Andrew Jackson Middle School

2022-23 Schoolwide Improvement Plan

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Andrew Jackson Middle School

1515 KNOX MCRAE DR, Titusville, FL 32780

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

Demographics

Principal: Susan Shockley M

Start Date for this Principal: 6/1/2017

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)	95%
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* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (44%) 2018-19: A (62%) 2017-18: B (58%)
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

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	95%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Andrew Jackson Middle School is committed to providing a culture of learning, emphasizing high expectations for all students, staff, and parents while creating an environment where students feel supported and become critical thinkers.

Provide the school's vision statement.

Andrew Jackson Middle School is committed to inspiring and empowering students to excel both academically and socially, while preparing them to be productive citizens and future leaders.

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
Susin, Tina	Principal	Serves as an instructional leader by collaborating with the administrative team, teacher leaders, SAC committee and community members to implement research-based instructional strategies to reach our SIP goals.
Rosado, Jennifer	Assistant Principal	Serves as an instructional leader by collaborating with the administrative team, teacher leaders, SAC committee and community members to implement research based instructional strategies to reach our SIP goals.
Poley, Danielle	Assistant Principal	Serves as an instructional leader by collaborating with the administrative team, teacher leaders, to implement research based instructional strategies to reach our SIP goals.
Porter, Rebeca	Other	Organize and implement the positive behavior intervention system to promote a positive school culture.

Demographic Information

Principal start date
Thursday 6/1/2017, Susan Shockley 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.*
0

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.*

13

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

550

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

11

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

9

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	281	267	0	0	0	0	548
Attendance below 90 percent	0	0	0	0	0	0	0	50	52	0	0	0	0	102
One or more suspensions	0	0	0	0	0	0	0	23	26	0	0	0	0	49
Course failure in ELA	0	0	0	0	0	0	0	9	26	0	0	0	0	35
Course failure in Math	0	0	0	0	0	0	0	11	26	0	0	0	0	37
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	47	71	0	0	0	0	118
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	58	79	0	0	0	0	137
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	113	136	0	0	0	0	249
	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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	156	162	0	0	0	0	318

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	12	22	0	0	0	0	34
Students retained two or more times	0	0	0	0	0	0	0	11	10	0	0	0	0	21

Date this data was collected or last updated

Monday 9/19/2022

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	276	293	0	0	0	0	569
Attendance below 90 percent	0	0	0	0	0	0	0	79	77	0	0	0	0	156
One or more suspensions	0	0	0	0	0	0	0	20	37	0	0	0	0	57
Course failure in ELA	0	0	0	0	0	0	0	12	34	0	0	0	0	46
Course failure in Math	0	0	0	0	0	0	0	7	33	0	0	0	0	40
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	47	49	0	0	0	0	96
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	57	63	0	0	0	0	120
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	56	79	0	0	0	0	135
Level 1 on 2021 FSA Math	0	0	0	0	0	0	0	67	69	0	0	0	0	136
	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	44	71	0	0	0	0	115

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	12	13	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	7	5	0	0	0	0	12

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	276	293	0	0	0	0	569
Attendance below 90 percent	0	0	0	0	0	0	0	79	77	0	0	0	0	156
One or more suspensions	0	0	0	0	0	0	0	20	37	0	0	0	0	57
Course failure in ELA	0	0	0	0	0	0	0	12	34	0	0	0	0	46
Course failure in Math	0	0	0	0	0	0	0	7	33	0	0	0	0	40
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	47	49	0	0	0	0	96
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	57	63	0	0	0	0	120
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	56	79	0	0	0	0	135
Level 1 on 2021 FSA Math	0	0	0	0	0	0	0	67	69	0	0	0	0	136
	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	44	71	0	0	0	0	115

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	12	13	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	7	5	0	0	0	0	12

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	43%	50%	50%				60%	59%	54%
ELA Learning Gains	40%						60%	56%	54%
ELA Lowest 25th Percentile	31%						48%	48%	47%
Math Achievement	41%	33%	36%				69%	66%	58%
Math Learning Gains	39%						61%	55%	57%
Math Lowest 25th Percentile	33%						43%	45%	51%
Science Achievement	50%	53%	53%				50%	52%	51%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement	65%	48%	58%				79%	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	58%	58%	0%	52%	6%
Cohort Comparison						
08	2022					
	2019	62%	63%	-1%	56%	6%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019	64%	62%	2%	54%	10%
Cohort Comparison						
08	2022					
	2019	33%	43%	-10%	46%	-13%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019					
Cohort Comparison						
08	2022					
	2019	49%	53%	-4%	48%	1%
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	91%	61%	30%	61%	30%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	60%	40%	57%	43%

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	11	26	25	16	24	26	24	26	25		
ELL	23	33		43	64						
BLK	19	28	26	19	31	26	27	41	36		
HSP	41	38	31	32	44	40	51	65	48		
MUL	41	36		44	40		48	94	55		
WHT	52	45	35	51	40	36	55	72	58		
FRL	33	35	32	33	37	33	42	56	47		

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	14	26	23	15	38	38	14	26			
ELL	45	82		70	40						
BLK	25	33	26	25	32	40	20	37	47		
HSP	51	53	40	49	41	29	50	67	58		
MUL	53	52		61	56		67	70	83		
WHT	53	50	30	60	45	40	61	71	71		
FRL	38	40	29	42	40	44	38	54	61		

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	26	48	42	28	44	33	22	51			
ASN	83	58		92	75				100		
BLK	35	43	44	44	50	38	20	56	58		
HSP	48	60	53	63	55	38	42	71	84		
MUL	61	56	50	70	60	33	42	87	100		
WHT	71	67	51	77	65	52	65	85	87		
FRL	49	55	46	58	56	41	35	74	75		

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
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	396
Total Components for the Federal Index	9
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	41
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1

Hispanic Students	
Federal Index - Hispanic Students	43
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	51
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	49
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Our school decreased in all math and ELA areas as a school and across subgroups. There was a significant increase in student disciplinary responses that resulted in an extreme amount of lost instructional time.

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

For 2021-2022, our overall ELA Proficiency decreased by 4%, ELA Learning gains by 7%, Math proficiency by 10%, Math Learning gains by 4%, and Math Lower quartile by 8%. Our decreases in these areas are significant and will be our focus for greatest need for improvement.

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

Students during the 2021-2022 school year were still being affected by the on-going COVID-19 pandemic, where students were sent home for lengths of time for quarantine. Without the opportunity of having the online learning option students were not able to work from home and due to the lack of devices students were forced to make up work upon their return.

In the 2021-22 school year, students were all face-to-face and there was no eLearning option. Currently we are monitoring attendance records, grades, and discipline of all students. Our Student Success Team (SST) runs EWI reports and meets bi-weekly to identify and determine interventions. Retained students are monitored weekly through CICO.

Our student survey also indicated that students felt that the learning environment could have been more academically challenging which resulted in lack of student engagement.

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

Civics showed a 2% increase and the ELA lowest quartile went up by 1%.

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

The civics teachers were veteran teachers who excelled in classroom management and building relationships with students.

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

GAP Sessions
After school tutoring
Mentoring
Data driven instruction
School-wide Writing in Response to Reading initiative

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 will include Writing in Response to Reading to increase comprehension and student engagement across the curriculum. Teachers will collaborate to create common rubrics to provide consistency and student success criteria.

Progress monitoring will be implemented through data collected from common assessments, student work samples and Read 180/FAST/MAP. Students will track their own progress, and set goals. Teachers will utilize the data to determine strengths and weaknesses, teach/reteach, implement interventions and monitor progress.

Teachers will continue to implement Teacher Clarity practices from John Hattie's Visible Learning and continue to implement high-yield strategies; High-Order Thinking Questions, and Focus Notes.

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

Additional Services will be provided through professional development days with district resource teachers.

The Cambridge Coordinator will be trained in the Coaching Cycle and support Cambridge teachers in implementing rigorous coursework. The Cambridge Team will be focused on building a school-wide Cambridge culture to spread the concepts of teaching to all students to accelerate learning for all students, and will implement a school-wide Global Perspectives activity for all students at AJMS.

The Student Success Team will focus on monitoring student academic progress, attendance, and behavior and implementing interventions as necessary.

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

:

#1. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The idea behind walk-throughs is that firsthand classroom observations can paint a picture to inform improvement efforts. These observations typically involve looking at how well teachers are implementing a particular program or set of practices that have been implemented.
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 2022-23 school year, Andrew Jackson Middle School students in the bottom quartile will make 10 % learning gains in math and ELA. Students with Disabilities and African American student groups will reflect greater than or equal to 41% proficiency.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The administrative team will meet weekly to discuss walkthrough observations and feedback, determine PD objectives and specific teacher supports.
Person responsible for monitoring outcome:	Jennifer Rosado (rosado.jennifer@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Instructional coaching is focused on supporting the learning, growth, and achievement of students and is most often linked to a school's improvement priorities.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Instructional coaching is intended to reinforce teachers' and administrators' practices in ways that support schools, so instruction is rigorous, delivery is effective, and assessment is appropriate for student learning to improve. Instructional coaching influences what students learn, increases student engagement, builds teacher capacity, and helps students and teachers become more successful learners.

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.

Administration and Cambridge Coordinator to attend Coaching Cycle PD and implement it with fidelity.

Admin team to create schedule for classroom walkthroughs and feedback form to provide teacher's with specific feedback and action steps.

Admin team and Cambridge Coordinator to visit classrooms weekly to provide specific feedback focused on school improvement.

Admin team to determine teachers in need of impact coaching.

Observe teachers needing impact cycle, and meet to provide specific feedback.

Admin team to send follow-up email to teachers to clarify expectations.

Teacher to implement instructional practices based upon feedback.

Follow-up observation to observe instructional practices.

Admin team to meet weekly to discuss teacher observations and plan of action.

Cambridge Coordinator to meet with Admin team weekly to share peer observations and feedback.

Make recommendations for professional development.

Person Responsible   Tina Susin (susin.tina@brevardschools.org)

#2. Positive Culture and Environment specifically relating to students.	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Research shows that school culture has a high effect on student's academic achievement. Positive Behavioral Interventions and Supports (PBIS) is a widely implemented, culturally responsive framework using prevention and intervention activities to promote a safe school climate and positive academic and behavioral student outcomes. Unlike traditional punitive systems of discipline, PBIS focuses on recognizing positive behaviors. In an effort to raise student performance for our SWD and African American student populations we will implement a more consistent PBIS initiative.
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 2022-23 school year, Andrew Jackson Middle School will increase the YouthTruth Culture percent positive to 25% which is in alignment with the the BPS average.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Our Student Success Team (SST) and PBIS team made up of teachers, administration, and other staff, will monitor the desired outcome. The PBIS team will meet once a month to analyze behavior data, discuss teacher participation, and plan quarterly PBIS events. The SST will meet bi-weekly to discuss behavior, grades, and attendance and plan for interventions.
Person responsible for monitoring outcome:	Rebeca Porter (porter.rebeca@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	School-wide Positive Behavioral Interventions and Supports (SW-PBIS) is a multi-tiered prevention framework guiding the implementation and sustainability of evidence based interventions to meet the academic, behavior and socio-emotional needs of all students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	Schools implementing PBIS Tier I supports for all students prevent the development and/or exacerbation of behavior challenges, increase the occurrence of pro-social skills and enhance the overall school culture. The use of school-wide, targeted group and individual student outcome and fidelity data is used for decision-making and action planning.

**resources/
criteria used for
selecting this
strategy.**

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 PBIS team to meet monthly to analyze data, design PD and create positive incentives for individuals and school-wide.

Create STAR Expectations in each classroom and school-wide.

Review PBIS incentive program and token economy. STAR Expectations will be shared through a presentation during 7th grade orientation, and Homeroom during the first days of school.

Create expectations for the use of our Positive Referrals system (2 positive referrals for every discipline referral). Students are recognized with 2 STAR Bucks and their name entered in the Student-of-the-Week drawing. Two students will be selected each week.

SST to meet weekly to discuss Tier 2 and Tier 3 interventions based on behavior, academic, and attendance data.

Track BIP's to ensure teachers are meeting the needs of our students and bring concerns to SST meetings.

Utilize the Check-in Check-out for Tier 2 students to meet the needs of individual students.

**Person
Responsible**   Danielle Poley (poley.danielle@brevardschools.org)

#3. 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.	Students at Andrew Jackson Middle School are performing below their grade level peers. ELA scores and Read 180 Reading Inventory scores all indicate that our students are performing below grade level. With a significant decrease within our African American and students with disabilities.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our plan is to increase the percent of ELA proficiency by 11%, ELA Learning gains by 7%, and the lowest quartile by 24%. With our focus being on our student with disabilities and our African American population our goal is to increase their proficiency by 20% as well.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will continue to implement a mixed-ability model for classroom instruction which allows all students equitable opportunities and access to grade level content. We will focus on writing in response to reading across the curriculum and the use of acceleration strategies such as previewing, scaffolding, and the use of differentiated assignments to support our students. All core courses will create common assessments to include questions related to grade level standards according to test item specifications. Each content area/course will review data from common assessments and review student work samples to determine whether students are on target for mastery or performing below expectations. Students with 2 more indicators will be identified for the purpose of reteaching/reassessing and for enrichment, and strategies for success will be identified and implemented. SWD students will be monitored and supported individually by their case workers and the classroom teacher.
Person responsible for monitoring outcome:	Jennifer Rosado (rosado.jennifer@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based	The previewing strategy will be emphasized to connect SWD to vocabulary instruction, advance organizers and to activate thinking. Department meeting will be focused on the MTSS problem solving framework. ESE student work samples will be reviewed, and common assessment data will be analyzed by the General Education teacher and the ESE teacher. A plan of action will be collaboratively developed for ESE students who are not mastering standards for re-teaching and

strategy being implemented for this Area of Focus.	reassessing. Tier 2 interventions will be discussed, implemented and monitored for success.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Accelerating learning and providing rigorous instruction rather than remediating is determining the critical skills and concepts that students are missing and providing scaffolds that will bridge gaps while teaching the missing skills with surgical precision and efficiency.

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.

-Use support facilitation model to support SWD in advanced courses and monitor progress of SWD in core courses and progress toward IEP goals
-Student Success Teams will monitor academic, attendance, and behavioral data to collaborate to support identified students in need.
- School-wide calendar for departments meeting 3 times a month to collaborate, create common assessments, discuss data, and formulate action steps for remediation and interventions for standards not mastered. Department leads will present their data and plan for remediation and interventions during achievement team meetings.
-Teachers will intentionally monitor EWS students and conduct weekly check-ins.
-School-wide implementation of interventions to support SWD, EWS, and AM to monitor progress
-ESE teachers will track, monitor, and provide support to ESE students identified weekly and encourage them attend GAP sessions, and ZTZ
-Academic achievement celebrations will be c conducted quarterly to promote positive academic culture.

Person Responsible	Tina Susin (susin.tina@brevardschools.org)

#4. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students at Andrew Jackson Middle School are performing below their grade level peers. Math scores indicate that our students are performing below grade level. With a significant decrease within our African American and students with disabilities.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our plan is to increase the percent of Math proficiency by 13%, Math Learning gains by 16%, and the lowest quartile by 21%. With our focus being on our student with disabilities and our African American population our goal is to increase their proficiency by 20%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will continue to implement a mixed-ability model for classroom instruction which allows all students equitable opportunities and access to grade level content. We will focus on writing in response to reading across the curriculum and the use of acceleration strategies such as previewing, scaffolding, and the use of differentiated assignments to support our students with disabilities.
Person responsible for monitoring outcome:	Jennifer Rosado (rosado.jennifer@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The previewing strategy will be emphasized to connect SWD to vocabulary instruction, advance organizers and to activate thinking. Department meeting will be focused on the MTSS problem solving framework. ESE student work samples will be reviewed and common assessment data will be analyzed by the General Education teacher and the ESE teacher. A plan of action will be collaboratively developed for ESE students who are not mastering standards for re-teaching and reassessing. Tier 2 interventions will be discussed, implemented and monitored for success.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Accelerating learning and providing rigorous instruction rather than remediating is determining the critical skills and concepts that students are missing and providing scaffolds that will bridge gaps while teaching the missing skills with surgical precision and efficiency.

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.

-Use support facilitation model to support SWD in advanced courses to monitor progress in core courses and progress toward IEP goals.
- School-wide calendar for departments meeting 3 times a month to collaborate, create common assessments, discuss data, and formulate action steps for remediation and interventions for standards not

mastered. Department leads will present their data and plan for remediation and interventions during achievement team meetings.
-Teacher will meet and discuss remediation and interventions for standards not mastered. Department leads will present their data and plan for remediation and interventions.
-Teachers will intentionally monitor EWS students and conduct weekly check-ins.
-School-wide implementation of interventions to support SWD, EWS, and AM to monitor progress
-ESE teachers will track, monitor, and provide support to ESE students identified weekly and encourage them attend GAP sessions, and ZTZ
-Academic achievement celebrations will be c conducted quarterly to promote positive academic culture.

Person Responsible Jennifer Rosado (rosado.jennifer@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.

Set monthly PBIS team meetings to analyze data and design PD focused on the PBIS system and creating positive incentives for individuals and school-wide.

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.

Modify and implement morning, hallway, lunch and dismissal procedures to address student safety.

Review with students PBIS token economy and incentive program, creating the STAR Buck store. The first week of school PowerPoints will be shared in every classroom during our 30 minute homeroom period with teachers going over the PBIS system including the STAR Bucks and rewards/incentives. Each teacher will also post daily incentives in their rooms and refer to it during class time. PBIS refresher lessons after extended periods away from school (Thanksgiving break, Winter Break, and Spring Break).

A new and improved STAR Buck store will be created and on display for students to be able to "window shop" and encourage positive behavior to earn STAR Bucks for spending.

Teachers and students will create STAR Expectations for each classroom, to be displayed.

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 2 STAR Bucks and a copy of the positive referral. Students receiving positive referrals may be chosen as Students-of-the-Week. All students chosen as Students of the week will participate in a Pizza with The Principal lunch. There will be one Pizza

with the Principal lunch per semester.

Teachers will create classroom STAR Buck stores to encourage use of STAR Buck currency in their daily routines.

Culture data will be collected, presented to teachers and teachers will identify target areas to focus on school-wide.

Teachers will be intentional about verbally praising students, utilizing student names in conversation, and building classroom culture.

Host a Speak-Out Presentation in Collaboration with the Brevard Sherriff's Department and hang signs around the school to encourage students to share any threats they may have heard/read about.

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.

Set Student Success Team (SST) meetings three times per month to discuss individual student needs based on academics, attendance, and/or behavior. At these meetings school-based staff review data and determine needs and put plans in place for Tier 2 and/or Tier 3 interventions. The SST determines the need and schedules MTSS meetings as needed.

Set MTSS meetings with Parents to discuss individual students needing the most intensive level of support academically and/or behaviorally. Data on behavior, attendance, academic, and testing results will be discussed each meeting.

Set monthly Threat Assessment meetings to discuss the needs of students that have had a threat assessment completed, had a suicide risk assessment completed, and/or have mental health concerns.

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

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

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

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

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

Tina Susin-Provide PD, resources, teacher support
Jennifer Rosado-Facilitate Meetings, PDs, provide data
Danielle Poley-Conduct MTSS meetings, track BIPs & Threat Assessments
Rebeca Porter-PBIS coordinator, ELL compliance
David Workman-PBIS Lead and PD facilitator