

Brevard Public Schools

Thomas Jefferson Middle School



2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	45%
2021-22 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	2021-22: B (56%) 2018-19: A (62%) 2017-18: A (66%)
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	ATSI
* 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

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 7-8</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>45%</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>32%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B	B	A	A

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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.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Trine, Meara	Principal	<ul style="list-style-type: none"> -Assist all academic teams in identifying candidates suitable for MTSS Tier 2 and Tier 3 interventions -Attend 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 monthly to determine student needs for Tier 2 and Tier 3 interventions -Work with ESE team to ensure all students' IEP needs are being met -Mentor at-risk students through the check-in/check-out process
Kelly, Barbara	Assistant Principal	<ul style="list-style-type: none"> -Assists all academic "teams" in identifying candidates suitable for MTSS Tier 2 and Tier 3 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 monthly to determine student needs for Tier 2 and Tier 3 intervention -Assists English Language Arts department in developing and implementing interventions for their at-risk students -Work with ESE team to ensure that all students' IEP needs are being met -Mentor at-risk students through the check-in/check-out process
Albright, Pamela	Dean	<ul style="list-style-type: none"> -Assists all academic "teams" in identifying candidates suitable for MTSS Tier 2 and Tier 3 Reading interventions -Assists 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 -Assists with tracking attendance and behavior for at-risk students -Mentor at-risk students through the check-in/check-out process
Clevenger, Jonell	Instructional Coach	<ul style="list-style-type: none"> -Assists all academic "teams" in identifying candidates suitable for MTSS Tier 2 and Tier 3 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 -Attend MTSS meetings to track all students ELA progress for Tier 2 and Tier 3 Reading interventions -Mentor at-risk students through the check-in/check-out process
Neil, Beverly	School Counselor	<ul style="list-style-type: none"> -Assist all academic teams in identifying students suitable for MTSS Tier 2 and Tier 3 interventions -Assist with tracking attendance for at-risk students -Mentor at-risk students through the check-in/check-out process

Name	Position Title	Job Duties and Responsibilities
Joca, Deborah	School Counselor	-Assists all academic teams in identifying candidates suitable for MTSS Tier 2 and Tier 3 interventions -Track student accomodations and behavior for all ESE students and students with BIPs -Work with ESE teacher team to ensure all students' IEP needs are being met -Mentor at-risk students through the check-in/check-out process
Yates, Nancy	ELL Compliance Specialist	-Assist all academic teams in identifying candidates suitable for MTSS Tier 2 and Tier 3 reading interventions -Work with ELL students and teachers to ensure all students' needs are being met -Mentor at-risk students through the check-in/check-out process
King, Alonzo	Other	-Attend all MTSS meetings to address concerns of at-risk students -Work with at-risk students as a role model and mentor -Mentor at-risk students through the check-in/check-out process
Diaz, Sandra	Administrative Support	-Mentor at-risk students through the check-in/check-out process -Attend all SAC meetings and take minutes of meeting

Demographic Information

Principal start date

Saturday 7/1/2017, Meara Trine J

Number of teachers with a 2022 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 2022 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

40

Total number of students enrolled at the school

605

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

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	313	309	0	0	0	0	622
Attendance below 90 percent	0	0	0	0	0	0	0	36	24	0	0	0	0	60
One or more suspensions	0	0	0	0	0	0	0	16	25	0	0	0	0	41
Course failure in ELA	0	0	0	0	0	0	0	6	22	0	0	0	0	28
Course failure in Math	0	0	0	0	0	0	0	6	8	0	0	0	0	14
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	72	54	0	0	0	0	126
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	70	52	0	0	0	0	122
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have 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	6	12	0	0	0	0	18

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Tuesday 8/30/2022

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	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	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

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	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	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	

Students with two or more indicators 0 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	

Retained Students: Current Year 0 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 0 9 1 0 0 0 0 10

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	53%	50%	50%				63%	59%	54%
ELA Learning Gains	45%						58%	56%	54%
ELA Lowest 25th Percentile	33%						48%	48%	47%
Math Achievement	62%	33%	36%				72%	66%	58%
Math Learning Gains	50%						51%	55%	57%
Math Lowest 25th Percentile	42%						46%	45%	51%
Science Achievement	60%	53%	53%				60%	52%	51%
Social Studies Achievement	79%	48%	58%				78%	75%	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	2022					
	2019	57%	58%	-1%	52%	5%
Cohort Comparison						
08	2022					
	2019	69%	63%	6%	56%	13%
Cohort Comparison						
		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	60%	62%	-2%	54%	6%
Cohort Comparison						
08	2022					
	2019	39%	43%	-4%	46%	-7%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019					
Cohort Comparison						
08	2022					
	2019	60%	53%	7%	48%	12%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	74%	3%	71%	6%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	89%	61%	28%	61%	28%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	97%	60%	37%	57%	40%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	20	29	27	24	35	31	32	56	50		
ELL	40	46		40	46						
ASN	80			90							
BLK	26	27	17	29	25	25	33	57			
HSP	61	40	29	58	47	53	52	76	68		
MUL	45	41	33	57	59	50	58	92	76		
WHT	54	47	35	65	51	40	63	79	77		
FRL	43	39	29	51	50	37	49	72	71		

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						
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI

ESSA Federal Index	
OVERALL Federal Index – All Students	56
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	501
Total Components for the Federal Index	9
Percent Tested	97%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
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Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
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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%	0

Asian Students	
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Federal Index - Asian Students	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
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Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1

Hispanic Students	
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Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The trends from the new FAST Progress Monitoring testing (PM1) indicated our 7th graders outperformed our 8th graders on both the ELA reading and math assessments. These new state assessments are administered in August and December. The initial test consist of the year's content prior to it being taught. Teachers receive the results within a day to show a base-line for where each student is academically in that subject area. On the ELA reading assessment, the school-wide results for both grade levels showed 36% of the 583 students tested, scored a level 1. Of the same 583 students, 26% scored a level 2. On the math assessment, school-wide, 57% of the 321 students tested, scored a level 1 and 29% scored a level 2. The 8th grade math students struggled the most with 84% scoring a level 1 and 16% scoring a level 2. For 7th grade, 42% scored a level 1 in math and 35% scored a level 2. For ELA reading, again our 8th grade students struggled the most with 44% scoring a level 1 and 26% scoring a level 2. For our 7th grade students, 28% scored a level 1 and 27% scored a level 2. Our Students with Disabilities subgroup scored the lowest in both grades on the ELA reading and math with

80% scoring a level 1 on the ELA reading and 92% scoring a level 1 on the math. The December and May testing should show growth for each student.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data component in math on the progress monitoring which demonstrates the greatest need for improvement is our 8th grade Pre-Algebra students and our ESE students. For the 112 students tested in 8th grade, 84% scored a level 1 and 16% scored a level 2. The other 8th grade students who are taking Algebra Honors and Geometry Honors were not assessed in this testing platform. For the 209 students tested in 7th grade, 42% scored a level 1, 35% scored a level 2, 20% scored a level 3 and 2% scored a level 4. The data component on the ELA reading portion which demonstrates the greatest need for improvement is also the 8th grade students. 44% scored a level 1 and 26% scored a level 2. For the 7th grade ELA reading, 28% scored a level 1 and 27% scored a level 2.

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

A possible contributing factor to this need for improvement is a lack of core foundational skills in math from elementary school due to Covid. Since the new test assesses student before the content is delivered, the 8th graders might have never been exposed to the content if they were not in Accelerated math in 7th grade. Our highest achieving 8th grade students are taking Algebra Honors or Geometry Honors. Another contributing factor is how much effort the 8th grade students demonstrated on the assessment and if they took the assessment seriously. In addition, with Covid still impacting the first semester of last year, attendance and achievement gaps in learning were still a contributing factor. To address this need for improvement in math, teachers would need to review core foundational skills in math classes to ensure students are understanding the basic concepts before progressing into new content area. Teachers will use the PM1 data to build on those core skills at the beginning of this school year.

For ELA reading, the contributing factors are also the students lacking core foundational skills in reading such as decoding, vocabulary development, critical thinking, background knowledge, and fluency. The PM1 results allows the teachers to know the areas each student is struggling with and gives the teacher the opportunity to tailor instruction to individual student's needs.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our math learning gains rose from 41% in 2021 to 50% in 2022.

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

The contributing factors were our teachers working together in PLC meetings to analyze student data, create common assessments, and discuss the outcome of common assessments for enrichment or remediation. Teachers offer tutoring each week and used the IXL program to offer additional support to the at-risk students.

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

Several strategies will be implemented to accelerate learning. Teachers will scaffold lessons intentionally focusing on the learning target for the standard in order to build knowledge and conceptual understanding. Teachers will progress monitor students to diagnose essential missing learning. This will allow teachers to identify targeted instruction needed to close achievement gaps in learning. Teachers will use Kagan Cooperative Learning Structures to support interdependent collaborative student groups in the classroom. Each teacher will have designed tutoring hours for their subject area. In addition, we

will offer morning school for any student who needs extra support in core subjects or specific foundational skills.

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.

JMS staff members have been training in Kagan Cooperative Learning Structures through Professional Development and/or attending a week long training in Orlando. Of the 40 teachers and administrators, only 2 core teachers and 3 elective teachers are currently not trained in Kagan. Every professional development on campus during our early release PD days will incorporate Kagan Structures. Teachers will have the opportunity to utilize the computer based personalized learning tool called IXL again this year. New teachers will receive PD on the software to help support them in using the diagnostic tool to identify missing learning or areas of enrichment for the students. In addition, our new ELA teachers have been trained on the new curriculum in their classes to support acceleration strategies by providing teachers with the tools needed to scaffold learning and utilize progress monitoring tools throughout each lesson.

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

JMS will use Edgenuity in the spring for course recovery for students who fail a course in the fall semester. In addition, we will be providing ZTZ time each lunch period to allow students to make up any zeros in classes, take missed tests, or have a quiet place to receive assistance on homework.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Positive Culture and Environment specifically relating to MTSS (PBIS/RtI)

Area of Focus
Description and Rationale: Research shows students are able to participate in learning more effectively when they have a clear understanding of classroom and school procedures. School-wide expectations are important to ensure academic achievement for all students. A consistent learning environment allows students to thrive academically. In order to assist with raising student performance for our ESE students and our African American, students as both are below the 41% Federal Index under the ESSA Federal Index data, we are continuing to implement our school-wide PBIS initiative. In addition, we are enhancing our MTSS process to ensure more consistent academic and behavioral monitoring.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve.
This should be a data based, objective outcome.

By the end of the 2022-2023 school year, Jefferson Middle School will increase the student achievement of our lowest performing 25% of students by 5% on both the ELA and math state assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

PBIS will be monitored for the desired outcome by a team consisting of teachers, guidance counselors, administrators, and staff members. The team meets once a month to analyze behavior data, discuss teacher participation level, review absenteeism, monitor student grades and plan school-wide PBIS centered activities.

Person responsible for monitoring outcome:

Meara Trine (trine.meara@brevardschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

PBIS is a multi-tiered, evidence-based model that seeks to support and enhance both academic and behavioral outcomes for all students. PBIS was initially introduced during the reauthorization of the Individuals with Disabilities Education Act of 1997 (IDEA) to provide greater supports for students with disabilities. Later, the original focus was modified to include a PBIS framework which supports all students. PBIS is a framework rooted in a positive discipline philosophy which celebrates students for appropriate behaviors. PBIS uses a proactive approach to teach and model appropriate behaviors, and reinforce positive expectations for behavior through affirmations and rewards. PBIS utilizes a tiered support model where interventions has three tiers of evidence-based strategies: universal interventions, targeted interventions, and intensive individualized interventions.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

PBIS provides students with clear school-wide expectations to support student success in all areas of school. PBIS tier support decreases discipline incidents, suspensions, absenteeism, and motivates students to achieve. Lost of learning time due to suspensions, absenteeism, and behavioral infractions will negatively impacts learning for students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Set monthly PBIS team meetings to analyze data, design PD and Statesmen Strong content geared towards the PBIS system, and create positive incentives for individuals and school-wide.

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

Create posters of clear school-wide expectations and display in every classroom, hallway, media center, common area, cafeteria, bus loop and restrooms. Each poster will have specific school-wide expectations for that area of the school.

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

Review with students PBIS token economy and incentive program. The first day school PowerPoint will be shared in every classroom each period with teachers going over the PBIS system including the sand dollars and rewards/incentives. Each teacher will also post the daily incentives in their rooms and refer to it during class time.

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

Create a positive referral system where teachers are encouraged to write two positive referrals for every discipline referral. Data will be tracked and celebrated at faculty meetings for department with the most positive referrals. Students will be recognized each week at lunch with a frozen icee and a copy of the positive referral.

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

Modify the check in/check out program for our Tier 2 students. Assign a mentor and provide additional support to at-risk students. Students will be teamed up with an adult to build positive relationships and assist with any issues the student might encounter.

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

Set monthly MTSS meetings to discuss moving students from Tier 1 to Tier 2 or moving eventually to Tier 3 interventions. Data on behavior, attendance, academic, and testing results will be discussed each meeting. Implementing strategies in Tier 2 and Tier 3 to best meet the needs of those students.

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

Set monthly Threat Assessment meetings to discuss students that have either moved to Tier 3 or need a lot of interventions/support.

Person Responsible Pamela Albright (albright.pamela@brevardschools.org)

Set monthly MTSS meetings to discuss moving students from Tier 1 to Tier 2 or moving eventually to Tier 3 interventions. Data on behavior, attendance, academic, and testing results will be discussed each meeting. Implementing strategies in Tier 2 and Tier 3 to best meet the needs of those students.

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

Set monthly Threat Assessment meetings to discuss students that have either moved to Tier 3 or need a lot of interventions/support.

Person Responsible Pamela Albright (albright.pamela@brevardschools.org)

Track ESE students and their BIPs to ensure teachers are meeting the needs of our students and bring updates/concerns to the MTSS meetings.

Person Responsible Deborah Joca (joca.deborah@brevardschools.org)

Track attendance data and update MTSS team of students with absences over 5 days. Update MTSS team on Truancy.

Person Responsible Beverly Neil (neil.beverly@brevardschools.org)

Update MTSS team with runaway students, students in trouble with law enforcement, or students making threats to self or others.

Person Responsible Alonzo King (king.alonzo@brevardschools.org)

Track ELL students to ensure their academic needs are being met and bring information to the MTSS meetings.

Person Responsible Nancy Yates (yates.nancy@brevardschools.org)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the results of the Youth Truth Survey, students indicated the work in classes does not always make them think and some assignments do not help them learn. The goal of a well-designed curriculum should be to ensure students have a range of opportunities to gain the knowledge, skills, and abilities required by the standards. Alignment is the process of ensuring that the specified curriculum is consistent with enabling students to reach the milestones outlined in the standards. Jefferson Middle School will use PLC's to create a pacing guide in each core subject area, create common assessments and analyze the assessments results during bi-monthly PLC meetings.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2022-2023 school year, Jefferson Middle School will increase learning gains for ESE students and African American students by 5% in both reading and math state assessment.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Admin will attend bi-weekly PLC meetings for each department to offer support, assistance with data analysis, and discuss best practices for standards-based learning for all students.

Person responsible for monitoring outcome:

Barbara Kelly (kelly.barbara@brevardschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being

PLC is defined as "...an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve".

Research has shown that the following components are necessary for PLCs to be effective.

1. Focus on advancing student learning.
2. Meet and collaborate on a regular basis.

- implemented for this Area of Focus.**
3. Promote a spirit of collaboration, inquiry, and reflection within PLCs.
 4. Analyze student work and student data.
 5. Intentionally support PLC meetings.
 6. Provide school-wide guidance on how to effectively facilitate a PLC.
 7. Monitor the effectiveness of each PLC.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

PLC teams need uninterrupted blocks of time to engage in meaningful conversations about instruction and how to best advance student learning (e.g., How will we teach the content? How will we know if students have learned the content? How will we respond to students who have not learned?) Teachers will have ongoing, consistent meeting times for PLCs such that they are able to respond to students' needs in a timely manner. During the meetings, teachers will have clear expectations, goals, and objectives to focus on and due dates to help keep them on task. Each common assessment will be created as a team, administered on an agreed upon date, and the results will be analyzed in a timely manner with open discussion about results and how to remediate or enrich content as needed. All meeting minutes and agendas will be posted on a shared teacher drive for administration to review.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create a PLC calendar of monthly goals and expectations and share with staff during pre-planning.

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

At first PLC meeting, departments will develop create and submit tentative instructional focus calendar and common assessment and submit to Assistant Principal on the designed shared drive. All meeting minutes and agendas will also be submitted to the shared drive.

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

Subsequent PLC meetings will focus on new Progress Monitoring Test results, analyzing the results, modifying lesson plans and additional assessments based on the needs of the students' result of the PM1 and PM2. Discuss Kagan Structures and which structure to use for upcoming lesson plans. Analyze data from lowest 25%, at-risk students, PM1 and PM2 and all common assessments.

Person Responsible Pamela Albright (albright.pamela@brevardschools.org)

Any student in a core subject area who demonstrates any struggles academically, with behavior or absenteeism, will be referred to our MTSS team. Communication will be established with parents and students will be recommended for morning school, ZTZ or tutoring with their teacher.

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

#3. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and

Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed. Based on the 2022 subgroup data for the school grade and the new Progress Monitoring testing (FAST), our students with disabilities struggled the most in ELA reading and math. The trends from the new FAST Progress Monitoring testing (PM1) indicates our Students with Disabilities subgroup scored the lowest in both grades on the ELA reading and math with 80% scoring a level 1 on the ELA reading and 92% on the math for our 8th graders. Our 7th graders scored 75% level 1 math and 74% level 1 ELA reading.

Measurable Outcome: State the specific measurable outcome the school plans to achieve.

By the end of the 2022-2023 school year, Jefferson Middle School will increase the student achievement of our ESE students by 5% or more on both math and reading state assessment.

This should be a data based, objective outcome.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Kagan Structures will be utilized in every classroom on campus and monitored through a rotation weekly classroom observation by administrators. Admin will attend all PLC and department meetings to assist with data analysis and strategies to effectively incorporate Kagan into daily lessons. All PD will have Kagan embedded into the training. In addition, our Statesmen Strong classes have designated Kagan Fridays where every student and teacher on campus will be working on a Kagan Structure for a topic or discussion during that class time.

Person responsible for monitoring outcome:

Barbara Kelly (kelly.barbara@brevardschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being

Kagan Structures are scientifically research-based instructional strategies designed to promote cooperation and communication in the classroom, boost students' confidence, and retain their interest in classroom interaction. The Structures work in all teaching contexts—regardless of subject, age group, and number of students in class. Kagan Structures are also backed by classroom evidence from districts, schools, and teachers experiencing success with Kagan throughout the world. It integrates the most powerful principles from decades of research and is used to improve academic achievement and improves social skills. In addition, Kagan is an effective teaching and learning tools for

implemented for this Area of Focus.

cooperative learning, multiple intelligences, character education, language learning, and emotional intelligence.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Analysis of school data continues to show our Students with Disabilities struggling the most in core subjects including ELA and math. Research has shown traditional classroom teachers have supported teaching methods which only meet the needs of some students; as a result, an achievement gap exists between various subgroups of learners which include Students with Disabilities. Teachers in cooperative classrooms refuse to accept achievement gaps and high levels of learning are expected for ALL students in cooperative classrooms. Kagan Structures are one of the few instructional strategies that ensure all students are hard at work in the classroom. By having all students fully engaged in learning, every student can attain high levels of academic success. John Hattie's visible learning study shows an effect size of 1.20 for Jigsaw method in cooperative learning classroom and .82 for classroom discussions. Both these methods and additional Kagan Structures will be incorporated at JMS.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Our new teachers will participate in Professional Development in Kagan Structures through early release PD days, modeling in Statesmen Strong classes, and allowing teachers to visit other teachers as they implement a new Kagan Structure.

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

Our Statesmen Strong Friday will have a designated monthly activity which will incorporate a Kagan Structure where every teacher and every student on campus will participate in the structure.

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

Teachers will implement at least one Kagan Structure each month and invite administration into the classroom to observe.

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

During classroom informal and formal observations, administration will document and provide feedback on Kagan via an email, ProGoe and/or note left for the teacher.

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

The Literacy Coach will model Kagan strategies during PD days and in the classroom for teachers to observe.

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

Kagan strategies will be reviewed and discussed at all PLC and department meetings to discuss the best strategies to use for each lesson plan and content area.

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

Elective teachers will implement Kagan strategies in their classroom and discuss which structure would work best for their content area.

Person Responsible Pamela Albright (albright.pamela@brevardschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

The Student Survey, Parent Survey, and Teacher Survey all spoke about establishing a more positive culture and reinforcing positive behavior in students through recognition. We are using PBIS to build a positive school culture and environment. Every teacher has sand dollars and Positive Referrals in their classrooms. For every discipline referral written by a teacher, two positive referrals should be written. In addition, teachers are giving out Sand Dollars in every classroom each day to promote positive behavior and recognizing those behaviors in the classroom, halls, lunchroom, and commons areas. All administration, staff members, and teachers have the positive referral forms and the sand dollars to help promote the PBIS throughout the entire campus.

In addition, our JPO is hosting school events throughout the year to help with student engagement and positive reinforcement.

Our SGA is hosting a monthly event to promote positive behavior for all students.

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

SGA - Hosting events for the students after school hours and during school hours

JPO - Hosting events for students after school hours

Teachers - promoting and acknowledging positive behavior in the classroom through positive referrals and sand dollars

Support staff - recognizing positive behavior and handing out positive referrals and sand dollars.

Administration - recognizing monthly birthdays of faculty and staff members with a monthly cake at faculty meetings

Administration - Set days of the weeks where students can spend sand dollars at the PBIS store, outside time during lunch, or using the sand dollars to purchase free popped popcorn