Thomas Jefferson Middle School

2021-22 Schoolwide Improvement Plan

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Thomas Jefferson Middle School

1275 S COURTENAY PKWY, Merritt Island, FL 32952

http://www.jefferson.brevard.k12.fl.us

Demographics

Principal: Meara Trine J

Start Date for this Principal: 7/1/2017

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)	45%
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: A (62%) 2017-18: A (66%) 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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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	50%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

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

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Thomas Jefferson Middle School's mission is to ensure that every student achieves at their maximum potential in an engaging and challenging learning environment in order to become productive citizens in today's society. (2019)

Provide the school's vision statement.

Academic and interpersonal success for all students (2019)

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
Trine, Meara	Principal	*Assist all school "teams" in identifying candidates suitable for MTSS Tier 1, Tier 2, and Tier 3 interventions *Attend all PLC meetings for all departments to assist with developing and implementing targeted interventions for at-risk students *Review progress of SIP and give updates to SAC members at meetings *Review data quarterly to determine student needs for Tier 2 and Tier 3 interventions *Work with ESE team to ensure that all student's IEP needs are being met
Koch, Lena	Assistant Principal	*Assists all academic "teams" in identifying candidates suitable for MTSS Tier 1 and Tier 2 interventions *Attend PLC meetings for all departments to address concerns of reading comprehension for at-risk students *Review progress of SIP and give updates to the SAC members at meetings *Review data quarterly to determine student needs for Tier 2 intervention *Work with ESE team to ensure that all student's IEP needs are being met
Clevenger, Jonell	Instructional Coach	-Assists all academic "teams" in identifying candidates suitable for MTSS Tier 1 and Tier 2 Reading interventions -Assists English Language Arts and Reading departments in developing and implementing interventions for their at-risk students -Attend PLC meetings for all departments to address concerns of reading comprehension for at-risk students
Booth, Stephanie	Teacher, K-12	-Assists all academic "teams" in identifying candidates suitable for MTSS Tier 1 and Tier 2 Reading interventions -Assists English Language Arts and Reading departments in developing and implementing interventions for their at-risk students -Attend PLC meetings for all departments to address concerns of reading comprehension for at-risk students

Demographic Information

Principal start date
Saturday 7/1/2017, Meara Trine J

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.*
11

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

640

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

7

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

4

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	310	311	0	0	0	0	621
Attendance below 90 percent	0	0	0	0	0	0	0	49	33	0	0	0	0	82
One or more suspensions	0	0	0	0	0	0	0	27	27	0	0	0	0	54
Course failure in ELA	0	0	0	0	0	0	0	8	20	0	0	0	0	28
Course failure in Math	0	0	0	0	0	0	0	6	16	0	0	0	0	22
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	40	60	0	0	0	0	100
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	37	45	0	0	0	0	82
Number of students with a substantial reading deficiency	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	36	56	0	0	0	0	92

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	9	3	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	9	1	0	0	0	0	10

Date this data was collected or last updated

Tuesday 9/14/2021

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	318	349	0	0	0	0	667
Attendance below 90 percent	0	0	0	0	0	0	0	52	79	0	0	0	0	131
One or more suspensions	0	0	0	0	0	0	0	27	45	0	0	0	0	72
Course failure in ELA	0	0	0	0	0	0	0	1	2	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	0	2	1	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	48	42	0	0	0	0	90
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	55	29	0	0	0	0	84

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	57	67	0	0	0	0	124

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	1	2	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	318	349	0	0	0	0	667
Attendance below 90 percent	0	0	0	0	0	0	0	52	79	0	0	0	0	131
One or more suspensions	0	0	0	0	0	0	0	27	45	0	0	0	0	72
Course failure in ELA	0	0	0	0	0	0	0	1	2	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	0	2	1	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	48	42	0	0	0	0	90
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	55	29	0	0	0	0	84

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	57	67	0	0	0	0	124

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	1	2	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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				63%	59%	54%	64%	59%	53%
ELA Learning Gains				58%	56%	54%	56%	52%	54%
ELA Lowest 25th Percentile				48%	48%	47%	55%	45%	47%
Math Achievement				72%	66%	58%	75%	65%	58%
Math Learning Gains				51%	55%	57%	64%	56%	57%
Math Lowest 25th Percentile				46%	45%	51%	50%	47%	51%
Science Achievement				60%	52%	51%	67%	54%	52%
Social Studies Achievement				78%	75%	72%	80%	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	57%	58%	-1%	52%	5%
Cohort Comparison						
08	2021					
	2019	69%	63%	6%	56%	13%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	60%	62%	-2%	54%	6%
Cohort Comparison						
08	2021					
	2019	39%	43%	-4%	46%	-7%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	60%	53%	7%	48%	12%
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	89%	61%	28%	61%	28%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	97%	60%	37%	57%	40%

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool used for ELA was Reading Plus for both 7th & 8th grade.
We used the MAP Growth NWEA for Mathematics.

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	141/45%	142/45%	140/44%
	Economically Disadvantaged	54/35%	52/34%	50/45%
	Students With Disabilities	7/9%	12/16%	14/19%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	191/61%	190/61%	211/67%
	Economically Disadvantaged	82/54%	84/55%	93/61%
	Students With Disabilities	9/12%	17/23%	12/16%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 8				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	140/43%	134/41%	135/41%
	Economically Disadvantaged	44/33%	39/29%	46/34.5%
	Students With Disabilities	10/15%	9/14%	10/15%
	English Language Learners	1/14%	1/14%	0/0%
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	243/74%	211/64.5%	245/75%
	Economically Disadvantaged	73/55%	66/50%	69/52%
	Students With Disabilities	25/38%	22/33%	21/32%
	English Language Learners	0	0	0
Science	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

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	19	33	35	31	45	47	22	42	66		
ELL	54	62		64	57						
ASN	70			90							
BLK	23	26	20	19	41	37	13	47			
HSP	47	37	17	54	38	32	44	62	62		
MUL	55	48	21	59	40	19	61	69	74		
WHT	60	49	42	68	42	50	63	79	83		
FRL	48	46	35	52	42	41	47	66	72		
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	25	42	36	36	37	36	20	47	60		
ELL	41	56	50	63	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
ASN	59	67		82	53				83		
BLK	30	40	25	33	32	33	33	69			
HSP	58	50	52	63	46	50	52	69	81		
MUL	68	57	64	73	51	30	65	83	91		
WHT	66	59	49	76	52	50	63	79	87		
FRL	50	51	45	59	46	42	51	65	74		
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	46	42	27	42	40	29	44	30		
ELL	29	69	62	43	38						
ASN	38	55		85	82						
BLK	21	44	50	35	26	25	17	43			
HSP	52	53	56	65	56	35	47	74	76		
MUL	66	61	58	71	75		69	86	81		
WHT	69	57	54	78	66	57	72	82	82		
FRL	54	48	51	64	57	44	52	72	66		

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	55
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	493
Total Components for the Federal Index	9
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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
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	80
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	28
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	44
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	50
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	60
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	50
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?

7th grade ELA progress monitoring data indicates that while subgroup data showed a 10% increase from Fall to Spring, overall achievement scores decreased. This same overall achievement decrease was also present in 8th grade progress monitoring scores for ELA with subgroup data not demonstrating growth. Trends in math progress monitoring indicated a growth in overall achievement for both 7th and 8th graders. Progress monitoring showed a growth increase for 7th grade math subgroups, but a decrease for 8th grade math subgroups. State testing trends support inadequate growth in subgroups for students with disabilities, students in the lowest 25%, and also African American students.

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

Progress monitoring data and data from the 2019 state assessments indicate that improvements are still necessary in both ELA and math. Improvements are necessary to ensure that all students achieve more significant growth throughout the year, and also more support is needed for students with disabilities, students in the lowest 25%, and also African American students.

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

Distance learning and attendance rates from the previous year contributed to achievement gaps in student learning. In order to positively impact student achievement, focus should be given to improve student engagement in learning, strategies to accelerate learning through standards-based instruction and missed learning scaffolding, and also improving the overall school climate of success.

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

Looking at our EWS data, we have made improvements with our 8th graders. There have been fewer suspensions and better attendance rates than in previous years. Additionally, we have seen a reduction in the number of students with two or more EWS in both grade levels,

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

We believe that working with our students that have three or more EWS and placing them with a mentor, using the check in/out program and building relationships has made an impact. As a result, we will be expanding our check in/out program to include more mentors and positive relationship

building. Also, our teachers have been Kagan trained to include more student engagement which should lead to even more reduction in suspensions and better attendance.

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

Several strategies will be implemented to accelerate. Teachers will scaffold lessons intentionally focusing on the learning target for the standard in order to build knowledge and concept understanding. Teachers will progress monitor students to diagnose essential missed learning. This will allow them to identify targeted instruction needed to close achievement gaps in learning. Teachers will also utilize interdependent collaborative student groups that are structured to allow students to each contribute and demonstrate their understanding in a team of students.

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.

In order to accelerate learning, there are several professional development opportunities to support teachers and leaders. All instructional staff will participate in Kagan training throughout the year to learn a variety of cooperative structures that will support interdependent collaborative student groups in the classroom. Additionally, teachers will be able to utilize a computer based personalized learning tool called IXL for core academic subjects. IXL professional development will be given to teachers to help support them in using the diagnostic tool to identify missed learning or areas of enrichment. English Language Arts and Intensive Reading teachers also received training on new curriculum materials. These materials support acceleration strategies by providing teachers with tools to scaffold learning and progress monitoring tools.

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

JMS will implement IXL for closing the gaps and Edgenuity for course recovery for students that failed a course in the fall semester.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	State assessment data clearly indicates performing gaps among some of our subgroups, namely our African American and ESE students, which is consistent with many schools across the country. We identify the need for high-quality instructional practices centered around student engagement which leads to deeper learning. We recognize the necessity of creating opportunities for all students to actively participate in authentic engagement with the curriculum.
Measurable Outcome:	By the end of the 2021-2022 school year, Jefferson Middle School will increase the student achievement of both our African American and ESE students by 3-5% on both math and ELA state assessments.
Monitoring:	The implementation of Kagan structures will be monitored by: 1.) classroom observations routinely done by administration 2.) reported and discussed during weekly department PLCs and 3.) reported and discussed during monthly team meetings.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Kagan cooperative learning structures will be implemented school-wide across all subject areas. By providing teachers with a concrete way to structure cooperative learning activities for groups and pairs, Kagan structures maximize student engagement and interaction with each other and the content material. These structures can be used for a variety of learning situations including discussion activities, writing, and critical thinking. The structures require all students to participate, allow for each student to share their own thinking, and they can help students practice and retain content information.
Rationale for Evidence-based Strategy:	Analysis of school data has shown that while learning gains for math and ELA have increased, overall student achievement has decreased or remained stagnant. Countless studies have found that increased student engagement and collaboration result in improved academic achievement, higher cognitive performance, and higher performance on standardized tests. John Hattie's visible learning study has shown that classroom discussion yields an effect size of .82. However, traditional group work activities make it difficult to ensure that all students are participating equally. When implemented with fidelity, Kagan structures empower all students to take an active role in the learning process by organizing cooperative learning activities to ensure that all students have that opportunity to engage actively rather than passively. Providing all students with increased opportunities to interact with each other and content material will allow students to better retain information and increase the overall application of content knowledge.

Action Steps to Implement

Professional Development in Kagan structures. Three days of training. Two days in the fall and one in the spring, provided by the Kagan company.

Person Responsible	Meara Trine (trine.meara@brevardschools.org)

Teachers will implement at least one strategy and inform administration of the strategy to be used.

Person Responsible	Meara Trine (trine.meara@brevardschools.org)

During classroom walkthroughs, informal and formal observations, administrations will comment and document use of structure via emails, notes, and ProGoe.

Person Responsible   Meara Trine (trine.meara@brevardschools.org)

The Literacy Coach will be available to monitor and model Kagan strategies when requested by teachers.

Person Responsible   Jonell Clevenger (clevenger.jonell@brevardschools.org)

Kagan strategies will be reviewed and discussed in PLC's to determine the best strategies for each content area.

Person Responsible   Lena Koch (koch.lena@brevardschools.org)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Using data from the Youth Truth Survey, students indicated that the lessons and assignments in their classes were "too easy" and they did not feel "challenged" in their learning. Teachers using academic standards extend current learning, provide support for future learning, and scaffold for previous learning. In order to improve instruction and increase learning, JMS will focus on Standards Based Instruction to ensure each student is mastering the content. PLCs will determine the pacing, alignment and common assessments to reach the depth and rigor of the standards.
Measurable Outcome:	By the end of the 2021-2022 school year, Jefferson Middle School will increase learning gains of both our African American and ESE students by 3-5% on both math and ELA state assessments.
Monitoring:	Admin will attend weekly PLC meetings for each department and offer guidance and direction as teachers critically examine and discuss standards-based learning expectations for students.
Person responsible for monitoring outcome:	Meara Trine (trine.meara@brevardschools.org)
Evidence-based Strategy:	Department based Professional Learning Communities (PLCs) are structured weekly meetings that allow department teams to focus on academic standards and curriculum. Teachers are able to monitor common assessments to identify areas that require more instructional support and student needs for enrichment. Breaking down the data into high needs subgroups, allow department teams to analyze the impact of instruction on each subgroup of students. PLC meetings also allow common planning time for teachers to preview upcoming standards to identify possible areas for accelerated learning.
Rationale for Evidence-based Strategy:	In order to ensure that instruction occurring in the classroom is addressing the depth and rigor of the standard and matching the needs of the student, teachers need to have opportunities to work collaboratively as a team to compare common assessments and identify instructional trends. Department PLCs provide teachers with the opportunity to collaboratively create curriculum mapping, examine and analyze instructional standards, create student learning objectives, identifying nature and breadth of essential standards, identify levels and progression of knowledge, discuss and apply effective, evidence-based instructional strategies, create common assessments, and formulate remediation and enrichment opportunities for students. By structuring the planning time of teachers to allow for weekly meetings along with a timeline to support department data analysis, department teams will be able to better support standards-aligned instruction and positively impact student growth.

Action Steps to Implement

PLC calendar of expectations will be developed and shared with staff members.

Person Responsible	Meara Trine (trine.meara@brevardschools.org)

During the first month of PLC meetings, departments will develop curriculum maps and select common assessments.

Person Responsible	Lena Koch (koch.lena@brevardschools.org)

Subsequent PLC meetings will be focused on analyzing common assessment data, discuss upcoming common assessments, and identify teaching stategies that had a positive impact on student success. Subgroup data will also be analyzed, discussed and reviewed for improvement in student achievement.

Person Responsible   Lena Koch (koch.lena@brevardschools.org)

Students in our core subject areas not showing adequate growth will be referred to our MTSS team. Identified students will also be invited to morning school tutoring.

Person Responsible   Jonell Clevenger (clevenger.jonell@brevardschools.org)

ELA and ILA teachers will participate in additional coaching with district personal and curriculum coaches. This professional development will support teachers in providing scaffolded instruction and identifying progress monitoring tools available in the new curriculum.

Person Responsible   Jonell Clevenger (clevenger.jonell@brevardschools.org)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Countless data has shown that students thrive in a positive, inclusive, and consistent learning environment where expectations are clearly and explicitly communicated and positive behavior is rewarded. PBIS is proven to produce more equity and fluidity within school discipline. This will raise student-performance in the lower performing 25%, particularly within our African American and ESE populations. Students losing classtime due to excessive behavioral referrals that result in suspensions (in/out of school) are missing out on critical instruction that will support their overall reading and math achievement.
Measurable Outcome:	By the end of the 2021-2022 school year, Jefferson Middle School will increase the student achievement of our lowest performing 25% of students by 3-5% on both math and ELA state assessments.
Monitoring:	To ensure that PBIS is implemented with the correct amount of fidelity necessary to maximize impact on students, the PBIS team will meet the first Wednesday of every month to analyze behavior data, critically evaluate the application of PBIS, and organize incentive events such as Sand Dollar Spectacular.
Person responsible for monitoring outcome:	Jonell Clevenger (clevenger.jonell@brevardschools.org)
Evidence-based Strategy:	Positive Behavior Interventions and Supports (PBIS) is an evidence based program that integrates all of the data, systems, and practices that affect student outcomes each day. School-wide expectations are explicitly taught to students, students are given support in meeting those expectations within different tiers, and students are given interventions when needed to successfully demonstrate school expectations. This program helps to create a learning environment that is culturally equitable in all areas: academic, social-emotional, and behavioral.
Rationale for Evidence-based Strategy:	The PBIS program gives support to all students at a variety of levels. It provides students with structured expectations and supports to be successful in all school areas. Using PBIS to provide tiered support to students will help to decrease discipline incidents and suspensions. These incidents and suspensions can lead to a loss of learning that will negatively impact students that struggle academically.

Action Steps to Implement

Create a PBIS team to meet monthly to analyze data and identify areas of strength and need.

Person Responsible	Jonell Clevenger (clevenger.jonell@brevardschools.org)

Established a weekly incentive program.

Person Responsible	Jonell Clevenger (clevenger.jonell@brevardschools.org)

Inform students of the PBIS token economy and incentive program. Social media will be utilized to share school expectation goals and incentives with parents and families.

Person Responsible	Lena Koch (koch.lena@brevardschools.org)

Create a check in/check out program (mentoring system) for our Tier two students. Assign mentors and provide additional supports.

Person Responsible	Lena Koch (koch.lena@brevardschools.org)

Additional Schoolwide Improvement Priorities

Using the 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.

According to the data from 2019, Jefferson Middle School had a similar number of discipline incidents (4.2 per 100 students) compared to the state average. One area of concern would be the total number of suspensions, Jefferson Middle had 25.3 suspensions per 100 students which was higher than the State of Florida average of 18.3 suspensions per 100 students. The second area of concern is in the number of incidents due to Drug or Tobacco use. We have 3.05 incidents per one hundred students in the category, which is higher than the state average. Our numbers are high in the Tobacco Use area which includes the use of vapes. Our school is a Positive Behavior Intervention School in where our students are rewarded for positive behavior and recently have seen reductions in these areas of concerns. We will continue to monitor our discipline data each month and adjust where needed.

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.

Several key sources of data were utilized when planning for the 2021-2022 school year which include school-wide parent surveys, faculty "insight surveys" and the student survey "youth truth". These data sets were invaluable when looking at the various areas of culture and promoting a positive environment.

Student data from our "Youth Truth" survey indicate that we were below the average for BPS in the following categories: engagement and academic challenge. These focus areas will be addressed with the reinforcement of standards aligned instruction, and using Kagan structures in the classroom. By incorporating these strategies, students will feel the relevance of what they learn in class and how it will help them outside of school (Engagement). Our highest rated themes: Relationships and Culture connect our students with how they view the teachers understanding of their life outside of school. We will continue to work on this area as well, by incorporating MTSS/PBIS/RTI and working with our ESE population. Weekly PLC department meetings will include specific action analysis of these standards and ensure that items are

being addressed. One area of focus will be a student leadership team to meet with school administration each semester to gain further insight into which practices are most effective as viewed by the students

Our faculty insight survey also included areas of strength that included "School Operations", "Evaluation, Observation and Feedback" and "Instructional Planning for Student Growth: Development". Target areas for improvement include "Peer Culture", "Academic Opportunity" and "Leadership". Using the trend data, it should be noted that these areas for improvement exceed or remain at district averages for all areas. Resources will be provided at each faculty meeting and/or PLC department meeting to add instructional tools for our staff, encourage collaboration among peers and ask for input regarding ongoing school initiatives.

The parent survey results indicated a positive response in the following categories: Feeling welcome at school, effectiveness of school's information being sent online and information being sent from the Principal. Areas of improvement included: Increase in parent/teacher communication, transitioning to high school and more resources relating to classroom assistance. Jefferson is extremely lucky to have an active Parent Organization (JPO): Jefferson disseminates valuable and relevant information through several digital platforms. We utilize our school website, social media, and text apps (such as Remind) to deliver up-to-date content
that addresses the current events within the local school community and the community at large. Our Jefferson Parent Organization (JPO) is responsible for fundraising for school-based events and materials. Any parent is welcome to participate as a part of JPO. The Parent Leadership Team members act as liaisons between the school administration and the parents of students. They participate in monthly School Advisory Committee (SAC) meetings to share pertinent information with other school leaders. The SAC also encourages members of the
community (business partners, faith leaders, etc.) to contribute to the overall vision and mission of the school. In order to maintain a strong connection between home and school, family fun nights have been planned. Activities, such as a family movie night, will continue to establish a welcoming environment for parents and allow the school more opportunities to provide information and resources to families that attend.

Our parents survey continues to indicate that they would like more information on transitioning to high school. Responding parents requested information on graduation requirements, Bright Futures Scholarships, Financial Aid, SAT/ACT testing and transitioning to high school. As a result of this survey, we have been working with our feeder high school to provide informational nights for our parents to attend. Before COVID, we hosted one evening, our hope, is to offer more now that we are returning to a more normal school environment. Another area of concern is parent input and feedback on school decisions. Although we have parent input on our SAC committee as well as an active JPO, not all parents can participate due to various reasons. Parents are requesting surveys prior to decisions being made.

Focus areas for improvement planning include ensuring that FOCUS & google classroom resources are available for all parents with relevant information. During team meetings, administration will review parent contact and encourage more communication with parents, especially those that are falling behind. Work with the feeder high school to promote transition meetings and information regarding scholarships, Bright Futures, SAT/ACT, etc.

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

Students: participating in PBIS program by being Respectful, Responsible & Prepared
Parents: planning and attending events for all students, participating in SAC meetings, providing constructive feedback on initiatives.
Business Partners: providing incite and resources to help build the culture.
Teachers: participating and implementing school initiatives

Staff: as the "face" of the school, continue to be welcoming to families, students, and visitors when they are in our building

Leadership: continuing to monitor and seek feedback on school initiatives to reflect and make changes as needed. Continue to build teacher and student morale.