

Brevard Public Schools

Central Middle School



2021-22 Schoolwide Improvement Plan

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Central Middle School

2600 WINGATE BLVD, West Melbourne, FL 32904

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

Demographics

Principal: Heather Smith A

Start Date for this Principal: 7/1/2018

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)	55%
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 Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: B (56%) 2016-17: B (54%)
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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Central Middle School

2600 WINGATE BLVD, West Melbourne, FL 32904

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 7-8	No	57%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

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

School Board Approval

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SIP Authority

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<https://www.floridacims.org>.

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Central Middle School will provide a quality education in a culture of dedication, collaboration, and learning to help prepare our students to be college and career ready upon graduation from high school. (Rev. 2019-2020).

Provide the school's vision statement.

To design and provide a quality education that serves every student with excellence as the standard. (Rev. 2019-2020).

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
Mannes, Cole	Assistant Principal	Student services, discipline, and facilities. Mr. Mannes is leading the school through the PBIS process and works directly with students to receive input that will affect the school's decision-making process.
Kelly, Barbara	Assistant Principal	Student services, discipline, and facilities. Ms. Kelly is leading the school through the PBIS process and works directly with students to receive input that will affect the school's decision-making process.
Thomas, Jessica	Assistant Principal	Curriculum. Mrs. Thomas is leading the way to keep faculty informed of new instructional approaches and how we will achieve the best results. She is instrumental to our BPIE process and course placements.
Scheuerer, Todd	Principal	Leader of all school initiatives.

Demographic Information

Principal start date

Sunday 7/1/2018, Heather Smith A

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.*

2

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.*

14

Total number of teacher positions allocated to the school

77

Total number of students enrolled at the school

1,180

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

10

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

8

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	602	577	0	0	0	0	1179
Attendance below 90 percent	0	0	0	0	0	0	0	104	64	0	0	0	0	168
One or more suspensions	0	0	0	0	0	0	0	56	77	0	0	0	0	133
Course failure in ELA	0	0	0	0	0	0	0	22	50	0	0	0	0	72
Course failure in Math	0	0	0	0	0	0	0	26	34	0	0	0	0	60
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	100	105	0	0	0	0	205
Level 1 on 2021 FSA Math	0	0	0	0	0	0	0	106	92	0	0	0	0	198

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	108	101	0	0	0	0	209

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	38	21	0	0	0	0	59
Students retained two or more times	0	0	0	0	0	0	0	20	17	0	0	0	0	37

Date this data was collected or last updated

Tuesday 9/7/2021

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	633	548	0	0	0	0	1181
Attendance below 90 percent	0	0	0	0	0	0	0	96	79	0	0	0	0	175
One or more suspensions	0	0	0	0	0	0	0	59	161	0	0	0	0	220
Course failure in ELA	0	0	0	0	0	0	0	15	5	0	0	0	0	20
Course failure in Math	0	0	0	0	0	0	0	41	8	0	0	0	0	49
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	99	77	0	0	0	0	176
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	112	66	0	0	0	0	178

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	110	101	0	0	0	0	211

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	14	8	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	9	7	0	0	0	0	16

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	633	548	0	0	0	0	1181	
Attendance below 90 percent	0	0	0	0	0	0	0	96	79	0	0	0	0	175	
One or more suspensions	0	0	0	0	0	0	0	59	161	0	0	0	0	220	
Course failure in ELA	0	0	0	0	0	0	0	15	5	0	0	0	0	20	
Course failure in Math	0	0	0	0	0	0	0	41	8	0	0	0	0	49	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	99	77	0	0	0	0	176	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	112	66	0	0	0	0	178	

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	110	101	0	0	0	0	211	

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	14	8	0	0	0	0	22	
Students retained two or more times	0	0	0	0	0	0	0	9	7	0	0	0	0	16	

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				55%	59%	54%	55%	59%	53%
ELA Learning Gains				55%	56%	54%	51%	52%	54%
ELA Lowest 25th Percentile				52%	48%	47%	45%	45%	47%
Math Achievement				61%	66%	58%	62%	65%	58%
Math Learning Gains				51%	55%	57%	57%	56%	57%
Math Lowest 25th Percentile				39%	45%	51%	46%	47%	51%
Science Achievement				48%	52%	51%	53%	54%	52%
Social Studies Achievement				73%	75%	72%	71%	72%	72%

Grade Level Data Review - Progress Monitoring Assessments

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

- MAP Growth Assessment for Mathematics
- Reading Plus for ELA
- 7th grade iReady for ELA and Math

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	206=43%	236=49%	268=54%
	Economically Disadvantaged	92=34%	112=41%	133=46%
	Students With Disabilities	11=13%	15=17%	23=25%
	English Language Learners	0=0%	0=0%	0=0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	172=36%	224=47%	318=67%
	Economically Disadvantaged	72=27%	100=36%	144=52%
	Students With Disabilities	7=8%	16=18%	31=31%
	English Language Learners	0=0%	1=9%	1=9%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	244=44%	201=40%	207=41%
	Economically Disadvantaged	106=36%	82=30%	90=33%
	Students With Disabilities	11=11%	8=9%	8=9%
	English Language Learners	3=17%	0=0%	1=6%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

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	25	25	19	27	29	7	49	32		
ELL	27	45	50	33	31	21	17	58	57		
ASN	64	58		74	55		64	83	86		
BLK	35	39	31	25	26	29	26	58	35		
HSP	42	41	44	41	29	27	30	61	54		
MUL	41	33	10	47	30	24	45	68	72		
WHT	55	46	35	59	39	38	53	79	72		
FRL	41	39	32	42	31	29	34	67	59		
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	20	43	41	27	40	39	13	40	16		
ELL	33	47	44	44	49	38	21	57	75		

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
ASN	86	76		86	62		68	100	96		
BLK	34	47	47	35	42	37	23	64	56		
HSP	55	55	54	56	52	43	35	75	58		
MUL	50	51	50	55	47	35	58	66	77		
WHT	60	55	52	69	53	38	57	74	71		
FRL	45	51	47	50	45	34	34	65	60		
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	19	39	44	28	39	36	15	40	18		
ELL	38	60	55	45	52	48	29	67	50		
ASN	81	75		78	66		69	95	93		
BLK	37	47	47	32	45	38	33	53	71		
HSP	44	53	43	51	50	46	44	57	40		
MUL	59	47	27	58	63	67	34	74	54		
WHT	61	52	49	72	62	46	63	78	66		
FRL	46	49	43	51	50	44	41	64	42		

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	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	483
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
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	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	69
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	34
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	42
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	41
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?

For our overall school data, the most glaring trend from our 2019 results to our 2021 results is that we dropped in every category. When broken down further by focusing on subgroups, the only subgroup improvement in ELA came from our African-American subgroup, which went from a 34% to a 35% achievement score. The only subgroup that did not decrease in math came from our lowest 25% Caucasian subgroup, which maintained a 38% in learning gains.

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

ELA will be the greatest need for improvement due to its close association with the other subject areas. In addition, the scores from our ELA Achievement, Learning Gains, and Lowest 25% Learning Gains dropped 6%, 12%, and 18% respectively. These represent some of the sharpest drops in our school data. For our progress monitoring, while our 7th grade students increased throughout the year, our 8th grade students finished the school year 3% lower than the initial assessment.

Our math scores decreased almost as sharply, as our Math Achievement, Learning Gains, and Lowest 25% Learning Gains dropped 11%, 16%, and 7% respectively.

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

Contributing Factors:

- New teachers in English and math
- Turnover
- Pandemic
- eLearners struggling with online learning
- Lack of face-to-face tutoring
- Lack of student participation with online tutoring
- Family dynamics during pandemic
- Block schedule having students complete a course in first semester but not testing until second semester

New Actions:

- Return to in-person learning for all students
- Tutoring opportunities every day with live and online options each morning and night
- Training and mentoring for new teachers with modeling and classroom observations
- Writing clinics
- Personal goal setting, monitoring, evaluations

- Data chats (with official template)
 - o Students view data provided by teacher (Performance Matters)
 - o Student will progress monitor their own FSA categories and learn where their strengths and weaknesses are for areas of focus throughout the year
 - o Students will input data into their personalized chart and keep in their AVID binder (Important information with page protector, front of binder). All teachers will be able to assess chart in every class for use.
 - Open-ended questions (Costa's level questioning) in every subject area.
 - o PD training on correct techniques
 - o AVID training
- Pull curriculum from AVID website
- Offer in-depth training for certification with a focus on teachers who have not been AVID trained yet.
- o Modeling AVID to new teachers and AVID Coordinator observing teachers.

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

Based on our progress monitoring, all subcategories for 7th grade ELA and math increased. From our 2019 to 2021 scores, Social Studies only dropped one percentage point.

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

Last year was our initial year for our Write Scores implementation. Teacher feedback was overall positive, and teachers took advantage of the individualized feedback. In addition, teachers were able to use the progress monitoring data to adjust curriculum based on formative assessments.

In Social Studies, our department focused on study skills, DBQs, AVID skills, and data chats. In addition, it was directly observable that the department held high expectations for their students and focused on the student-led curriculum.

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

- We will differentiate instruction based on individual feedback from Write Score
- Data chats with fidelity (Progress monitoring on individual FSA data for strengths and weaknesses)
- Formative Assessments in all classes
- Admin feedback on data chats
- Consistently using AVID strategies across all content areas and consistently refreshing teachers on AVID strategies

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.

- Continued and expanded AVID training for faculty
- From AVID website and CCI
- Restructured training with fidelity for new teacher program
 - ELA and ILA were trained on new adoption materials and additional training will occur throughout the year
 - PD on finding student data on Performance Matters and how to conduct quality data chats in the classroom
- Teacher led on-site training on classroom management to ensure limited interruption on academics

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

- Retraining faculty on AVID procedures based on CCI
- Annual data chat training during pre-planning with refreshers throughout the year
- Teacher data training (what to include, how to find it)
- Administration conducting teacher data chats about individual students with the teacher
- Reinforcing importance of Reading Inventory for progress monitoring

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale: Disproportionality of OSS with SWDs and African-American students. This impacts student learning due to loss of instructional time, campus time, and building positive relationships. We made great strides on our risk ratio last year, bringing our 2.24 ratio for African Americans to 1.80 and our 1.79 for ESE students to 1.31; however, we are still striving for a more equitable number.

Measurable Outcome: We will take our 1.80 for African-American students to 1.00 and our 1.31 for ESE students to 1.00. While this is a large jump, we are implementing several strategies, and it was our original goal set last year. While we did not finish with the numbers we ultimately wanted last year, we will reach our two-year goal.

Monitoring: Both deans will update our weekly risk ratio weekly. Reminders on positive referrals and tracking measures will be sent to faculty monthly.

Person responsible for monitoring outcome: Barbara Kelly (kelly.barbara@brevardschools.org)

Evidence-based Strategy:

- We have fully embraced the PBIS approach and are implementing it this year
- Grow the PBIS team and attend PBIS trainings
- Offer AVID cultural development PD
- Implement Check and Connect mentoring program
- Utilize CCEIS IA for additional help with students
- Organize student focus groups (SWD, Whole Group)
- Implement positive referral system

Rationale for Evidence-based Strategy: PBIS is a proven approach to decreasing discipline issues. By creating clear expectations and an environment of respect, discipline issues will decrease.

Action Steps to Implement

- Admin and PBIS team will meet with student focus groups four times this year to garner crucial perspective from our most vital stakeholder
- Deans will lead restorative practices between teachers and suspended students
- Guidance/Deans collaborative meetings every other week to identify students who need extra support to avoid getting stuck in the perpetual referral cycle
- Continually update the MTSS spreadsheet to provide real-time data and interventions for our most vulnerable students
- Run risk ratio reports to ensure we are reaching our goals with our subgroups (ESE and African American)

Person Responsible: Barbara Kelly (kelly.barbara@brevardschools.org)

- First year rollout of PBIS
 - Track all positive referrals and ensure all student groups are being represented
 - On-site counselor as part of CCEIS one day a week.
- Our "Check and Connect" counselor will provide mentorship and problem-solving strategies on Wednesdays
- IA to observe Check and Connect students in class and track data

Person Responsible Cole Mannes (mannes.cole@brevardschools.org)

- AVID coordinator will develop and lead AVID cultural development through Professional Development

Person Responsible Jennifer Zifer (zifer.jennifer@brevardschools.org)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	As explained earlier, the close association with ELA to all other subjects in conjunction with the precipitous drops in scores makes improving our ELA scores a top priority. Again, the scores from our ELA Achievement, Learning Gains, and Lowest 25% Learning Gains dropped 6%, 12%, and 18% respectively.
Measurable Outcome:	<ul style="list-style-type: none"> • Increase whole-group scores from 49% back to 55%, our 2019 score • Increase learning gains as a whole from 43% to 50% • SWD goal-learning gains from 25% up to 41% <p>We understand this is a large jump; however, it is imperative to get back to the 41% threshold</p> <ul style="list-style-type: none"> • ELL achievement scores will be brought from 27% up to 41% <p>Again, we understand this is a large jump; however, it is imperative to get back to the 41% threshold</p> <ul style="list-style-type: none"> • African-American subgroup--learning gains from 39% to 47% <p>PLCs will have structured agendas, specifically stating the goal for that particular PLC. Administration will work directly with the department head to identify year-long plan as well as short-term goals based on need. We will administer two sessions of Write Score and use that data for progress monitoring.</p>
Monitoring:	<p>Central Middle school will use WICOR strategies as we build on our AVID program to promote organization and varied learning techniques. Teachers will receive AVID training on-site for professional development in order to further support our SWD population. AVID classroom walkthroughs will enable us to evaluate our AVID techniques as a school.</p> <p>Through organized data chats, teachers will help students disaggregate their data (Write Score in particular). Students will track this data throughout the year and look for opportunities to improve. These charts will be accessible to all teachers because it will be in the AVID notebook.</p>
Person responsible for monitoring outcome:	Cole Mannes (mannes.cole@brevardschools.org)
Evidence-based Strategy:	<ul style="list-style-type: none"> • Focused note-taking (AVID / WICOR) • Organization instruction (AVID / WICOR) • Peer (teacher) modeling / observation • Additional support via both online and face-to-face tutoring • Write Score implementation (twice) and utilization of Write Score data to drive instruction • Data chats with students • Identify students who scored "0" on the Write Score • Implementing Amplify curriculum with fidelity <p>Central Middle school will use WICOR strategies as we build on our AVID program to promote organization and varied learning techniques. Teachers will receive AVID training on-site for professional development in order to further support our SWD population. We made huge strides in this regard over the summer</p>
Rationale for	Write Score has a proven track record of success. We used it for one installment last year. The feedback from teachers was positive, so we are doing two installments this year. The

common grading and data breakdown will help our teachers use common language and set expectations for all students.

Evidence-based Strategy:

Amplify is the new district curriculum; therefore, its content is approved and deemed rigorous.

By continuing our work toward being an AVID showcase school, our schoolwide pedagogy will improve.

Action Steps to Implement

- Organize the implementation (twice) and the utilization of Write Score data to drive instruction
- Ensure additional support for students via both online and face-to-face tutoring
- PLCs to analyze SWD data to make instructional decisions
- ESE teacher push-in and IA trainings for collaboration--on-site
- After school online math tutoring invites for SWD
- Identify bubble students and make push during "boot camp"

Person

Responsible Jessica Thomas (thomas.jessicar@brevardschools.org)

- Demonstrate to faculty how to teach Focused Note-Taking (AVID / WICOR)
- Utilization of the schoolwide AVID binder to help organize student information (AVID / WICOR)
- Teachers will continue focused note-taking in the classroom to stress schoolwide organization. This will help our SWD population since they will master one style of note-taking that will work for all classes.

Person

Responsible Jennifer Zifer (zifer.jennifer@brevardschools.org)

- Organize the integration of Write Score implementation along with Amplify
- Ensure the utilization of Amplify curriculum with fidelity

Person

Responsible Cole Mannes (mannes.cole@brevardschools.org)

- Construct a list of SWD students to offer additional support and add for discussion in PLCs
- Construct a list of ELL students to offer additional support and add for discussion in PLCs
- Organize ESE focus group

Person

Responsible Barbara Kelly (kelly.barbara@brevardschools.org)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	<p>Our math scores decreased almost as sharply as our ELA scores, as our Math Achievement, Learning Gains, and Lowest 25% Learning Gains dropped 11%, 16%, and 7% respectively. When comparing our scores to the district scores, our Achievement scores were 4% lower, our Learning Gains were 9% lower, and our Lowest 25% were 5% lower. When looking at our specific subgroups of SWD, African American, and ELL, all three subgroups dropped dramatically in all three categories when compared with the 2019 data.</p>
Measurable Outcome:	<ul style="list-style-type: none"> • Increase whole-group scores from 50% back to 61%, our 2019 score • Increase learning gains as a whole from 35% to 43% • SWD goal-learning gains from 27% up to 41% <ul style="list-style-type: none"> o We understand this is a large jump; however, it is imperative to get back to the 41% threshold • ELL achievement scores will be brought from 33% up to 41% <ul style="list-style-type: none"> o Again, we understand this is a large jump; however, it is imperative to get back to the 41% threshold • African-American subgroup--learning gains from 26% to 41% <p>We will progress monitor MAP testing throughout the year. We will also communicate with department head through PLCs to ensure teachers are staying on pace.</p>
Monitoring:	<p>Just like our ELA plan, PLCs will have structured agendas, specifically stating the goal for that particular PLC. Administration will work directly with the department head to identify year-long plan as well as short-term goals based on need. MAP scores will be a focus of multiple PLC meetings.</p> <p>Central is making a big push into data chats this year. These standardized sheets will make it easier for students to see and track their own data throughout the year. Common assessments and MAP scores will be consistent for all math teachers. This data-tracking sheet, made in collaboration with math department head, will provide a visual reference which will help our SWD and ELL populations.</p>
Person responsible for monitoring outcome:	<p>Our ELA approach applies here as well, as Central Middle school will use WICOR strategies as we build on our AVID program to promote organization and varied learning techniques. Teachers will receive AVID training on-site for professional development in order to further support our SWD population. AVID classroom walkthroughs will enable us to evaluate our AVID techniques as a school. Administration is also looking for more AVID strategies in the math classrooms (focused note-taking in particular).</p> <p>Jessica Thomas (thomas.jessicar@brevardschools.org)</p>
Evidence-based Strategy:	<ul style="list-style-type: none"> • We will continue our emphasis on AVID strategies in math • Focused note-taking (AVID / WICOR) • Organization instruction (AVID / WICOR) • Peer (teacher) modeling / observation (particularly for our AVID coordinator, who is in the math department) • Additional support via both online and face-to-face tutoring • Focus on SWD, African American, and ELL subgroups during PLCs • Data chats with students

- Central Middle school will use WICOR strategies as we build on our AVID program to promote organization and varied learning techniques. Teachers will receive AVID training on-site for professional development in order to further support our SWD population. This is a particularly big push in our math department, as focused note-taking has a proven track record.

**Rationale
for
Evidence-
based
Strategy:**

WICOR is AVID's proven learning support structure that incorporates teaching and learning methods in critical areas to help students comprehend and present ideas at higher levels of understanding.

Our focus on SWD, African American, and ELL subgroups during our PLCs is imperative to help us reach our goals of getting those subgroups above the 41% threshold once again.

Action Steps to Implement

Implement schoolwide AVID binder to organize math materials/notes

Math teachers will use focused note-taking strategies in math class (modeled to them by AVID coordinator)

Teachers will continue focused note-taking in the classroom to stress schoolwide organization. This will help our SWD population since they will master one style of note-taking that will work for all classes. AVID Coordinator will review with faculty

Person Responsible Jennifer Zifer (zifer.jennifer@brevardschools.org)

- Analyze data to place students in Algebra 1
- Implement progress monitoring using MAP to adjust future PD and potential class placement
- Math PLC analyzes student samples of focused note-taking strategies and will analyze SWD data to make instructional decisions
- BPIE team will meet monthly to problem solve, facilitate two stakeholder input round table sessions, and make adjustments based on this input and problem solving. Problem solving will emphasize SWD
- Teachers will model lessons using effective strategies for their peers
- Learning strategies teacher will incorporate foundational math skill lessons into their classes
- Continue implementing ASD "Home Base" model to support students in a regular education setting
- Additional support offered to all students via online tutoring. This will give our student body multiple opportunities to obtain help
- ESE resource teacher will push-in to math classes to offer support to SWD in their math class
- ESE teacher push-in and IA trainings for collaboration--on-site
- Identify bubble students and make push during "boot camp"

Person Responsible Jessica Thomas (thomas.jessicar@brevardschools.org)

- Focus groups for ESE students--will have part of focus on learning styles in relation to math
- Construct a list of SWD to offer additional support and send personal invitations for tutoring
- Construct a list of ELL students to offer additional support and send personal invitations for tutoring

Person Responsible Barbara Kelly (kelly.barbara@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.

As a PBIS school, our focus is on building mutual respect amongst all stakeholders. In addition to addressing discipline, the PBIS approach will decrease our issues of bullying and threats between students. The deans will handle all cases of bullying thoroughly and fairly. Statements are made anonymously to protect all students. Parents receive perpetual communication regarding the well-being of their students after visits with the deans.

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.

Central began the PBIS transition for the 2020-21 school year. Because Central had an unsuccessful stint as a PBIS school in the past, the current PBIS team decided to prepare the transition all of last year and implement that plan for the 2021-22 school year. In order to achieve a more positive culture and environment, we are addressing all of our stakeholders: students, teachers, support staff, parents, and community members.

Our limited student focus groups last year offered insight into what this year's culture could be. A recurring theme in our focus groups was that students felt they were only recognized for negative actions, even if it was something minor. Students also reported that there were not many (none in some cases) adults that they felt genuinely cared about them.

Because teacher/student relationships are critical to a school's success, we chose this area as our focal point in our PBIS approach. Therefore, we are implementing positive referrals this year. We educated both our teachers and students on what it takes to earn a positive referral, and we are rewarding both parties for giving/receiving them. We track the positive referral by department and give the winning department recognition at faculty meetings. We also give the student a copy to bring home and a voucher of some kind to show our appreciation. Our school goal is to write twice as many positive referrals as negative ones. As of the first interim, we are exceeding our goal, and it appears the majority of our teachers have bought in.

In order to illustrate to teachers the importance of relationships to our teachers, administration analyzed all individual teacher discipline data and provided it to the teachers (each teacher received their own data as well as the school's data on subjective discipline.) We broke down every incident by gender and race as well to provide teachers an opportunity for self-reflection. These data were given to the teachers during the

discipline preplanning session and led to healthy discussions.

Because of the success we experienced with our student focus groups, we have preemptively scheduled four focus group meetings this year to keep the momentum with our students going. Each focus group will have a different set of students, and they will be run by a combination of deans, guidance, and PBIS members. Several students from last year's groups have expressed their satisfaction of being heard, as evidenced by some of the changes in schoolwide expectations.

Another missing element for us last year was club participation. To achieve more club participation this year, we held a "Seventh Grade Success Night." This night educated parents on our schoolwide expectations, guidance services, community partners, and available clubs/activities. We had hundreds come, and our club enrollment rose exponentially. This enrollment will give our students a sense of belonging, which is especially vital while in the pandemic.

To address all stakeholders, we have also analyzed the results of our YouthTruth, Parent, and Insight surveys.

YouthTruth:

Growth Areas: "Discipline in my school is fair." Only 25% of our students agreed with this

Strengths: 84% of students informed us that "in order to get a good grade, I must work hard in class."

Seeing only 25% of the student body believes discipline is equitable is eye-opening. We are addressing this misconception through student focus groups to discover the root cause.

We are happy to see that rigor is a focus of our teachers and that it is being recognized by the student body.

Insight:

Growth Areas: Our biggest area for improvement was identified as "An instructional leader at my school regularly reviews student work from my classes"

Strengths: "My school has effective instructional leadership."

During informal and formal observations, administration will make a point to review student work and give feedback to the teacher on student performance. This should be well received, as 85% of our faculty (7% higher than Brevard average) view administration as effective instructional leaders.

Parent:

Growth Areas: 52% of parents said they never attended a parent meeting that supported their student's academics

Strengths: 86% of parents feel welcome at Central Middle School

Central needs to provide more opportunities for parents that support students. More breakout sessions that are focused on specific themes could help.

On the positive side, Central's takes a customer-service approach to our parents and it has paid off.

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

Just as we are focusing on all stakeholders, all stakeholders are playing an active role in promoting a positive school culture.

Students: student focus groups, teacher shout-outs, teacher-of-the-month nominations

Teachers: Positive referrals, discipline data reflection, following discipline flow chart

Parents: Teacher shout-outs, teacher communication via FOCUS

Community Members: Calvary Chapel mentors, Jeremiah's Ice giving vouchers for positive referrals
Administration: Recognizing positive referrals, tracking positive referrals