

Brevard Public Schools

Lyndon B. Johnson Middle School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	18
Positive Culture & Environment	23
Budget to Support Goals	0

Lyndon B. Johnson Middle School

2155 CROTON RD, Melbourne, FL 32935

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

Demographics

Principal: Marina Saporito Middleton S

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)	98%
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 (60%) 2017-18: C (53%) 2016-17: B (57%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	0

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 7-8</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>64%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>44%</p>

School Grades History

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

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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.

Johnson Middle School strives to provide all students limitless opportunities to succeed.

Provide the school's vision statement.

Johnson Middle School is committed to providing all students limitless opportunities to succeed.

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
Middleton, Marina	Principal	Manage and administer the overall activities of assessing, developing and implementing instructional and school programs. Ensure compliance with Board rules and applicable federal laws and regulations. Manage and coordinate district, state and national testing. Maintain records as required. Enforce all federal, state and district regulations, policies and procedures.
Tracy, Kavitha	Assistant Principal	Support the Principal to cultivate a collaborative working environment. Coordinate and monitor the development and implementation of school instructional goals, strategies and outcome measures. Monitor the school improvement planning process. Enforce all federal, state and district regulations, policies and procedures.
Foster, Bruna	Dean	Student supervision, review and analyze data to facilitate student behavior change, participate in the development and implementation of all school practices and the implementation of school-site safety programs and appropriate drills. Manage and coordinate district, state and national testing. Maintain records as required. Enforce all federal, state and district regulations, policies and procedures.
Scott, Roberta	Instructional Coach	Plan and implement professional development opportunities that address both current research and future instructional needs. Provide direct, classroom-based, professional development for teachers through regular modeling of research-based literacy instruction. Manage and coordinate district, state and national testing. Maintain records as required. Enforce all federal, state and district regulations, policies and procedures.
Latorre, Rayna	Teacher, K-12	Plan standards based lessons, with the use of appropriate instructional strategies and materials for relevant educational learning experiences. Enforce federal, state and district regulations, policies and procedures.
Ford, Holly	Instructional Media	Plan standards based lessons, with the use of appropriate instructional strategies and materials for relevant educational learning experiences. Enforce federal, state and district regulations, policies and procedures.

Demographic Information

Principal start date

Saturday 7/1/2017, Marina Saporito Middleton S

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.*

0

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.*

10

Total number of teacher positions allocated to the school

48

Total number of students enrolled at the school

686

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

8

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

9

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	348	340	0	0	0	0	688
Attendance below 90 percent	0	0	0	0	0	0	0	75	45	0	0	0	0	120
One or more suspensions	0	0	0	0	0	0	0	30	48	0	0	0	0	78
Course failure in ELA	0	0	0	0	0	0	0	14	6	0	0	0	0	20
Course failure in Math	0	0	0	0	0	0	0	19	16	0	0	0	0	35
Level 1 on 2019 statewide FSA ELA assessment	0	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	0
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	73	88	0	0	0	0	161
LEVEL 1 ON 2021 FSA MATH	0	0	0	0	0	0	0	74	75	0	0	0	0	149

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	73	75	0	0	0	0	148

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	24	8	0	0	0	0	32
Students retained two or more times	0	0	0	0	0	0	0	18	10	0	0	0	0	28

Date this data was collected or last updated

Wednesday 9/1/2021

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	359	361	0	0	0	0	720
Attendance below 90 percent	0	0	0	0	0	0	0	41	82	0	0	0	0	123
One or more suspensions	0	0	0	0	0	0	0	23	73	0	0	0	0	96
Course failure in ELA	0	0	0	0	0	0	0	0	3	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	0	6	5	0	0	0	0	11
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	69	53	0	0	0	0	122
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	92	58	0	0	0	0	150

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	68	71	0	0	0	0	139

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	8	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	6	9	0	0	0	0	15

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	359	361	0	0	0	0	720
Attendance below 90 percent	0	0	0	0	0	0	0	41	82	0	0	0	0	123
One or more suspensions	0	0	0	0	0	0	0	23	73	0	0	0	0	96
Course failure in ELA	0	0	0	0	0	0	0	0	3	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	0	6	5	0	0	0	0	11
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	69	53	0	0	0	0	122
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	92	58	0	0	0	0	150

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	68	71	0	0	0	0	139

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	8	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	6	9	0	0	0	0	15

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				58%	59%	54%	53%	59%	53%
ELA Learning Gains				57%	56%	54%	47%	52%	54%
ELA Lowest 25th Percentile				49%	48%	47%	42%	45%	47%
Math Achievement				68%	66%	58%	61%	65%	58%
Math Learning Gains				61%	55%	57%	54%	56%	57%
Math Lowest 25th Percentile				42%	45%	51%	29%	47%	51%
Science Achievement				51%	52%	51%	45%	54%	52%
Social Studies Achievement				65%	75%	72%	63%	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	54%	58%	-4%	52%	2%
Cohort Comparison						
08	2021					
	2019	57%	63%	-6%	56%	1%
Cohort Comparison		-54%				

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	20%	43%	-23%	46%	-26%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	48%	53%	-5%	48%	0%
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	64%	74%	-10%	71%	-7%

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	93%	61%	32%	61%	32%
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.

I-Ready Reading and Math, Reading Plus, MAP Growth 6 plus data. Due to block schedule only 1 semester has reliable data.

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	350/30%	350/36%	350/42%
	Economically Disadvantaged	247/28%	247/30%	247/37%
	Students With Disabilities	70/9%	70/16%	70/17%
	English Language Learners	24/0%	24/0%	24/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	350/23%	350/33%	350/41%
	Economically Disadvantaged	247/20%	247/28%	247/36%
	Students With Disabilities	70/4%	70/11%	70/16%
English Language Learners	24/0%	24/8%	24/13%	
Civics	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	

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	340/31%	340/26%	340/23%
	Economically Disadvantaged	195/24%	195/20%	195/19%
	Students With Disabilities	64/6%	64/5%	64/11%
	English Language Learners	17/0%	17/6%	17/6%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	340/23%	340/28%	340/11%
	Economically Disadvantaged	195/21%	195/24%	195/9%
	Students With Disabilities	64/7%	64/14%	64/4%
	English Language Learners	17/5%	17/17%	17/5%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

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	9	19	17	13	31	30	11	28	20		
ELL	33	36	35	28	27	17	14	35	44		
ASN	53	47		58	39			58	64		
BLK	27	25	16	23	24	29	13	38	32		
HSP	37	41	41	30	23	25	25	47	39		
MUL	41	28	10	34	29	33	37	35	54		
WHT	45	38	22	48	29	28	46	64	48		
FRL	32	32	25	29	25	25	28	44	32		
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	41	41	28	39	33	26	26	75		
ELL	39	55	47	52	53	33	33	40			

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	75	56		80	73						
BLK	34	46	48	44	51	43	19	38	80		
HSP	59	59	53	63	64	40	42	65	82		
MUL	50	53	50	60	56	44	32	69	93		
WHT	61	59	50	73	62	43	60	69	86		
FRL	46	48	44	56	55	41	39	55	76		
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	17	37	35	28	31	18	13	27	61		
ELL	20	42	59	37	48	24	19	29			
ASN	72	50		82	71				91		
BLK	30	43	46	36	34	23	15	35	71		
HSP	46	47	49	50	47	25	36	58	81		
MUL	43	44	35	49	49	32	40	50	75		
WHT	60	47	39	70	59	31	54	71	86		
FRL	43	44	42	53	49	24	41	53	81		

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	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	389
Total Components for the Federal Index	10
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
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	32
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	53
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	25
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	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	33
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	41
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	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

When analyzing our 2020-2021 school assessment data across grade levels, a recurring trend occurs that our economically disadvantaged students and our students with disabilities consistently perform significantly below district and state averages. In comparison with the 2018-2019 data both subgroups did not show significant learning gains.

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

Progress monitoring and state assessment data reveal that our Students with Disabilities subgroup as well as students in our economically disadvantaged subgroup show the greatest need for improvement in all areas.

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

The ELearning component and staffing shortages were a large contributing factor to this need for improvement in both subgroups. Additionally, economically disadvantaged students often lack resources and support at home. They are not always able to attend extra help session outside of the school day and are likely affected more by staffing shortages than other students. Providing extra help within student's schedules was also a barrier to success due to COVID-19.

Honing in on these two particular subgroups by schoolwide implementation of each department facilitating both team and depart planning to identify the lowest 25 percentile to implement student data driven supports. These supports include common bellwork, high expectations of standards-based instruction and utilization of a common Focus board across contents. Additionally, establishing tutoring sessions on various days and at times enables more students to attend. These supports assist in the re-teaching and reviewing of core standards needed for student achievement.

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

Schoolwide, Reading Benchmark scores showed that 69% of students were reading at or above grade level in the beginning of the year and increased to 78% by the end of the school year.

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

Factors that contributed to this improvement include, Incorporating cross-curricular reading strategies and embedding AVID/WICOR strategies into instruction. The Literacy Coach worked alongside teachers to model and facilitate reading strategies into their content lessons.

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

Implementation of cross-curricular reading strategies will enable students to make connections between content areas. Students will work more on reading and test taking strategies in all classes. CTE course will reinforce math strategies in their classes while Social Studies and Science classes will offer various assignments that build upon writing strategies to assist ELA.

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 relating to standards based instruction, AMPLIFY training for ELA, MAPS training for Math, common planning days , AVID strategies and conducting data chats.

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

Leadership Team coaches will attend department meetings once a week to provide insight and support for standards based lesson plans, common assessments and instructional implementation. This team of coaches will also conduct classroom walkthroughs alongside district resource teachers to strengthen instruction. All content areas implement common bellwork as a reteach method for their curriculum.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: ESSA data indicated that our students in 6 subgroups are performing below 41% . Of our student population, 20% of students with disabilities, 33% of economically disadvantaged, 32% English Language Learners, 25% African Americans, 36% Hispanic and 33% Multiracial students are performing about this 41% which causes our focus to be primarily on these subgroups.
 School-wide assessment data show that student scores continue to be below the district and state average with only 34% of our students achieving a score that is equivalent to a passing grade.

Measurable Outcome: We will increase our math scores from 34% proficiency to 65% proficiency.

Monitoring: Teachers will implement common assessments within their grade level content areas to monitor student mastery of the standards and growth. Teachers will analyze and utilize student data to identify student learning needs and differentiate instruction.

Person responsible for monitoring outcome: Kavitha Tracy (tracy.kavitha@brevardschools.org)

Evidence-based Strategy: The math department will implement, with fidelity, AVID WICOR strategies. Teachers will develop standards-based common assessments and data from these assessments will be utilized and analyzed for reteach/enrichment purposes. The Math department will utilize FSA strand data to create common bellwrok focusing on strand gaps. The department will work with the CTE department on common math standards-based FSA bellwork to reteach and review strategies taught in math classes. Implementation of the support facilitation model to high needs ESE classes to support instruction and learning. Continued collaboration within departments and with district resources teachers to implement effective achievement strategies.

Rationale for Evidence-based Strategy: Utilizing data to drive instruction will support teachers' understanding of necessary strategies to strengthen student content knowledge. Coaching and modeling the use of AVID/WICOR strategies will benefit all students.

Action Steps to Implement

1. Leadership Team Coaches will attend weekly department meets to assist teachers in standards-based lesson planning, data analysis.
2. AVID site coordinator will conduct WICOR strategy training throughout PLC's and Early Release PD days.
3. Support and professional development will be provided within the departments, by administration and district resource teachers.
4. Teachers will receive timely, meaningful feedback from coaches, peers and administration regarding instructional practice.
5. Teachers will focus on common bellwork and focus boards to concentrate on standards based instruction and grade level assignments.
6. Teachers will identify students in ESSA subgroups and conduct data chats with students to review formative assessment data.

Person Responsible Kavitha Tracy (tracy.kavitha@brevardschools.org)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	ESSA data indicated that our students in 6 subgroups are performing below 41% . Of our student population, 20% of students with disabilities, 33% of economically disadvantaged, 32% English Language Learners, 25% African Americans, 36% Hispanic and 33% Multiracial students are performing about this 41% which causes our focus to be primarily on these subgroups. We will develop a consistency of growth with students with both benchmark data and learning gains. Schoolwide assessment data shows that 50% of our student population are below grade level based on their FSA scores. Additionally, only 37% made learning gains.
Measurable Outcome:	Students will make learning gains as indicated by the scale score received on the grade level FSA. Student proficiency will increase from 42% to 54%.
Monitoring:	Teachers will facilitate newly adopted AMPLIFY curriculum and implement common assessments within their grade level to monito student mastery of the standards and growth. Teachers will analyze and utilize common assessment data alongside benchmark assessment data to identify student learning needs and differentiate instruction.
Person responsible for monitoring outcome:	Kavitha Tracy (tracy.kavitha@brevardschools.org)
Evidence-based Strategy:	PLCs will working with the literacy coach to review and analyze data in order to identify students with the potential to achieve learning gains. In addition, district resource teachers are collaborating and analyzing data with ELA and IR teachers to enrich instructional strategies. Common assessment data will be utilized to identify learning gaps and drive instruction.
Rationale for Evidence-based Strategy:	Potential for learning gains lies in aligning the task complexity to grade level standards. By aligning tasks to standards, with text based writing incorporated into those tasks, learning gains will increase. Implementing the AMPLIFY curriculum with fidelity will assist in solidifying standards based instruction.

Action Steps to Implement

1. Leadership Team Coaches will attend weekly department meets to assist teachers in standards-based lesson planning, data analysis.
2. AVID site coordinator will conduct WICOR strategy training throughout PLC's and Early Release PD days.
3. Support and professional development will be provided within the departments, by administration and district resource teachers.
4. Teachers will receive timely, meaningful feedback from coaches, peers and administration regarding instructional practice.
5. Teachers will focus on common bellwork and focus boards to concentrate on standards based instruction and grade level assignments.
6. Teachers will identify students in ESSA subgroups and conduct data chats with students to review formative assessment data.

Person Responsible Kavitha Tracy (tracy.kavitha@brevardschools.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

ESSA data indicated that our students in 6 subgroups are performing below 41% . Of our student population, 20% of students with disabilities, 33% of economically disadvantaged, 32% English Language Learners, 25% African Americans, 36% Hispanic and 33% Multiracial students are performing about this 41% which causes our focus to be primarily on these subgroups.

Schoolwide assessment data show that student scores continue to be below the district and state average with 38% proficiency.

Measurable Outcome:

Eighth grade student average will increase by 10% bringing us to 48% proficiency.

Monitoring:

Teachers will implement common assessments within their grade level content areas to monitor student mastery of the standards and growth. Teachers will analyze and utilize student data to identify student learning needs and differentiate instruction. This data will also be utilized to drive common bellwork to reteach and review test strands.

Person responsible for monitoring outcome:

Kavitha Tracy (tracy.kavitha@brevardschools.org)

Evidence-based Strategy:

The Science department will implement, with fidelity, AVID WICOR strategies. Teachers will develop standards-based common assessments and data from these assessments will be utilized and analyzed for reteach/enrichment purposes. The department will utilize FSA strand data to create common bellwork focusing on strand gaps and implement bellwork with fidelity. Data from bellwork will be analyzed during department meetings to assist in driving FSA strand lessons. Continued collaboration within departments and with district resources teachers to implement effective achievement strategies.

Rationale for Evidence-based Strategy:

Utilizing data to drive instruction will support teachers' understanding of necessary strategies to strengthen student content knowledge. Coaching and modeling the use of AVID/WICOR strategies will benefit all students. Potential for learning gains lies in aligning the task complexity to grade level standards. By aligning tasks to standards, with text based writing incorporated into those tasks, learning gains will increase.

Action Steps to Implement

1. Leadership Team Coaches will attend weekly department meets to assist teachers in standards-based lesson planning and data analysis.
2. AVID site coordinator will conduct WICOR strategy training throughout PLC's and Early Release PD days.
3. Support and professional development will be provided within the departments, by administration and district resource teachers.
4. Teachers will receive timely, meaningful feedback from coaches, peers and administration regarding instructional practice.
5. Teachers will focus on common bellwork and focus boards to concentrate on standards based instruction and grade level assignments.
6. Teachers will identify students in ESSA subgroups and conduct data chats with students to review formative assessment data.

Person Responsible

Kavitha Tracy (tracy.kavitha@brevardschools.org)

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale:

ESSA data indicated that our students in 6 subgroups are performing below 41% . Of our student population, 20% of students with disabilities, 33% of economically disadvantaged, 32% English Language Learners, 25% African Americans, 36% Hispanic and 33% Multiracial students are performing about this 41% which causes our focus to be primarily on these subgroups.

Data from the Civics assessment reveal that students achieved 54% proficiency on the 2020-2021 assessment.

Measurable Outcome:

Students Civics average will increase by 10% points reaching 64% proficiency.

Monitoring:

Teachers will implement common assessments within their grade level content areas to monitor student mastery of the standards and growth. Teachers will utilize district, standards aligned common assessments each term. Data will be analyzed and utilized student to identify student learning needs and differentiate instruction.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

The Social Studies department will implement, with fidelity, AVID WICOR strategies. Teachers will utilize standards-based common assessments and data from these assessments will be utilized and analyzed for reteach/enrichment purposes. Teachers will utilize EOC strand data to create common bellwork focusing on strand gaps. The department will work with the ELA department on common standards-based ELA standards and implement strategies taught in their classes. Implementation of the support facilitation model to high needs ESE classes to support instruction and learning. Continued collaboration within departments and with district resources teachers to implement effective achievement strategies.

Additionally, PLCs will work to identify students with the potential to achieve learning gains. District resource teachers are collaborating with the department to enrich instructional strategies by implementing Civics Skills days. Common assessment data will be utilized to identify learning gaps and drive instruction.

Rationale for Evidence-based Strategy:

Utilizing data to drive instruction will support teachers' understanding of necessary strategies to strengthen student content knowledge. Coaching and modeling the use of AVID/WICOR strategies will benefit all students.

Potential for learning gains lies in aligning the task complexity to grade level standards. By aligning tasks to standards, with text based writing incorporated into those tasks, learning gains will increase. Implementing the district developed curriculum with fidelity will assist in solidifying standards based instruction.

Action Steps to Implement

1. Leadership Team Coaches will attend weekly department meets to assist teachers in standards-based lesson planning, data analysis.
2. AVID site coordinator will conduct WICOR strategy training throughout PLC's and Early Release PD days.
3. Support and professional development will be provided within the departments, by administration and district resource teachers.
4. Implement Civics skills days to support students with challenging test strands,
5. Teachers will receive timely, meaningful feedback from coaches, peers and administration regarding

instructional practice.

6. Teachers will focus on common bellwork and focus boards to concentrate on standards based instruction and grade level assignments.

7. Teachers will identify students in ESSA subgroups and conduct data chats with students to review formative assessment data.

Person Responsible Kavitha Tracy (tracy.kavitha@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.

Implementation of Restorative Practices and Positive Behavior Interventions and Supports helps improve relationships and trust, thus reducing inappropriate behaviors. In addition, reteaching positive behaviors and constant communication between all stakeholders regarding students' academic, behavioral and social emotional health is key in promoting a safe learning environment. School-wide expectations are reinforced daily via announcements, classroom incentives and school-wide rewards. Our PBIS program serves to target areas of challenges, assist in understanding problem behaviors and teaching and acknowledging appropriate behaviors. Furthermore, incorporating SEL curriculum to provide targeted instruction to help ease the impact of various stressors that may be cause of inappropriate behaviors.

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.

Johnson Middle School utilizes input from various school stakeholders to improve the school culture. The administration and faculty are deliberate about building trusting and respectful relationships with students, parents and the community. Results from the Youth Truth survey, Insight Survey and Parent Survey guides discussion and the development of strategies and programs to positively impact the academic and social-emotional learning environment. Positive culture begins with positive relationships. Student mental health is a priority at Johnson. A student can successfully learn when their basic needs are being met. Students can then focus on learning with minimal preoccupation. Overall, according to the Youth Truth Survey, students

who attend Johnson feel strongly that adults respect people of different learning abilities as well as students from various backgrounds. Counselors and our social worker are available throughout the day; one-to-one sessions, group sessions, communicating electronically and supporting both teachers and students. Staff has been trained in Trauma Informed /Compassion Fatigue and the counseling department continues to monitor and support. This aides in students feeling safe when they come to school and the duration of the time they spend at Johnson. Additionally, Johnson Middle School has responded to the Youth Truth Survey feedback and established a "True Colors Club" that welcomes students from various backgrounds and identities to come together and build a safe, positive culture for all students regardless of their differences.

The use of digital resources and social media help to build the connection between Johnson and the community. As indicated in the Parent Survey, electronic communication remains the best way to give and receive input with our stakeholders. According to the 2020-2021 Parent Survey, 77% of our parent population feel welcome at JMS. 64% of our parents feel that the school office staff are always polite and helpful in answering questions and concerns. The use of the FOCUS page aide in frequent communication of campus-wide activities for both parents/guardians and students. Our school website, Blackboard Connect and Facebook page provide additional sources of communication with all stakeholders.

The 2020-2021 Insight survey revealed that 100% of teachers at Johnson feel that the hiring process was efficient and that the orientation process set accurate expectations for their experiences at Johnson. This process is critical as it ensures that students are on the receiving end of teachers who enjoy their profession and genuinely want to help students at Johnson. Over 50% of the teacher population feel that their perspective is respected even when it is not aligned with the majority which bolsters a professional, positive school culture.

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

Johnson Middle School engages all families, students. and all faculty in a shared understanding of academic and behavioral expectations as well as high-quality instruction.

Teachers communicate high expectations for all students. Teachers meet frequently to routinely examine data to look for themes/patterns among student groups. Additionally, our PBIS team meets bi-monthly to analyze discipline data and plan positive culture building activities for our school. This data includes discipline referrals, in and out-of-school suspension and attendance also forms the basis for discussions of what's working (or not) for particular groups within a school and What needs to be done. The school provides orientation for new teachers and ongoing support from a mentor teacher. Teachers establish and practice clear expectations and classroom procedures, and encourage students to be caring and respectful to one another.

The administration ensures that teachers have resources, training, and ongoing support to meet them and provides frequent, constructive feedback, and actively makes themselves available to teachers and staff. The leadership team actively solicits staff feedback on school-wide procedures and creates opportunities for teachers to assume leadership roles. They also structure the master schedule to include collaborative planning, providing an opportunity for each department to meet during their planning periods. Leaders are supporting these department meeting by assisting with data analysis on student progress.

Our School Advisory Council enables us to reach out to families and the community early and often to assist in problem solving areas of concern. Council members serve as a voice to the internal and external school community. It consistently seeks input from families on how the school can support students, and follow up with what's being done as a result by providing opportunities for small-group conversations with school leaders.