

Brevard Public Schools

# Central Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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## Central Middle School

2600 WINGATE BLVD, West Melbourne, FL 32904

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

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

## I. School Information

### School Mission and Vision

#### Provide the school's mission statement.

Central Middle School will provide a quality education in a culture of dedication, collaboration, and learning to help prepare our students to be college and career ready upon graduation from high school. (Rev. 2019-2020).

#### Provide the school's vision statement.

To design and provide a quality education that serves every student with excellence as the standard. (Rev. 2019-2020).

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

#### School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Smith, Heather	Principal	Principal Smith serves as the leader of the faculty and staff to maintain a safe learning environment for all. Also, she engages all stakeholders and collaborates in the school's decision making processes.
Thomas, Jessica	Assistant Principal	Mrs. Thomas serves as the instructional leader as assists all faculty and staff on implementation of curriculum, instruction, and scheduling. Also, she collaborates in the school's decision making process to meet the needs of all students.
Karikas, Jonna	Assistant Principal	Ms. Karikas serves as an instructional leader with a focus on student services and discipline. In addition, she works diligently to implement Positive Behavior Intervention Strategies/Supports.
Williams, Annavis	Assistant Principal	Ms. Williams serves as an instructional leader with a focus on student services and discipline. In addition, she works diligently to implement Positive Behavior Intervention Strategies/Supports.

#### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Central Middle School leadership team as well as department heads, teachers and school staff are a part of the SIP development. Additionally, information from student Youth Truth, teacher/staff and

parent surveys is collected and analyzed to inform the school improvement planning process. Some examples of stakeholder input informing the School Improvement Planning process include monthly SAC meetings that consist of parents, students, community leaders, and various school staff. We also have monthly leadership team meetings to include PLC leads that focus on our school data and progress toward our school improvement goals.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The Central Middle School Leadership team and School Advisory Council will each meet monthly to monitor student achievement data and progress toward school improvement initiatives. SIP goals are kept at the forefront during every PLC meeting, faculty meeting, and professional learning opportunity throughout the school year. Notes will be documented during each of the meetings where SIP goals are discussed and when action steps are modified.

Our SIP team will also meet after each ELA PM and math PM window to analyze data and to review the impact on increasing achievement of students in meeting the FLDOE academic standards. Following the winter test window, teacher and student data will be reviewed to ensure achievement gains across all core subjects. Finally, CMS will revise the SIP action steps as necessary while also incorporating professional development opportunities to ensure our teachers and students are demonstrating continuous improvement across all core subjects.

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 7-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	47%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	55%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	TSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b>	2021-22: C

*2022-23 school grades will serve as an informational baseline.	2019-20: B 2018-19: B 2017-18: B
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

## Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	0	66	57	123	
One or more suspensions	0	0	0	0	0	0	0	207	177	384	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	34	21	55	
Course failure in Math	0	0	0	0	0	0	0	27	28	55	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	121	119	240	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	117	80	197	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	46	36	82

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	19	27	46
Students retained two or more times	0	0	0	0	0	0	0	23	20	43

### Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:



Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	126	91	217	
One or more suspensions	0	0	0	0	0	0	0	92	130	222	
Course failure in ELA	0	0	0	0	0	0	0	48	75	123	
Course failure in Math	0	0	0	0	0	0	0	35	48	83	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	145	125	270	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	144	176	320	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	50	7	57	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	73	91	164

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	48	58	106
Students retained two or more times	0	0	0	0	0	0	0	28	22	50

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	126	91	217	
One or more suspensions	0	0	0	0	0	0	0	92	130	222	
Course failure in ELA	0	0	0	0	0	0	0	48	75	123	
Course failure in Math	0	0	0	0	0	0	0	35	48	83	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	145	125	270	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	144	176	320	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	50	7	57	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	73	91	164

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	48	58	106
Students retained two or more times	0	0	0	0	0	0	0	28	22	50

**II. Needs Assessment/Data Review****ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	47	51	49	51	50	50	49		
ELA Learning Gains				41			43		
ELA Lowest 25th Percentile				33			34		
Math Achievement*	50	55	56	52	33	36	50		
Math Learning Gains				47			35		
Math Lowest 25th Percentile				43			32		
Science Achievement*	43	47	49	53	53	53	44		
Social Studies Achievement*	64	67	68	74	48	58	72		
Middle School Acceleration	65	69	73	68	36	49	66		
Graduation Rate					48	49			
College and Career Acceleration					71	70			
ELP Progress	53	47	40	58	72	76	58		

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	322
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	520
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)****2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	4	4
ELL	46			
AMI				
ASN	80			
BLK	38	Yes	2	
HSP	51			
MUL	52			
PAC				
WHT	57			

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
FRL	46			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	26	Yes	3	3
ELL	54			
AMI				
ASN	69			
BLK	36	Yes	1	
HSP	50			
MUL	50			
PAC				
WHT	55			
FRL	47			

**Accountability Components by Subgroup**

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

**2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2021-22</b>	<b>C &amp; C Accel 2021-22</b>	<b>ELP Progress</b>
All Students	47			50			43	64	65			53
SWD	19			25			13	30	42		5	
ELL	33			38			29	44	79		6	53
AMI												
ASN	66			85			75	87	88		5	
BLK	33			36			25	49	48		5	
HSP	47			41			42	59	56		6	62
MUL	43			48			45	63	63		5	

## 2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	50			55			45	68	69		5	
FRL	42			41			38	54	56		5	

## 2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	51	41	33	52	47	43	53	74	68			58
SWD	17	27	23	19	30	25	19	41	30			
ELL	44	44	26	55	60	48	45	72	83			58
AMI												
ASN	74	49		74	68		55	83	83			
BLK	28	36	31	31	34	28	32	58	45			
HSP	43	40	37	47	52	51	43	73	63			50
MUL	55	44	33	45	42	38	60	70	67			
PAC												
WHT	57	42	31	58	49	48	59	78	71			
FRL	43	40	31	44	46	41	49	66	62			47

## 2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	49	43	34	50	35	32	44	72	66			58
SWD	14	25	25	19	27	29	7	49	32			
ELL	27	45	50	33	31	21	17	58	57			58
AMI												
ASN	64	58		74	55		64	83	86			
BLK	35	39	31	25	26	29	26	58	35			
HSP	42	41	44	41	29	27	30	61	54			47
MUL	41	33	10	47	30	24	45	68	72			
PAC												
WHT	55	46	35	59	39	38	53	79	72			
FRL	41	39	32	42	31	29	34	67	59			59

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	43%	53%	-10%	47%	-4%
08	2023 - Spring	46%	52%	-6%	47%	-1%
09	2023 - Spring	*	56%	*	48%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	39%	58%	-19%	48%	-9%
08	2023 - Spring	33%	38%	-5%	55%	-22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	41%	48%	-7%	44%	-3%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	65%	51%	14%	50%	15%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	83%	50%	33%	48%	35%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	69%	-5%	66%	-2%

### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

When looking at overall achievement levels, science showed the lowest performance with only 41% proficiency, which is a 10% decrease from SY 2021-2022. Teacher turnover and tier 1 instruction are major contributing factors to this decrease in science achievement. Observation data showed that lessons were not standards based and best instructional strategies were not being used consistently.

While science showed the lowest overall performance, when we look at achievement for Math 7th and 8th grade, these areas show the lowest performance at only 39% and 33% proficiency respectively. While overall math proficiency shows 52% when combining algebra and geometry scores is one of our highest overall achievement scores, the achievement levels within 7th and 8th grade are worth noting as these data points are significantly below the state achievement levels for these assessments. There are several factors that we believe contribute to this gap in student achievement, with scheduling and proper placement being major concerns. 7th grade students were either placed in Algebra or 7th grade advanced math; the 7th grade advanced curriculum contains 8th grade standards as it is preparation for Algebra, but many of our students come to us needing an additional year of foundational knowledge before entering either Pre-Algebra or Algebra.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The data component with the greatest decline in student achievement from SY22 to SY23 was in science with 51% of students demonstrating proficiency in SY22 and only 41% demonstrating proficiency in SY23. Teacher turnover and tier 1 instruction in the classroom were major contributing factors to this decrease in science achievement. Instruction was found to be inconsistently aligned with the middle school standards. Vertical alignment between grades 6, 7, and 8 is also a contributing factor to student achievement as the assessment covers all middle grades science, yet there has not been vertical alignment among the teachers of all three grade levels.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

When comparing student achievement data to the state average, the greatest gap in achievement is seen with Math 7th grade at 39% proficiency while the state average is 48%, and in Math 8th grade at 33% while the state average is 55%. There are several factors that we believe contribute to this gap in student achievement, with scheduling and proper placement being major concerns. 7th grade students were either placed in Algebra or 7th grade advanced math; the 7th grade advanced curriculum contains 8th grade standards as it is preparation for Algebra, but many of our students come to us needing an additional year of foundational knowledge before entering either Pre-Algebra or Algebra.

**Which data component showed the most improvement? What new actions did your school take in this area?**

While the overall math achievement, when including 7th grade math, 8th grade math, algebra, and geometry remained consistent between SY21-22 and SY22-23 at 52% proficiency, 8th grade math showed the most improvement with an increase from 24% to 33%. Even though this is still significantly below the state average, it is worth noting that we are moving in the right direction.

We utilized progress monitoring data from the state's progress monitoring assessments as well as common assessments among teachers to closely monitor student progress, have data chats with teachers to identify strengths and weaknesses, and provide students with interventions such as tutoring, additional ESE support if applicable, remediation, or in some cases down-phasing from Algebra when students were being unsuccessful with interventions and/or it was discovered that students had been improperly placed in algebra. Another contributing factor to the increase in achievement is the use of district adopted curriculum and monitoring of the pacing of the course with teachers.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

The most concerning data points from the EWS information include students who have been retained multiple times and students who have multiple suspension days throughout the school year.

We recognize that retention can cause students to raise their likelihood of dropping out of school, thus we are taking steps to ensure all students have the opportunity to remediate their failed courses and stay on track with their correct cohort to the best of our ability. Additionally, many of the students have multiple retentions and/or suspensions are also part of our identified subgroups (SWD and African American) for targeted support this school year. Thus, focusing on intentional scheduling, close monitoring, and creative discipline that keeps these students on campus and learning each day will assist with increasing proficiency, as well.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

1. ESE proficiency in ELA and math increased to 42%
2. African American proficiency in ELA and math increased to 42%
3. Positive school culture

**\*\***While Math Achievement is not listed as an area of focus, there has been intentional work to address proper placement, scheduling, support and resources to correct this area. Furthermore, the work being done within Professional Learning Communities and the Professional Learning Opportunities that are addressed in SWD/black student focus areas will specifically target math and ELA proficiency for all students.

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)



**#1. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

After reviewing all data, we determined that our Students with Disabilities subgroup showed the greatest need for targeted support. For multiple consecutive years, SWD achievement at Central Middle School has fallen below the ESSA Federal Index threshold of 41. This subgroup of students makes up approximately 20% of CMS's student body. In 21-22, data shows SWD 21% proficiency in ELA and 26% proficiency in math. 22-23 data will be included here when available.

**Measurable Outcome:**

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

By providing ESE students with appropriate supports, ESE students will make learning begin to close the opportunity gap. Specifically for the 2023/2024 school year, our goal is to see an increase in the number of students with disabilities scoring a 3 or higher on state assessments from 21% to 42% in ELA, and from 26% to 42% in math.

**Monitoring:**

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

Progress will be monitored via state-required progress monitoring assessments, Reading Inventory data for Intensive Reading students, and common assessments within all subject areas. Administrators and teacher leaders will also be conducting classroom walkthroughs and utilizing AVID WICOR Instructional Walkthrough Tools to provide immediate and specific feedback to teachers regarding their instructional practice.

**Person responsible for monitoring outcome:**

Elizabeth Bowen (bowen.elizabeth@brevardschools.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Central Middle School will be focusing on rigorous, standards-based instruction for all students while incorporating high impact WICOR (Writing, Inquiry, Collaboration, Organization, and Reading), strategies to support interdisciplinary reading and writing. Students will also be monitored for additional supports through small group or individual interventions. General Education and Support Facilitation teachers will provide targeted support for students with disabilities, utilizing high-leverage practices.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

There are 22 High-Leverage Practices (HLPs) that were developed to address the most critical practices that every K12 teacher should be able to understand and demonstrate in the following domains: collaboration, assessment, social/emotional/behavioral, and instruction. High Leverage Strategies have proven to support learning for students with disabilities.

John Hattie's meta-analysis as outlined in Visible Learning indicates that Teacher Clarity has an effect size of 0.75 effect size, while Teacher Collective Efficacy has an effect size of 1.57. Through Professional Learning Communities, teachers will collaborate to design rigorous, standards-based lessons that incorporate high impact WICOR strategies, focuses on Teacher Clarity and HLPs, specifically focused on HLP 13-18 (instruction). Intentional professional development that focuses on strengthening tier 1 instruction as well as focusing on common lesson development will build teacher collective efficacy as they become more confident in supporting all students.

According to Advancement Via Individual Determination WICOR has proven to support student learning and learning gains. <https://www.avid.org/research>.

### **Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

### **Will this evidence-based intervention be funded with UniSIG?**

No

### **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.

Increase the number of support facilitation teachers from 2 to 4. This will allow a dedicated support facilitation teacher for 7th grade math, 7th grade ELA, 8th grade math, and 8th grade ELA; this will allow teachers to focus on supporting students within one content and one grade level, rather than having multiple preps. This will double the support provided in each support facilitation class, as the SF teacher will be in the same class 4 days per week, rather than only 2.

**Person Responsible:** Heather Smith ([smith.heather@brevardschools.org](mailto:smith.heather@brevardschools.org))

**By When:** August 10, 2023

Implementation of the Homeroom model to support students with building meaningful relationships, learning to advocate for themselves and their approved accommodations, organization and prioritization of schoolwork, and test-taking strategies. Homeroom teachers will provide explicit instruction in how to review notes to deepen student knowledge and organize information for transfer and understanding. Teachers will model how to think critically and help students learn to ask questions during their MESH classes when they need more clarity.

**Person Responsible:** Jessica Thomas ([thomas.jessicar@brevardschools.org](mailto:thomas.jessicar@brevardschools.org))

**By When:** Homerooms are assigned by August 10, 2023. Homeroom curriculum begins on the first day of school and continues throughout the school year.

Ensure general education classroom teachers and support facilitators are trained in best practices for coteaching. In addition to training, both general education teachers and the support facilitators will observe classrooms of effective co-teachers at another location to see the model in action.

**Person Responsible:** Jessica Thomas ([thomas.jessicar@brevardschools.org](mailto:thomas.jessicar@brevardschools.org))

**By When:** Professional Learning and peer observations will occur by September 30, 2023.

ESE support will also take place during In-School Suspension (ISS). Daily, a support facilitation ESE/math teacher will push into ISS to provide support to all students in mathematics. We often have a multitude of SWD in ISS on any given day, so these student can rely on consistent ESE support even while they are suspended on campus.

**Person Responsible:** Jonna Karikas ([karikas.jonna@brevardschools.org](mailto:karikas.jonna@brevardschools.org))

**By When:** Indicated in the master schedule by August 10, 2023, and push-in ESE support for ISS will occur daily beginning August 16, 2023.

Professional Learning Communities will collaborate weekly to design rigorous, standards-based lessons that incorporate WICOR and HLP strategies. Teachers will analyze formative and summative data, as well as progress monitoring data to identify students in need of additional supports/interventions. PLC's will use templates for curriculum mapping that highlight Learning Intentions/Success Criteria, common assessments, etc. with exit tickets to maintain focus on rigorous curriculum for all.

**Person Responsible:** Jessica Thomas ([thomas.jessicar@brevardschools.org](mailto:thomas.jessicar@brevardschools.org))

**By When:** Meetings will take place weekly between the support facilitation teacher and the general education teachers.

Case Managers will track student progress and update student IEPs as needed. Case managers will also inform parents, counselors, and the AP of Curriculum of any student academic concerns and will assist in developing specific interventions for each student needing support.

**Person Responsible:** Jessica Thomas (thomas.jessicar@brevardschools.org)

**By When:** Monthly or as need arises on individual basis.

To ensure that students are exposed to rigorous, grade level content, all teachers will be utilizing the district adopted curriculum with fidelity. Teachers will receive planning days each quarter to map out the quarter by PLC. PLC's will focus specifically on High Leverage Practices that support students with disabilities and will monitor student progress toward academic goals.

**Person Responsible:** Elizabeth Bowen (bowen.elizabeth@brevardschools.org)

**By When:** Weekly

Walkthrough observations by administrators and teacher peers to ensure that best practice strategies and rigorous instruction are being taught in each classroom. Post observation conferences with specific feedback to teachers to celebrate successes and provide support when needed. Coaches and administrators will be looking for both the general education and the ESE teacher to be actively engaging students in the work, scaffolding, small group instruction/rotations, and will be looking at student work samples.

**Person Responsible:** Heather Smith (smith.heather@brevardschools.org)

**By When:** Weekly

**#2. ESSA Subgroup specifically relating to Black/African-American****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Review of student achievement data revealed that black students at Central Middle School are in need of targeted supports as the student achievement for this subgroup is below the ESSA Federal Index, with only 30% proficiency in ELA and 24% proficiency in math using preliminary SY23 data.

**Measurable Outcome:**

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

Proficiency for our African American subgroup will increase from 30% to 42% in ELA, and from 24% to 42% in math.

**Monitoring:**

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

Progress will be monitored via state-required progress monitoring assessments, Reading Inventory data for Intensive Reading students, and common assessments within all subject areas. Administrators and teacher leaders will also be conducting classroom walkthroughs and utilizing AVID WICOR Instructional Walkthrough Tools to provide immediate and specific feedback to teachers regarding their instructional practice.

**Person responsible for monitoring outcome:**

Jessica Thomas (thomas.jessicar@brevardschools.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Central Middle School will be focusing on accelerating learning through AVID with intentional focus on WICOR (Writing, Inquiry, Collaboration, Organization, and Reading), which aligns with the work of Fisher, Frey, and Hattie's "Visible Learning for Literacy". High-yield WICOR strategies will maximize meaningful, engaging instruction for all students.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

John Hattie's meta-analysis as outlined in Visible Learning indicates that Teacher Clarity has an effect size of 0.75 effect size, while Teacher Collective Efficacy has an effect size of 1.57. Through Professional Learning Communities, teachers will collaborate to design rigorous, standards-based lessons that incorporate high impact WICOR strategies, focuses on Teacher Clarity. Intentional professional development that focuses on strengthening tier 1 instruction as well as focusing on common lesson development will build teacher collective efficacy as they become more confident in supporting all students.

According to Advancement Via Individual Determination WICOR has proven to support student learning and learning gains. <https://www.avid.org/research>.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Professional Learning Communities will collaborate weekly to design rigorous, standards-based lessons that incorporate WICOR strategies. Teachers will analyze formative and summative data, as well as progress monitoring data to identify students in need of additional supports/interventions. PLC's will use templates for curriculum mapping that highlight Learning Intentions/Success Criteria, common assessments, etc. with exit tickets to maintain focus on rigorous curriculum for all. PLC's will be collaborating to identify instructional strategies that support and engage our black students.

**Person Responsible:** Heather Smith (smith.heather@brevardschools.org)

**By When:** Weekly

Walkthrough observations by administrators and teacher peers to ensure that best practice strategies and rigorous instruction are being taught in each classroom. Post observation conferences with specific feedback to teachers to celebrate successes and provide support when needed. Coaches and administrators will be looking for student engagement, expectations, rigor, and participation of our black students in each class.

**Person Responsible:** Heather Smith (smith.heather@brevardschools.org)

**By When:** weekly

Teacher-led data chats with students to guide goal-setting and creating visible learning goals.

**Person Responsible:** Jonna Karikas (karikas.jonna@brevardschools.org)

**By When:** Ongoing

Administration, teachers, and staff will support positive behavior systems to support positive student behaviors in the classrooms.

**Person Responsible:** Jonna Karikas (karikas.jonna@brevardschools.org)

**By When:** Daily

Provide tutoring before and after school for students needing additional support. In addition to before/after school tutoring, ELA and math teachers will create skills days that are implemented throughout the year during the school day.

**Person Responsible:** Elizabeth Bowen (bowen.elizabeth@brevardschools.org)

**By When:** Tutoring will begin September 5th and will occur two days a week, with a study hall every morning before school.

Provide Teacher planning days and professional development with a focus on analyzing data, high impact instructional strategies, and small group interventions/supports for black students.

**Person Responsible:** Elizabeth Bowen (bowen.elizabeth@brevardschools.org)

**By When:** Start of each quarter.

Implementation of the Homeroom model to support students with building meaningful relationships, learning to advocate for themselves and their approved accommodations, organization and prioritization of schoolwork, and test-taking strategies. Homeroom teachers will provide explicit instruction in how to review notes to deepen student knowledge and organize information for transfer and understanding. Teachers will model how to think critically and help students learn to ask questions during their MESH classes when they need more clarity.

**Person Responsible:** Jessica Thomas (thomas.jessicar@brevardschools.org)

**By When:** Homerooms are assigned by August 10, 2023. Homeroom curriculum begins on the first day of school and continues throughout the school year.



### #3. Positive Culture and Environment specifically relating to Early Warning System

#### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We will create a positive school culture through the use of PBIS initiatives, homeroom curriculum, and increased community involvement. This year, Youth Truth Survey data revealed that our school's lowest rated themes were Culture and Engagement. Additionally, Insight Survey data revealed that the Peer Culture domain dropped significantly from a 5.5 in 2022 to a 2.5 in 2023, which is well below the Brevard County average. To increase the impact on student perception and buy-in, we will focus on increasing student voice on school improvement initiatives.

#### Measurable Outcome:

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

Youth Truth data will reveal that our Culture theme score will increase from 2.65 to 3.00.

Insight Survey data will reveal that our Peer Culture domain will increase from 2.5 to 5.5.

By the EOY 23-24, EWS data will show less than 200 total students with 1 or more suspensions, compared to the 384 total students suspended by EOY 22-23.

#### Monitoring:

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

Youth Truth and Insight Survey data will be used to measure the outcome for this SIP goal. Additionally, monthly culture committee meetings and student focus groups will serve as formative assessments to collect data on school culture and modify our practice to increase results.

Monthly discipline committee meetings will review discipline data to monitor total suspensions, trends in behavior, and problem solve to create proactive solutions to increase positive behaviors and minimize undesirable behaviors.

#### Person responsible for monitoring outcome:

Heather Smith (smith.heather@brevardschools.org)

#### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Through a consistent and focused Positive Behavior Intervention Program and a focus on the Collaboration part of WICOR, students will feel engaged in the classroom and feel that they are a part of the school community. Homeroom teachers will have the same students for both years of middle school and will focus on building relationships, teaching SEL, and explicit instruction to develop critical thinking and study skills. Homeroom teachers will provide instruction that allows students to learn positive behaviors as well as recognizing undesirable behaviors and provide students with tools to resolve conflict and control emotional reactions. PBIS initiatives will reward students with positive behaviors that are both academic and behavioral to reinforce positive behaviors rather than focusing on a strictly punitive model for undesirable behaviors.

#### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to the National Education Association (NEA), PBIS is an evidence-based framework that schools can use to create a safe and positive learning environment for all students. It focuses on identifying, teaching, and reinforcing positive behaviors in students as well as using proactive strategies to address problematic behaviors. The purpose of PBIS is to improve outcomes-social, emotional, and academic- for every student, including students with disabilities and students from underrepresented groups.

A study on the Influence of Middle School Teacher-Student Relationships on Future Academic Decisions of African American Males from Georgia Southern University cited that "we should include student input by allowing students to share their past school experiences and their perceptions about how they are taught and treated by their teachers. We should allow students to educate us on how they learn best and we can better serve them through the use of perceptual surveys."

In 2006, the BERC Study (AVID Schoolwide Impact) found that students can learn skills, behaviors, and techniques for academic success, especially when teachers have been trained and coached in effective instructional strategies. This practice builds a college-readiness culture with positive academic behaviors to include note-taking, critical thinking, and organization.

### **Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

### **Will this evidence-based intervention be funded with UniSIG?**

No

### **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.

We will conduct a student interest survey and staff interest survey in order to come up with a comprehensive selection of clubs and activities for all students that staff will also enjoy sponsoring. The goal is to offer a variety of extra-curricular opportunities for all students.

**Person Responsible:** Annavis Williams (williams.annavis@brevardschools.org)

**By When:** The student interest survey and faculty interest survey will be completed by September 15, 2023. A comprehensive list of all clubs offered will be available by October 1, 2023.

We will increase the amount of positive interaction we have with families by initiating a variety of family nights on campus. Each quarter, we will offer an opportunity to either a specified group of stakeholders or to the entire school (as needed, depending on the nature of the event) to join us to learn more about our school and topics such as literacy, support for students academically and socially/emotionally, and family engagement.

**Person Responsible:** Jessica Thomas (thomas.jessicar@brevardschools.org)

**By When:** A family night will be hosted each quarter, above and beyond the required Open House and Parent Conference nights.

We will work diligently to increase participation on our School Advisory Council (SAC). We will work to recruit more student leaders, staff members, parents, and community members to participate in decision-making for our school, which will therefore increase buy-in for our initiatives related to school culture.

**Person Responsible:** Heather Smith (smith.heather@brevardschools.org)

**By When:** By the September 7, 2023 SAC meeting, we will have increased participation through recruitment. This practice will continue throughout the school year, as well.

Implementation of the Homeroom model to support students with building meaningful relationships, learning to advocate for themselves and their approved accommodations, organization and prioritization of schoolwork, and test-taking strategies. Homeroom teachers will provide explicit instruction in how to review notes to deepen student knowledge and organize information for transfer and understanding. Teachers will model how to think critically and help students learn to ask questions during their MESH classes when they need more clarity. Homeroom teachers will provide instruction that allows students to learn positive behaviors as well as recognizing undesirable behaviors and provide students with tools to resolve conflict and control emotional reactions

**Person Responsible:** Jessica Thomas (thomas.jessicar@brevardschools.org)

**By When:** Homeroom teachers will work with students daily covering different topics.

Student of the Week: To reinforce positive behaviors, teachers will nominate students of the week based on positive behaviors. Students will receive PBIS currency to spend on Fridays during lunch for special treats/items.

Quarterly: student of the week celebration, where all the students of the week for the quarter have a special lunch with the principal.

**Person Responsible:** Jonna Karikas (karikas.jonna@brevardschools.org)

**By When:** Each week, two students from each grade level will be identified and celebrated.

Student Voice: The principal will meet with each Homeroom class throughout the year to gain insight into the student experience, seek input on school improvement initiatives, and learn how we can better serve students to make school more engaging and fulfilling.

**Person Responsible:** Heather Smith (smith.heather@brevardschools.org)

**By When:** The principal will meet with each Homeroom by the end of Quarter 3.

### CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

When we received this year's PAR allocations for school personnel, we immediately identified the need to reallocate some of our teacher allocations to increase support for ESE students. Since we did not receive any additional teacher units based on our projected enrollment, we decided to reallocate two of our Physical Education teacher units to the ESE department as support facilitation teachers. Additionally, we allocated two additional Intensive Reading teachers as we noticed a need for more Tier 2 reading interventions based on ELA achievement data. We will be using our ASP budget to pay for extended day to provide course recovery opportunities for retained students to get back on grade level and reduce future retentions. ESSER money will be used to pay teachers to provide before and after school tutoring.

In an effort to establish and promote intentional student/teacher relationships at Central Middle School, we have created Homeroom periods in which students will have the same homeroom teacher for both years of middle school. This will empower teachers by giving them the leeway to assess the individual needs of students; teachers and staff will be able to create and monitor programs that address the needs of students. Student voice will also be established and monitored through Homerooms to build community among staff and students.