Delaura Middle School

2022-23 Schoolwide Improvement Plan

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Delaura Middle School

300 JACKSON AVE, Satellite Beach, FL 32937

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

Demographics

Principal: Tina Susin M

Start Date for this Principal: 8/1/2022

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)	21%
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: A (68%) 2018-19: A (76%) 2017-18: A (73%)
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	N/A
* 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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300 JACKSON AVE, Satellite Beach, FL 32937

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 7-8	No	21%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
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.

To provide a positive school environment where students may develop their individual skills and talents and prepare for their future endeavors in high school and beyond. Our school culture will foster security, responsibility, respect, and achievement for all.

Provide the school's vision statement.

To provide a quality education in a friendly and supportive atmosphere.

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
Corso, Scott	Principal	Oversee all curriculum, facilities, security and school related operations for DeLaura Middle School. Primary instructional leader of the building focused on faculty Professional development, student achievement and community building.
Barna, Laura	Assistant Principal	Oversee all aspects of curriculum, instructional resources, FTE, academic departments and student scheduling. Provide faculty with professional development and connect district resources teachers to our school.
Kohler, Eric	Assistant Principal	Primarily responsible for student discipline process, facility operations, business partners and student activities. Other areas of focus include MTSS coordinator, business partner liaison, facilities responsibilities, security/drill management, FOCUS school leader and student recognition activities.
Baffa, Laura	School Counselor	Guidance Department Chair, ESE contact, IPST Chair.
Haley, Melissa	School Counselor	504 Contact, Students in Transition Contact

Demographic Information

Principal start date
Monday 8/1/2022, Tina Susin M

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.*
2

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.*

22

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

848

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.

14

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	411	438	0	0	0	0	849
Attendance below 90 percent	0	0	0	0	0	0	0	17	21	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	5	12	0	0	0	0	17
Course failure in ELA	0	0	0	0	0	0	0	2	8	0	0	0	0	10
Course failure in Math	0	0	0	0	0	0	0	1	18	0	0	0	0	19
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	20	37	0	0	0	0	57
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	18	16	0	0	0	0	34
Number of students with a substantial reading deficiency	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	8	5	0	0	0	0	13

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	5	1	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/1/2022

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	434	414	0	0	0	0	848
Attendance below 90 percent	0	0	0	0	0	0	0	45	50	0	0	0	0	95
One or more suspensions	0	0	0	0	0	0	0	5	4	0	0	0	0	9
Course failure in ELA	0	0	0	0	0	0	0	2	12	0	0	0	0	14
Course failure in Math	0	0	0	0	0	0	0	4	24	0	0	0	0	28
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
LEVEL 1 ON 2021 FSA ELA	0	0	0	0	0	0	0	13	34	0	0	0	0	47
LEVEL 1 ON 2021 FSA MATH	0	0	0	0	0	0	0	17	33	0	0	0	0	50

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	0	0	0	0	0	0	

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	4	3	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	1	3	0	0	0	0	4

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	434	414	0	0	0	0	848
Attendance below 90 percent	0	0	0	0	0	0	0	45	50	0	0	0	0	95
One or more suspensions	0	0	0	0	0	0	0	5	4	0	0	0	0	9
Course failure in ELA	0	0	0	0	0	0	0	2	12	0	0	0	0	14
Course failure in Math	0	0	0	0	0	0	0	4	24	0	0	0	0	28
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
LEVEL 1 ON 2021 FSA ELA	0	0	0	0	0	0	0	13	34	0	0	0	0	47
LEVEL 1 ON 2021 FSA MATH	0	0	0	0	0	0	0	17	33	0	0	0	0	50

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	0	0	0	0	0	0	

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	4	3	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	1	3	0	0	0	0	4

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	72%	50%	50%				80%	59%	54%
ELA Learning Gains	58%						64%	56%	54%
ELA Lowest 25th Percentile	41%						66%	48%	47%
Math Achievement	80%	33%	36%				91%	66%	58%
Math Learning Gains	64%						69%	55%	57%
Math Lowest 25th Percentile	58%						73%	45%	51%
Science Achievement	63%	53%	53%				69%	52%	51%
Social Studies Achievement	92%	48%	58%				93%	75%	72%

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	30	46	40	35	43	39	23	69	43		
ELL	59	60		70	75		50	92	90		
ASN	71	73	64	79	67		71	100	91		
BLK	48	56		62	76			86			
HSP	64	56	42	74	69	65	53	91	94		
MUL	71	39	43	78	56	38	70	93	84		
WHT	75	59	39	81	63	57	65	92	85		
FRL	57	41	31	68	56	51	48	86	76		

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	27	34	36	34	37	29	19	70	50		
ELL	43	69		68	47			85			
ASN	77	71		93	69		80	75	100		
BLK	39	40		34	28		35	73	70		
HSP	66	62	45	65	46	52	50	83	80		
MUL	71	49		60	42	30	63	81	70		
WHT	72	56	43	76	49	42	69	92	83		
FRL	49	47	35	55	42	39	44	70	76		

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	28	53	50	52	59	56	24	66	15		
ELL	54	69		71	71	73					
ASN	89	74		100	74		86		89		
BLK	59	38		82	75		9				
HSP	72	63	67	85	70	76	61	85	72		
MUL	85	58	83	92	79	85	83	90	72		
WHT	81	65	67	92	68	70	71	95	78		
FRL	72	63	62	86	70	71	60	86	66		

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)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	613
Total Components for the Federal Index	9
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	71
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	
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	
Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	66
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	68
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	64
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	68
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	57
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?

Grade Level - Looking at trend data for the most recent FAST progress monitoring, our 8th grade groups showed lower scores overall than our 7th graders.

ELA - Significant Gaps continue to exist between our FRL & ESE population in comparison to our general education group. ESE students had a 30% achievement level and our FRL had a 57% achievement. Each area had a increase in percentage from the previous year, but continue to be subgroups where more support is needed.

Math - Similar to ELA, math assessments showed significant gaps between our FRL and ESE students.

SEL - Faculty/Staff and School Counselors have noticed an increasing trend in the number of students needing mental health supports. Goals for this year include all educators being trained in Youth Mental Health First Aid (YMHFA) and continuing with school-wide SEL instruction.

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

Using trend data from previous years (2019-2021), there are several areas that have been identified for improvement. In ELA, we experienced a 0% increase from the previous year in the lowest 25% of students making learning gains, and a 25% decrease from 2019.

Although we are higher than the district average, in Science we experienced a 2% decrease from the previous year in achievement and a 6% decrease from 2019.

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

COVID-19 has played a significant role in the learning loss experienced at DeLaura. Students have had countless disruptions to their learning that range from quarantine periods, personal illness, remote learning and lack of consistent personnel during some months.

Actions to be taken include providing extensive support for tutoring and acceleration. Acceleration strategies will be utilized throughout the year which will include diagnosing missed learning, providing intense scaffolding during instruction, and focusing on priority standards. Department PLC's will be used to create action items for improvement.

Additionally, we have noticed an increase in students needing more academic and mental health support. New actions will include a school-wide mentoring program to further support these students.

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

One area of improvement and continued area of focus was our student placement of Level 3 students in to Algebra in 8th grade. DeLaura placed more 8th grade students in to Algebra and had a 3% increase in pass rate from the previous year.

Overall achievement in both 7th and 8th grade Math had an approximate 10% increase from the previous year. Math learning gains had a significant increase of 15% from the previous year.

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

Factors related to this improvement included extensive tutoring offerings both in-person and virtually. Teacher analysis of MAP growth and data chats with students also contributed to a more extensive reteaching of standards.
In Algebra, teachers developed and reviewed common assessments more frequently. This showed a positive impact in instructional practices and overall student achievement.

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

Acceleration strategies that we have planned for 2022-2023 include the full implementation of the district adopted ELA curriculum, extended tutoring offering (virtual and in-person), Algebra EOC boot camps to support our Level 3 students. Department PLC's and teacher SIP teams will be used to create action items centered around teaching strategies, school culture and faculty effectiveness.

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.

Consistent PLC department meetings and collaboration on specific curriculum and standards; Amplify, Read 180, new Math curriculum.

YMHFA training to all school staff and monthly mental health lessons provided to all students to support social emotional learning.

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

Additional services that are planned include: Extended tutoring options both in person and virtually, increased access to technology through a "one to one" laptop initiative, accelerated learning strategies within classrooms and targeted credit/curriculum recovery options.

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

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Overall in ELA achievement we experienced a 2% gain from the previous year. We have not made gains in our lowest 25% of students making learning gains for the last several years, therefore we would like to continue to focus on this area. In 2021 40% of our lowest 25% made learning gains in ELA. We would like to increase this by another 3% to an overall goal of 43% making learning gains.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Since ELA/Literacy standards are encompassed in all subjects, DeLaura Middle School is aiming for an overall 4% increase in ELA achievement as a school. We are aiming for improvements in the subgroups and the lowest 25% of students making learning gains.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring will be achieved through classroom walkthroughs to ensure the implementation of the Amplify curriculum, Department meetings and progress monitoring data.
Person responsible for monitoring outcome:	Scott Corso (corso.scott@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	DeLaura is implementing the district English Language Arts curriculum Amplify. Amplify graphics are visually stimulating and the texts are selected for a middle school audience. With Amplify ELA, students learn to tackle any complex text and make observations, grapple with interesting ideas, and find relevance for themselves. We are working as an ELA department to implement Amplify so all students can benefit from this district and state approved curriculum. Our Literacy Coach will also play a key role in modeling instruction and working with teachers to use effective instructional strategies and ELA resources.
Rationale for Evidence-based Strategy:	We have been building on our Department PLC to further enhance their effectiveness. PLC's are research-based strategies that are utilized to analyze ESSA subgroup data, refine instructional strategies, share common assessment data and increase collective efficacy. Resources and criteria used for continuing this practice includes faculty

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	surveys, department feedback and district guidance. The rationale for the strategy includes the ability for our staff, who are already collaborating, will have a more "laser like" focus on how to best use their time. The ELA PLC will support each other in the implementation of Amplify sharing pacing guides, lessons. and best practices.

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.

1. Monthly ELA department meetings to ensure 100% implementation of the Amplify curriculum.
2. DeLaura Administrators will conduct Learning Walks twice a month. Each learning walk will have a focus on a curricular area, including English Language Arts. Administrators can monitor the implementation during Learning Walks and informal/formal evaluations.
3. Administration will provide substitute teachers for all ELA teachers. ELA teachers will use the time to calibrate essay grading. The purpose of calibration is to ensure that a group of educators evaluates student work consistently and in alignment with the scoring rubric.
4. Teachers will share and analyze common assessment data completed on a quarterly basis.
5. Teachers will complete data chats with students after each FAST progress monitoring and work with students and families to set individual goals.
.

Person Responsible	Scott Corso (corso.scott@brevardschools.org)

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Overall in Science we experienced a 2% point drop in scale score from the previous year and a 6% drop from 2019. Although our overall percentage is above the district average we would like to focus on instructional practices to increase proficiency level and prepare students for high school standards.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	DeLaura Middle School is aiming for a 4% increase in overall Science achievement on the 8th grade assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monthly Science Department PLC meetings will be facilitated to develop and share instructional resources and analyze progress of standards. Monitoring will be achieved through classroom walk throughs, common assessment review and reteaching of standards.
Person responsible for monitoring outcome:	Eric Kohler (kohler.eric@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Department meetings/PLC's will be utilized to collaborate on key items such as: Standards based curriculum, common assessment analysis and collective efficacy as a department. Google forms will be used to collect PLC/Department actions items for implementation. Our Science PLC will have time to collaborate on common assessment data, creating lesson plans aligned to standards to include the review of 6th grade standards since these are also in the 8th grade assessments. Our Science PLC will review common assessment data and reteach standards for further mastery.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	DeLaura remains above the district average for Science achievement. However, we have continued to see a decrease in the overall percentage of achievement in the last three years. Our Science Department will work within their PLC to further enhance instructional strategies and share common assessment data. The Science PLC will work together to analyze student data and provide additional resources to students to increase knowledge of standards.

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.

1. Monthly Science Department meetings to review common assessment data.
2. After review of common assessment data, the Science department will develop a plan to reteach/review

standards for student mastery.
3. DeLaura Administrators will conduct Learning Walks twice a month. Each learning walk will have a focus on a curricular area, including Science.
4. Administrators can monitor standards based instruction during Learning Walks and informal/formal observations.

Person Responsible   Eric Kohler (kohler.eric@brevardschools.org)

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Data trends revealed that our students with disabilities still have an achievement gap as compared to general education peers. Data sets reviewed include FSA, MAP, Reading Inventory, attendance and behavior to identify this need. DeLaura has the mindset that all students can learn and all students will reach mastery of standards.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	ESE students will experience growth that meets or exceeds the state average in the following areas: FSA Math and FSA ELA.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	ESE students will be monitored through our progress monitoring systems (MAP & FAST) 3 times per year in addition to real-time course data. Schools staff will analyze specific ESE student data and provide research based interventions both inside the classroom and in acceleration opportunities. Department meetings and teacher teams will be used to review ESE data as well. Our Individual Problem Solving Team (IPST) meets every Friday. We discuss all students (not only ESE students) and review data such as; attendance, academics and behaviors. We then produce a plan on how to support the student. We call parents and/or schedule parent meetings. The meetings consist of Matina Papalardo, ESE Support Specialist, Nicole Matthews, School Psychologist, Melissa Haley, School counselor, Laura Baffa, School counselor, teachers and administrators.
Person responsible for monitoring outcome:	Laura Barna (barna.laura@brevardschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Department PLC's are utilized for each MESH subject to collaborate on key items such as: Standards based curriculum, student data chats, common assessment analysis and collective efficacy as a department. Google forms will be used to collect PLC/Department actions items for implementation.
Rationale for Evidence-based Strategy: **Explain the rationale for**	We continue to work on building our Department PLC's to further enhance their effectiveness. PLC's are research-based strategies that are utilized to analyze subgroup data, refine instructional strategies, share common assessment data and increase collective efficacy. Resources and criteria used for continuing this practice includes faculty surveys, department feedback and district guidance. The rationale for

selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

the strategy includes the ability for our staff, who are already collaborating, will have a more "laser like" focus on how to best use their time.

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.

1. Continue to implement the PLC model at department meetings.
2. Google form will be used for feedback and data collection at each meeting. The google form contains targeted questions relating to student data, ESE supports, curriculum, common assessments and action steps to target identified students.
3. Administrators will attend PLC's and model targeted strategies during the meeting.
4. Google forms will be analyzed by the Admin team to follow-up on targeted students and initiatives.
5. Identified students will be shared with classroom teachers to develop interventions and/or acceleration.
6. PAR allocation will be used for ESE support facilitation teachers.

Person Responsible

Laura Barna (barna.laura@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.

Several key sources of data were utilized when planning the 2022-2023 school year which include school-wide parent surveys, faculty "insight surveys" and student survey called "youth truth". These data sets were invaluable when looking at the various areas of culture and promoting a positive environment.

The parent survey results indicated a positive response in the following categories: Feeling welcome at school (88% yes), office staff at the school is helpful (83% yes) and a variety of comments relating to information being sent from the Principal to families. Several areas for improvement were identified from the parent survey: an increase in parent/teacher communication, more resources relating to classroom assistance for parents and more technology resources to be used at home. Improvement planning for these areas include students being issued a school laptop and more curriculum resources offered digitally.

Student data from our "Youth Truth" survey indicate that we were below the average for BPS in the following categories: academic engagement, academic challenge, and relationships. This marks the second year in a row DeLaura was below the BPS average in engagement and academic challenge. Another trend

shown is lower ratings in most categories for 8th graders compared to our 7th graders. Monthly department meetings and Team meetings will include specific action analysis of these standards to ensure that items are being addressed. School-wide professional growth opportunities and educator meetings will include strategies that increase student engagement and a focus on building stronger relationships. The principal will host meetings for student leaders, including student government, to gain valuable insight into the school culture and search for solutions to make improvements and to increase student voice.

One of our school goals this year is to establish core values at DeLaura Middle School. Core values state clearly for our community the fundamental driving forces of our DeLaura Family. During pre-planning, all educators brainstormed characteristics they want to see in their students. DeLaura educators gave feedback on the core values for our school through a Google Form. We also sent a Google Form survey to families so they can give feedback. Nearly 400 stakeholders gave their input. Within the first two weeks of school, DeLaura Middle School established our Four Core Values: Respectful, Honest, Hard Working, and Kind. DeLaura will incorporate the Four Core Values into communications and actions throughout the year.

Additionally, all educators will be trained in Youth Mental Health First Aid (YMHFA). This will allow school staff to be aware of the issues our students are facing. As a result of the pandemic, we have seen an increase in the need for mental health supports for our students.

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

In 2022-2023, DeLaura Middle School created the DeLaura Revitalization Project. The purpose of the revitalization project is to create a warm, welcoming environment for all students, families and educators. DeLaura formed a committee of teachers to work on the project. Members of our PTO will also join the committee. DeLaura is creating a Business Sponsorship program. The sponsorship program will fund the Revitalization Project and other important needs on campus.

The DeLaura PTO (Parent teacher Organization) is an essential partner of DeLaura Middle School. It is made up of mostly families. The PTO has a board and meets monthly. Mr. Corso also attends and provides a monthly principal's report. The PTO helps raise money, provides volunteer opportunities, and acts as a family liaison to DeLaura Middle School.

Mr. Corso, our principal, has made relationships and partnerships a focus for his year as our school leader. He will meet with various business owners and community leaders throughout the year to strengthen an already strong relationship between DeLaura Middle School and our community.

During the 2022-2023 school year, all DeLaura educators will go through a process of examining and revising both our mission and vision statements. We will then publish revised mission and vision statements by the Spring of 2023.