP data throughout the school year, create and facilitate faculty data activities, and facilitate individual data chats with students.

Person responsible for monitoring outcome: Tina Susin (susin.tina@brevardschools.org)

Evidence-based Strategy: Professional Learning Communities (PLC) will be focused on the MTSS problem solving framework. African American student work samples will be reviewed and common assessment data will be analyzed by the teacher. A plan of action will be collaboratively developed for African American students who are not mastering standards for re-teaching and reassessing. Tier 2 interventions will be discussed, implemented and monitored for success.

Rationale for Evidence-based Strategy: Teachers will be supported in their Professional Learning Communities focused on effective teaching methods for learning. PLCs utilize Scaffolding with an effect size of .82, Teacher Estimates of Students Achievement with an effect size of 1.62 and Collective Teacher Efficacy with an effect size of 1.57 (J. Hattie, December 2017 visiblelearningplus.com).

Action Steps to Implement

Professional Development:

-All teachers will participate in Early Release Professional Development focused on Culturally Responsive Teaching

Scheduling:

-Schedule all students into Advanced mixed-ability core courses for ELA, science, and social studies
 -Student Success Team to monitor academic, attendance, and behavior

Establish Schedule and Expectations for PLCs:

- Admin will create calendar for PLCs to meet 3 times a month
- Admin will train staff on the on the PLC Quality Department Meeting plan
- PLCs will monitor common assessment data, and benchmark data down to the student level
- PLC's will implement interventions to support African American students and monitor progress
- PLC's will review student work samples
- Teachers will post daily Learning Goals, Learning Experiences, and Success Criteria and will conduct

daily checks for understanding

-African American students will be identified and encouraged to attend GAP sessions and ZTZ

Person Responsible Jennifer Shockley (shockley.jennifer@brevardschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

During the 2019-20 school year, Andrew Jackson Middle School reported 4.8 incidents per 100 students. This rate is greater than the statewide middle/junior high school rate of 4.2 incidents per 100 students. When compared to all middle schools in the state of Florida, AJMS ranked 376 out of 553, falling into the 'High' category. When compared to other middle schools in Brevard County AJMS ranked 5 out of 11 traditional middle schools.

In 2019-20, AJMS reported 11 in-school suspensions, and 91 out-of-school suspensions. This is a decrease from 2017 in which 70 incidents resulted in in-school suspension and 117 incidents resulted in out-of-school suspension and 2018 where 39 students received in-school suspension and 115 received out-of-school suspension. It is obvious there is a direct correlation between having the resources available to sustain a viable in-school suspension program and low suspension rates, as the data indicates of the years prior to 2017 indicate.

The African American Risk Ratio for AJMS has steadily increased over the course of the past three school years.

2018-19 (2.59)

2019-20 (3.09)

2020-21 (3.31)

Throughout 2021-22 we will monitor the discipline data related to out-of-school suspensions and also the risk ratios of the suspensions reported. The Student Success Team will meet weekly to review data, determine and implement strategies for success and monitor student progress.

We will continue to reward positive behavior and recognize students through various means; positive referrals, students-of-the-week, HOT Hangouts, Starbuck Store, Tech Tuesday, Starbuck Mania and a variety of other means. Additionally, we will continue to seek new methods for rewarding students who demonstrate STAR General behavior.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Jackson Middle School has been working towards building a positive school culture and climate through encouraging more parents and families to participate in decision making and through offering a welcoming environment. In the 2020-2021 Parent Survey, 85% of parents stated they felt welcome at Andrew Jackson Middle School. The Parent Survey also stated that 76% of parents felt that the school was helpful in answering questions and concerns that they may have. Furthermore, 46% of parents responded they were given opportunities to provide input and feedback into school decisions. Parents also responded with 56% that if more information was available on how to become engaged, they would play a more active role in school decision-making. Andrew Jackson Middle School has taken the initiative to invite more parents from diverse backgrounds to participate and become representatives in the SAC committee. The goal is to create an inclusive and equitable voice from all backgrounds representing the student population. Additionally, AJMS remains committed to gaining parent and student feedback and promoting opportunities to participate in the schoolhouse through volunteerism in PTO, Starbuck Store, SAC, and other PBIS functions. Despite efforts to create more opportunities to communicate with parents, survey results show 34% of parents responded that they never hear from teachers regarding their child's progress, up 5% from the previous year. Our goal has been to increase parent participation in the use of Focus and create more content for the parent resource page on our website.

An area of focus for our staff is to build a more positive peer culture. In the 2020-21 Insight Survey, Peer Culture showed declining results. A teacher-led professional development team is digging deeper into the teacher responses and planning and implementing PD to determine areas of focus. The goal is to determine what a common vision for effective teaching looks like and to create common language to discuss effective teaching.

YouthTruth Survey results indicate that our students recognize their peers do not respect the adults on our campus, and students do not feel the adults treat them with respect. Another goal of the teacher-led professional development team is to dig deeper into student survey data and what students perceive as respect in order to address the need for change.

Jackson Middle School is a PBIS (Positive Behavioral Interventions and Supports) school. Faculty and staff have been committed to teaching and modeling positive behaviors on campus. We also build a positive environment on campus by implementing Restorative Practices to create a positive school climate. The assistant principal, social worker, and guidance counselor facilitate restorative conversations between students and teachers or between students to repair relationships that may have been damaged due to a behavioral incident or conflict.

After re-opening schools last year from the 2020 closures because of Covid-19, we are continuing focus on implementing SEL recovery lessons during homeroom. Lessons are created by BPS and have been implemented to provide students with opportunities to identify and explore their emotions, manage stress, overcome obstacles, and learn what mental health resources are made available.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Andrew Jackson Middle Schools stakeholders who promote a positive culture and environment are affiliated with the PBIS and Starbuck reward system. Laura Moxley, the GSP at AJMS is the PBIS coordinator and facilitator of the rewards system to promote a positive school culture. Additionally, parent volunteers from the SAC committee, and PTO have taken initiative to help with the creation of a positive school environment. The roles played to promote a positive school culture is to create a reward system through funding and supplying the Starbuck store in which students can use the school currency to purchase rewards, and school supplies.

Additionally, volunteers help supply the Starbuck store through business and parent donations. Also, students can participate in Starbuck Mania where they can spend their school currency on activities on a specific school day as a reward for following the school PBIS rules and expectations.

Through partnerships with local organizations and businesses we are able to provide support and supplies for the school and students in transition. Partnerships through companies and local institutions such as the Titusville Fire Department and business such as Kelsey’s have helped in providing for school functions. We also work with local non-profit organizations in town and works with the supply zone to gather supplies and materials needed for students in transition. Lastly, we track data through the RTIB system to track discipline data and the positive behavioral referral program to reward students each week to promote examples of PBIS working within the school.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American	\$0.00
Total:			\$0.00