

Brevard Public Schools

# Lyndon B. Johnson Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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## Lyndon B. Johnson Middle School

2155 CROTON RD, Melbourne, FL 32935

<http://www.johnson.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.**

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

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

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

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

**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 School Improvement Plan was developed using feedback from all stakeholders: families, students, staff, teachers, and the school leadership team. The school's leadership team including the school principal, assistant principals, and teacher on assignment all played a key role in development of the School Improvement Plan. The team initiated the process, gathered the data, identified key priorities, set the tone, and established areas for improvement aligned with the school's overall goals. This school improvement plan is designed to align with the path the school is already on honor those research-

based, effective strategies already embedded in instructional practices adding areas of focus to make necessary improvements.

A team of teachers and staff met over the summer for two days to analyze and aggregate school feedback and data. The collegial, collaborative discussion uncovered many areas for improvement, many of which are actionable and can be addressed within the school improvement plan. One key principle established by the group was that teachers differentiate instruction in their classrooms based on students' strengths and identified weaknesses and that teachers would like to have options for differentiation when it comes to professional development provided to support this school improvement plan. Some teachers are new to AVID for example, while others are trainers. The trainers can be mentors and models for the staff members who are just beginning their AVID journey. The areas of focus were introduced during pre-planning and departments will meet weekly in professional learning communities to work collaboratively supporting one another as all teachers on the staff implement the instructional strategies supporting the school improvement plan.

Stakeholder feedback was gathered regularly through School Advisory Council. In addition, survey data from students and their families were considered in the development of the School Improvement Plan. Additional feedback will be requested from families and students during parent involvement nights quarterly. Feedback will be used to identify successes and opportunities for improvement and necessary adjustments to the plan will be made.

Steps will be identified and taken to engage community members to bridge the gap between the school and the neighboring school community.

**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))

A School Improvement Plan is designed to enhance and improve student achievement and to close achievement gaps. To ensure that the implementation of the SIP has its desired impact, the school leadership team will collect data regularly, establish benchmark expectations, and regularly progress monitor in order to identify successes and challenges. The SIP outlines specific goals, targets, and metrics for improvement. Monitoring progress toward those goals is essential. The School Improvement Plan is a live document that can and should be adjusted based on new data throughout the school year. Monitoring involves collecting and analyzing data, engaging stakeholders, and monitoring students assessment data, attendance, behavior, and grades. Adjustments made to the School Improvement Plan will be based on data, collaborative problem solving, feedback and input from all stakeholders (staff, parents, students, leadership team). School Improvement will be addressed monthly in leadership team meetings, School Advisory Council and faculty meetings. \*needs a component of student voice

<b>Demographic Data</b>	
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>	45%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	98%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<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> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
<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	35	19	54
One or more suspensions	0	0	0	0	0	0	0	6	1	7
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	20	27	47
Course failure in Math	0	0	0	0	0	0	0	25	24	49
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	98	65	163
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	119	39	158
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	137	104	241
	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 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	47	36	83	

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	17	3	20	
Students retained two or more times	0	0	0	0	0	0	0	14	6	20	

**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									41	59	100
One or more suspensions									33	47	80
Course failure in ELA									18	8	26
Course failure in Math									14	13	27
Level 1 on statewide ELA assessment									46	72	118
Level 1 on statewide Math assessment									49	74	123
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.									0	0	0

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	12	17	29	

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	17	2	19	
Students retained two or more times	0	0	0	0	0	0	0	17	8	25	

**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	41	59	100	
One or more suspensions	0	0	0	0	0	0	0	33	47	80	
Course failure in ELA	0	0	0	0	0	0	0	18	8	26	
Course failure in Math	0	0	0	0	0	0	0	14	13	27	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	46	72	118	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	49	74	123	
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	0	

**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	12	17	29	

**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	17	2	19	
Students retained two or more times	0	0	0	0	0	0	0	17	8	25	

**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*	53	51	49	49	50	50	41		
ELA Learning Gains				46			37		
ELA Lowest 25th Percentile				35			25		
Math Achievement*	54	55	56	48	33	36	41		
Math Learning Gains				45			27		
Math Lowest 25th Percentile				31			27		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	47	47	49	42	53	53	38		
Social Studies Achievement*	61	67	68	64	48	58	55		
Middle School Acceleration	67	69	73	65	36	49	47		
Graduation Rate					48	49			
College and Career Acceleration					71	70			
ELP Progress	65	47	40	24	72	76	51		

\* 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)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	347
Total Components for the Federal Index	6
Percent Tested	96
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	449
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<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	35	Yes	4	
ELL	47			
AMI				
ASN	84			
BLK	33	Yes	1	
HSP	52			
MUL	53			
PAC				
WHT	62			
FRL	52			

<b>2021-22 ESSA SUBGROUP DATA SUMMARY</b>				
<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	28	Yes	3	1
ELL	40	Yes	1	
AMI				
ASN	72			
BLK	41			
HSP	41			
MUL	42			
PAC				
WHT	50			
FRL	41			

**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												
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
All Students	53			54			47	61	67			65
SWD	27			36			31	25	56		5	
ELL	36			49			15	50	69		6	65
AMI												
ASN	69			92					90		3	
BLK	31			27			29	24	52		5	
HSP	44			52			33	57	67		6	60
MUL	40			46			68	57	53		5	
PAC												
WHT	61			60			52	68	70		5	
FRL	47			49			41	48	63		6	61

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	49	46	35	48	45	31	42	64	65			24
SWD	16	32	26	18	27	25	23	42	47			
ELL	38	48	41	44	43	19	25	60	59			24
AMI												
ASN	71	57		81	76		67		80			
BLK	39	40	16	36	45	36	27	56	78			
HSP	39	43	38	40	41	29	41	55	63			20
MUL	48	37	23	47	44	13	40	63	64			
PAC												
WHT	53	49	41	52	44	32	44	69	63			
FRL	40	44	34	42	41	30	31	62	59			22

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	41	37	25	41	27	27	38	55	47			51
SWD	9	19	17	13	31	30	11	28	20			20
ELL	33	36	35	28	27	17	14	35	44			51

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
AMI												
ASN	53	47		58	39			58	64			
BLK	27	25	16	23	24	29	13	38	32			
HSP	37	41	41	30	23	25	25	47	39			48
MUL	41	28	10	34	29	33	37	35	54			
PAC												
WHT	45	38	22	48	29	28	46	64	48			
FRL	32	32	25	29	25	25	28	44	32			53

**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	50%	53%	-3%	47%	3%
08	2023 - Spring	48%	52%	-4%	47%	1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	47%	58%	-11%	48%	-1%
08	2023 - Spring	28%	38%	-10%	55%	-27%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	45%	48%	-3%	44%	1%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	69%	51%	18%	50%	19%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	93%	50%	43%	48%	45%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	58%	69%	-11%	66%	-8%

### 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.**

The lowest performance indicator for 2023 was FAST mathematics for 8th grade. For FAST in 2023, 28% of 8th students demonstrated proficiency. In 7th grade the previous year, the proficiency level for this group of students was 47%. Some of these students enrolled in an Algebra course in 2023 and the others took Pre-Algebra. Of those Pre-Algebra students tested on FAST in 2023, 28% showed proficiency; 50% tested scored a Level 1 and 19% a Level 2. The students enrolled in Algebra were assessed with the BEST Algebra 1 exam, not the FAST exam. Of those tested, 60% demonstrated proficiency. Digging deeper into that data by matching student scores, 0% of the Pre-Algebra students demonstrated proficiency when tested on FSA in 2022. So, while the 28% proficiency was the lowest performance indicator, it was also a 28% increase for that group of students. The percentage of Pre-Algebra students scoring Level 1 dropped from 69% to 50% and 31% at Level 2 to 19%. These students are working significantly below grade level and will need differentiated, targeted instruction to be able to access grade level content. Low performance and a lack of foundational mathematical knowledge and skills as demonstrated on previous assessments are contributing factors. After reviewing EWS data, it was determined that 38% of the students had one or more warning signs such as incidents of behavior, attendance issues, previous course failures, and/or previous retentions. Those factors have a negative impact on student performance.

In mathematics, while in 7th grade in 2021-2022, 0% of students demonstrated proficiency on the FSA administered in 2022. In 2023 after taking Pre-Algebra in eighth grade at Johnson, 28% of those students demonstrated proficiency. Aligning with that data, 28% of SWDs also demonstrated proficiency and the number of level 1s for that subgroup dropped from 78% to 50%. The subgroup of ELL also improved from 0% proficiency on FSA mathematics in 2022 to 11% proficiency on FAST in 2023.



Incoming 7th graders for the school year 2022-2023 demonstrated 10% proficiency in mathematics on the FSA given in 2022. At the end of 2023, 47% of those students demonstrated proficiency. The statistic for SWDs increased to 19% from 13% and for ELLs the data point increased to 8% from 0%.

In the YouthTruth survey, students reported under the Math Learning & Mindset percent positives – percent choosing 4 or 5 out of 5

I feel comfortable asking questions in math class when I do not understand. 44% LBJ 49% BPS

I keep trying in math when the work gets hard. 58% LBJ 63% BPS

In my math class we work on interesting problems 45% LBJ 47% BPS

I can be good at math if I work hard at it. 64% LBJ 68% BPS

There have been challenges with teacher retention and some classes had multiple teachers during the school year as well as substitutes who were not certified teachers and had a negative impact on student performance.

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

For the Civics EOC given in May 2023, the mean scale score was 404 for the State with 66% proficiency and Johnson's mean scale score was 399 with 58% proficiency. For Brevard, the mean scale score was 407 with 70% proficiency. Civics 7th grade performance declined 6 points from 64 to 58. An additional factor contributing to this low percentage of proficiency is that 50 of these same students demonstrated proficiency on FAST ELA. 30% of the students not demonstrating proficiency were Level 1s. When students have challenges with literacy, performance on other subject area assessments is impacted. Of those tested, 15 had failed the coursework. These students need significant intervention and support for grade level content to be accessible. They also need to learn the executive functioning skills necessary for success in school. In previous years, Skills Days were held every other week for 12 weeks prior to the Civics EOC Assessment. Teachers feel strongly that those focused days were very impactful for students. Data was used to group the students for this extra additional support. It provided repetition and review for students and better results. Incorporating the skills days strategically will support access to the content and deepen students' understanding of the Civics standards.

There have been challenges with teacher retention and some classes had multiple teachers during the school year as well as substitutes who were not certified teachers. This factor had a negative impact on student performance.

**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.**

The greatest gap between state scores and Johnson Middle School scores is the Algebra BEST EOC for 8th graders. At the state level, 84% of students taking the EOC demonstrated proficiency. The percentage of proficiency at Johnson demonstrating proficiency was 60%. Of those students not demonstrating proficiency for the Statewide results, 8% were Level 1s and 9% were Level 2s. At Johnson, the percentage of students scoring Level 1 was 23% and the percentage scoring Level 2 was 18%.

Contributing factors discussed include inconsistent practices in placement of students for mathematics over the last few years. One issue that has been discussed is that the 7th grade course Math 2 does not include Pre-Algebra standards, yet some students scoring 3 or better on the state exam are placed in Algebra for 8th grade. The foundational knowledge from Pre-Algebra standards is critical for students entering Algebra. Another concern is that students in Math 2 Advanced who score 3 or better on the state assessment may or may not have mastered the Pre-Algebra content taught the previous year.

This year, the teachers alongside administration will use multiple sources of data to determine placement of students in Algebra 1 Honors in order to be more certain that the foundational knowledge and understanding is there for student success. This practice will make certain that the students entering Algebra 1 Honors have the foundational understanding for abstract representational thinking required.

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

A review of ELA data for students with disabilities revealed that only 17% of the students in eighth grade had demonstrated proficiency on the FSA test administered during seventh grade in 2022. On the FAST administered in 2023, 25% of those students demonstrated proficiency, an increase of 8.

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

Many of the students identified in our EWS data are ELL and ESE students. Their warning signs include attendance issues and for some, behavioral concerns. Many of these students have been performing below grade level for multiple years. Many also have previous retentions indicating a lack of success in school. Many of these same students failed courses and attended summer school for course recovery. Of those students, a high percentage of them had 39% as their average for semesters they failed. A 39% indicates that the students were not engaging in the coursework and if they were, they were not turning it in. For many middle school students, it is necessary to teach the basics of organization and the executive skills necessary for success in school. Students are managing four core classes and three electives with one semester of physical education. An embedded practice at Johnson is focus boards and learning targets. Refining the practice of AVID strategies such as focused notetaking and the use of a binder to support organization can have a significant impact on student success in school. Binder checks and grade checks increase student accountability and are opportunities for small incremental success that can lead to increased engagement in learning.

At the school level, the YouthTruth results for Engagement reported:

Engagement

I enjoy school most of the time. 31% LBJ 32% BPS

I take pride in my school work. 47% LBJ 50% BPS

What I learn in class helps me outside of school. 28% LBJ 29% BPS

I try to do my best in school. 72% LBJ 79% BPS

I am getting a high quality education at this school. 29% LBJ 42% BPS

I am able to motivate myself to do schoolwork. 33% LBJ 38% BPS

I am able to focus on my schoolwork. 36% LBJ 39% BPS

My teachers' expectations make me want to do my best. 39% LBJ 46% BPS

I am able to create goals for my own learning (which skills to improve). 39% LBJ 47% BPS

Hattie's research on Teacher Clarity refers to the clarity and effectiveness a teacher communicates information and instructional goals to students. The embedded practice of focus boards and learning targetss combined with consistent use of binders across subject areas and focused notetaking will help students to understand what they are learning. Teacher clarity is associated with improved student engagement, understanding, and achievement. When students have a clear understanding of what they are supposed to learn and how to achieve success in the classroom, they are more likely to be motivated and actively participate in their own learning. By implementing AVID strategies such as binders and focused notetaking, educators can create an environment that not only supports academic achievement but also actively engages students in their learning journey, motivating them to excel in their academic achievement. Student engagement as learners will yield positive short and long term results.

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

1. Make AVID and PBIS visible at Johnson.
2. Strengthen practices that support student engagement in learning.
3. Evaluate programs and support for all ESE and ELL students including push-in supports and appropriate course placement decisions.
4. Implement MTSS process for students to include: academic intervention, chronic behavioral concerns, and attendance issues.
5. Strengthen relationships with the community and our families.

**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 Outcomes for Multiple Subgroups

### 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.

Implementing research-based AVID focused note-taking cultivates student engagement in learning, visibility of the learning, and meaningful targeted academic student discourse enhancing student achievement across all subject areas. This is especially important for subgroups of students with disabilities and students identified as ELL because it empowers personalized learning, bridges learning gaps, and fosters their academic growth. It is also key for inclusion in the learning experience with peers who may serve as models as they acquire the skills necessary to master the standards. All students need to be taught systems for how to learn. Implementation of all five stages of effective note-taking will support the acquisition of the executive skills necessary for learning. To support this Area of Focus for SWDs and ELLs, there will be a team approach for support that includes accountability with positive and constructive feedback to guide student' learning and behavior. These students will be grouped for targeted support in their homeroom classes. This provides the time for check in/check out and increased accountability. It also aligns with the goal of seeking incremental positive changes (small wins) in academics and behaviors. These students will also be supported through Title I with an instructional assistant and instructional coaching and through ELL with a second instructional assistant.

To enhance the learning experience of students with disabilities and those identified as ELL, additional measures will be implemented to address their specific needs. During daily homeroom sessions, teachers will actively engage students in their learning process, collaboratively set short and long-term goals, track academic advancement, and offer tailored supports. Additionally, students identified as ELL scoring level 1 or 2 will receive supplementary assistance in ELA and math classes. In these settings, instructional assistants will aid students in accessing academic content while promoting organizational skills and focused note-taking strategies for effective learning.

### Measurable Outcome:

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

In May 2024, the percentage of students with disabilities demonstrating proficiency on FAST ELA will increase from 22% to 41%.

In May 2024, the percentage of students identified as ELL demonstrating proficiency on FAST ELA will increase from 21% to 41%.

In May 2024, the percentage of students with disabilities demonstrating proficiency on FAST Math will increase from 13% to 41%.

In May 2024, the percentage of students identified as ELL demonstrating proficiency on FAST Math will increase from 8% to 41%.

### Monitoring:

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

State required progress monitoring will occur twice during the school year. All students including the students with disabilities and identified as ELL will have their data reviewed in September and January and targeted adjustments to better meet students' instructional needs will be implemented. In addition, teachers will use common assessments regularly to monitor student achievement toward master of the standards for their subject area. Intervention and support will be provided to students working below the benchmark expectations. Using student assessment data, analyzing instructional practices, and making necessary adjustments to improve student outcomes supports student achievement. Instructional Assistants, Coaches, Teachers, and Homeroom Teachers will monitor the progress of these students closely through binder checks and grade checks. Problem solving to support student achievement will occur through IPST and the MTSS process.

**Person responsible for monitoring outcome:**

Jenifer Born (born.jenifer@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.)

School-wide the Area of Focus for Student Engagement includes the use of AVID binders and incorporating all five stages of focused note-taking. Specifically to support students in the subcategories of ESE and ELL, these students will be grouped for targeted support in their homeroom classes. In addition, instructional coaches will support their teachers with instruction and two instructional assistants will support the students. Instructional assistants, instructional coaches, teachers, and Homeroom Teachers will monitor the progress of these students closely throughout the year.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

ESE and ELL students need differentiated intervention. Grouping these students for targeted support in their homeroom and core classes will offer the specialized assistance necessary for students to succeed academically.

Additional personnel, such as instructional coaches and instructional assistants, will provide support to both teachers and students. This support will include specialized instruction, individualized attention, and strategies to meet the specific needs of ESE and ELL students. To ensure that the strategies implemented are effective, the school plans to closely monitor the progress of ESE and ELL students throughout the year. This ongoing assessment allows for adjustments to be made as needed to ensure that these students are making academic gains and staying engaged in their learning.

This approach is designed to provide access to the content and to create a supportive and engaging learning environment that meets the specific needs of these students, leading to improved educational outcomes.

**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.

Plan master schedule and course assignments to provide support to ELL/ESE students. Assign the appropriate course based on student data and align with support facilitation when it is warranted. Establish Homeroom Classes for SWDs with their case managers and Homeroom Classes for ELLs with bilingual classroom teacher and the ELL Instructional Assistant. (T)

**Person Responsible:** Jenifer Born (born.jenifer@brevardschools.org)

**By When:** September 2023 with regular reviews of effectiveness

Schedule support for teachers and students. Assign Instructional Assistants to support ELL and SWDs in core classes. Establish coaching schedules to support ELL and SWDs in core instruction. Implement consistent differentiated support for ELL/ESE students with focused note-taking and organization. Identify students not responding to interventions/support, discuss concerns with IPST, and when indicated refer the students to MTSS. (T)

**Person Responsible:** Jenifer Born (born.jenifer@brevardschools.org)

**By When:** August 2023

Implement use of AVID binders for organization and use of all five stages of focused note-taking. Establish routines, expectations, and practice fidelity with consistent practices. Provide intentional support for students identified as ESE and ELL. (T)

**Person Responsible:** Jenifer Born (born.jenifer@brevardschools.org)

**By When:** Ongoing

Set professional learning goals as educators aligned with SIP area of focus - implementation of focused note taking and organization with AVID binders. Establish an administrative plan to collect walk through data. Implement coaching and feedback practices with individual teachers.

**Person Responsible:** Marina Middleton (middleton.marina@brevardschools.org)

**By When:** Ongoing

Engage in building collective efficacy through PLCs. Set professional learning goals as individual educators and for departments aligned with SIP area of focus - implementation of focused note taking and organization with AVID binders. Establish a culture of professional learning; set foundation for the sharing of practices as reflective practitioners. Schedule quarterly PLC time to discuss student performance specifically of ELL and ESE students.

**Person Responsible:** Jenifer Born (born.jenifer@brevardschools.org)

**By When:** Ongoing

Identify students in ESSA subgroups and support students as they track their trend data. Establish regular practices for reflection, goal setting, and action planning.

**Person Responsible:** Jenifer Born (born.jenifer@brevardschools.org)

**By When:** Ongoing

Establish administrative procedures to track data, attendance, behavior, and grades for ELL/ESE students. Administration will monitor the data for ELL/ESE students, follow up with teachers, and follow guidelines for MTSS.

**Person Responsible:** Jenifer Born (born.jenifer@brevardschools.org)

**By When:** Ongoing

Plan school-wide family outreach activities. Follow up with ESE and ELL families who were not present and offer makeup sessions or share the information. (T)

**Person Responsible:** Jenifer Born (born.jenifer@brevardschools.org)

**By When:** Quarterly

Request quarterly feedback from staff, students, and families related to area of focus. Refine practices. (T)

**Person Responsible:** Jenifer Born (born.jenifer@brevardschools.org)

**By When:** Quarterly

## #2. Instructional Practice specifically relating to Student Engagement

### 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.

The school is committed to enhancing its academic program by implementing a multifaceted approach that focuses on increasing learning engagement, improving instructional practices, incorporating meaningful student discourse, and building collective efficacy. A key element of this approach involves the school-wide use of AVID binders for organization and implementation of the five stages of focused note-taking, with an emphasis on stages 2, 3, and 5. Stages 1 and 4 are established practices.

Stage 1: Preparing for Learning

Stage 2: Recording Information

Stage 3: Review and Clarification

Stage 4: Summarizing and Reflecting

Stage 5: Applying and Integrating Knowledge

By focusing on stages 2, 3, and 5 of the focused note-taking strategy, the school aims to achieve several objectives:

- Enhance the quality of learning time by promoting active engagement during lessons.
- Develop students' critical thinking, analytical, and summarization skills.
- Provide a structured approach to effective note-taking, leading to improved organization and deeper understanding of content.
- Support an enriched and accelerated curriculum by encouraging students to apply and integrate their knowledge into various contexts.
- A key component is meaningful academic student discourse.

To enhance the learning experience of students with disabilities and those identified as ELL, additional measures will be implemented to address their specific needs. For instance, struggling students within these groups will meet with their case managers five times a week during homeroom, to support and foster academic progress. During these sessions, teachers will actively engage students in their learning process, collaboratively set short and long-term goals, track academic advancement, and offer tailored supports. Additionally, students identified as ELL scoring level 1 or 2 will receive supplementary assistance in ELA and math classes. In these settings, instructional assistants will aid students in accessing academic content while promoting organizational skills and focused note-taking strategies for effective learning.

### Measurable Outcome:

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

In May 2024, the percentage of students demonstrating proficiency on FAST PM3:

FAST ELA 7th grade will increase from 50% to 55%.

FAST ELA 8th grade will increase from 48% to 53%.

FAST Math 7th grade will increase from 47% to 52%.

FAST Math 8th grade will increase from 28% to 41%.

The Insight Survey results for Leadership in Domain 7 were 4.7 (down 0.9), compared to BPS 5.5 and the top quartile at 7.4. Two of the seven prompts in this domain include:

When my school leadership commits to a program or priority, they follow through.

My school leaders articulate a clear overarching vision that drives priorities, goals and decision making within the school.

Implementation of SIP goals and providing a clear overarching vision that drives priorities, goals and decision making with the school will have a positive impact on this indicator as measured in January 2024.

**Monitoring:**

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

State required progress monitoring will occur twice during the school year. In addition, teachers will use common assessments regularly to monitor student achievement toward master of the standards for their subject area. Intervention and support will be provided to students working below the benchmark expectations.

**Person responsible for monitoring outcome:**

Jenifer Born (born.jenifer@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.)

Implementing school-wide AVID binder use and research-based AVID focused note-taking cultivating student engagement in learning, visibility of the learning, and meaningful targeted academic student discourse enhancing student achievement across all subject areas. This strategy empowers personalized learning, bridges learning gaps, and fosters their academic growth. All students need to be taught systems for how to learn. Implementation of all five stages of effective note-taking will support the acquisition of the executive skills necessary for learning.

The Insight Survey results for Leadership in Domain 7 were 4.7 (down 0.9), compared to BPS 5.5 and the top quartile at 7.4. Two of the seven prompts in this domain include:

When my school leadership commits to a program or priority, they follow through.

My school leaders articulate a clear overarching vision that drives priorities, goals and decision making within the school.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Students at Johnson Middle School will experience increased student engagement and increased accountability, engage in student academic discourse. Binders and focused note-taking provide a visible representation of their learning. In addition, they will learn executive skills that students in middle school need such as a framework of organization (binder use) and established common classroom expectations and practices supporting student learning and engagement. This will lead to positive experiences at school and small wins that will further their academic success.

School-wide implementation of SIP goals and providing a clear overarching vision that drives priorities, goals and decision making with the school will have a positive impact on this indicator as measured in January 2024.

**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.

Plan professional learning to support implementation of focused notes taking instruction differentiated based on department's and individual's needs. AVID site coordinator will conduct training during early release PL days. These trainings are designed so that teachers are equipped to immediately implement strategies in their classrooms. (T)



**Person Responsible:** Jenifer Born (born.jenifer@brevardschools.org)

**By When:** May 2024

Implement school-wide use of AVID binders to support student engagement as learners. (T) Teachers will implement the five phases of focused note taking in their lesson plans and instructional practices.

**Person Responsible:** Jenifer Born (born.jenifer@brevardschools.org)

**By When:** Ongoing practice

Teachers establish goals related to their implementation of focused notes, reflect on their practices, and request feedback and support from administration.

**Person Responsible:** Jenifer Born (born.jenifer@brevardschools.org)

**By When:** Ongoing practice

Establish practices for timely, meaningful, actionable feedback from coaches, peers, and administration regarding instructional practices related to AVID binder use and the instructional practice of focused note-taking. Teachers reflect on the feedback and adapt their instructional practices as indicated. (T)

**Person Responsible:** Jenifer Born (born.jenifer@brevardschools.org)

**By When:** Ongoing practice

Establish common systems among departments for implementation of AVID binders and use of all five phases of focused notes as part of regular instructional practices. Review practices with department during PLCs for continuous improvement and supporting collective efficacy. (T)

**Person Responsible:** Jenifer Born (born.jenifer@brevardschools.org)

**By When:** Ongoing practice

Add Course Recovery to the Master Schedule second semester to provide those students struggling academically with an opportunity to make up course credit. Gather academic data and identify students for the program. Schedule the students. Monitor student progress in the coursework. Provide additional support as indicated. (T)

**Person Responsible:** Jenifer Born (born.jenifer@brevardschools.org)

**By When:** Ongoing practice

### #3. Positive Culture and Environment specifically relating to Other

#### 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.

In the Insight Survey, the rating for Domain 1: Learning Environment was 3.4 in January 2023, compared to BPS at 4.9 (down 1.2) and the top quartile at 6.9.

Four prompts of seven include:

My school is a good place to teach and learn.

School leaders promote a safe and productive learning environment in my school.

Interactions between students and adults at my school are respectful.

My school is fun and joyful.

From the YouthTruth Survey from January 2023, ratings for Belonging & Peer Collaboration included:

Most students are friendly to me. 42% LBJ 52% BPS

I really feel like a part of my school's community. 25% LBJ 32% BPS

I can usually be myself around other students. 42% LBJ 49% BPS

Building a positive school culture and environment requires a multifaceted approach that combines various strategies and programs to address the diverse needs of students and create a supportive, respectful, and nurturing atmosphere.

PBIS is a proactive approach to promoting positive behavior in schools. It involves creating a structured framework for teaching and reinforcing behavioral expectations. Schools establish clear and consistent behavior guidelines, reward systems for positive behavior, and provide interventions and support for students who need additional assistance. Homeroom periods are designed to build relationships and foster a sense of belonging among students. Students identified as ELL and SWDs are placed in Homeroom with their case manager to implement processes for check in/check out support. The evidence-based intervention being implemented focuses on using positive targeted feedback aligned with the principles of PBIS and the concept of "small wins."

This evidence-based intervention leverages positive targeted feedback, PBIS principles, and the concept of small wins, incremental successes, to create a classroom and school environment that nurtures positive behaviors, academic growth, and a sense of accomplishment among students.

#### Measurable Outcome:

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

Insight Survey results related to Learning Environment will improve.

YouthTruth survey results related to school culture and relationships will improve.

Discipline referrals will decline.

Students with multiple referrals will be referred to MTSS to identify triggers and develop behavior plans.

Increased Positive Behavior: Positive targeted feedback aligned with PBIS principles promotes the adoption of desirable behaviors among students.

Enhanced Motivation: The small wins approach fosters a sense of achievement and motivation, encouraging students to continue striving for positive behavior and academic progress.

Improved Learning Environment: The intervention contributes to a positive and respectful learning environment where students feel valued and supported.

**Strengthened Relationships:** Regular positive feedback helps build positive staff-student relationships based on trust and mutual respect.

**Sustainable Behavior Change:** By focusing on small wins and reinforcing positive behaviors consistently, the intervention helps establish sustainable behavior changes over time.

### **Monitoring:**

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

PBIS monthly updates will be shared with staff. These reports will monitor changes in the number of behavioral incidents, conflicts, and disruptions and track the persistence of positive behaviors over an extended period. This data may include the types of behaviors, frequency, and the students involved.

For students with chronic behavior, through the MTSS process, the frequency of positive behaviors will be tracked over time using tools like behavior charts or tracking systems. This can help identify trends and patterns in behavior improvement.

Gather qualitative feedback from teachers, students, and parents through surveys and focus groups to gain insights into the perceived impact of the interventions.

Insight Indicators for Learning Environment and Peer Culture will improve over the course of year as measured in January 2024.

### **Person responsible for monitoring outcome:**

Bruna Foster (foster.bruna@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.)

The evidence-based intervention being implemented focuses on using positive targeted feedback aligned with the principles of PBIS and the concept of "small wins." This intervention aims to create a positive and supportive learning environment that promotes desirable behavior and academic growth through a combination of positive reinforcement, clear behavior expectations, and incremental successes. The Positive Behavioral Interventions and Supports (PBIS) framework provides the foundation for this intervention. PBIS emphasizes proactive strategies for teaching and reinforcing positive behaviors while addressing challenging behaviors through a multi-tiered system of support. Clear and specific behavior expectations are established and communicated to all students. These expectations are consistent across settings and are designed to promote a positive and respectful learning environment.

### **Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Research shows that positive feedback enhances motivation and engagement. Studies indicate that providing specific positive feedback related to effort, strategies, and progress can have a positive impact on students' self-esteem and self-efficacy. Neuroscientific research supports the idea that feedback plays a crucial role in shaping neural connections in the brain. Effective feedback practices contribute to a classroom atmosphere where students feel valued, respected, and willing to take risks in their learning. Both the Insight survey and YouthTruth results are evidence that there is opportunity for growth.

### **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.

Plan and implement yearlong professional learning to support implementation of PBIS with a focus on Positive Reinforcement and Feedback. (T)

**Person Responsible:** Bruna Foster (foster.bruna@brevardschools.org)

**By When:** Monthly

Meet to share instructional practices supporting the use of Positive Reinforcement and Feedback in PLCs (departments). Seek positive incremental success as the focus. The small wins approach fosters a sense of achievement and motivation, encouraging students to continue striving for positive behavior and academic progress.

**Person Responsible:** Bruna Foster (foster.bruna@brevardschools.org)

**By When:** Monthly

Engage in the act of identifying professional goals as educators for improving by 1% in alignment with the idea that small wins can lead to remarkable results not just for ourselves but for our students.

**Person Responsible:** Marina Middleton (middleton.marina@brevardschools.org)

**By When:** September 2023

Establish a positive learning culture with and among students in Homeroom. Engage in Homeroom instruction that strengthens relationships and supports building a positive, engaging learning culture schoolwide.

**Person Responsible:** Bruna Foster (foster.bruna@brevardschools.org)

**By When:** Ongoing

Incorporate positive targeted feedback aligned with the principles of PBIS. Teachers establish a positive and supportive learning environment that promotes desirable behavior and academic growth through a combination of positive reinforcement, clear behavior expectations, and incremental successes.

**Person Responsible:** Bruna Foster (foster.bruna@brevardschools.org)

**By When:** Ongoing

Identify students who would benefit from the MTSS process to support effective behavior and initiate the referrals. Schedule IPST meetings to problem solve and develop school-based behavior plans. Implement the plans and track the behaviors and return to IPST as indicated by the continuous improvement model.

**Person Responsible:** Jenifer Born (born.jenifer@brevardschools.org)

**By When:** Ongoing

**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).

Expenditures for school improvement will be used to support student learning. The funding will include both personnel and resources. The plan has three components: supporting families, resources to support instruction in the classroom, and personnel to provide the additional support. Data shows specifically that students with disabilities and students identified as ELL are not performing as well as their peers. The goal is to provide intentional support for these students and their families.

Johnson Middle School is provided with \$322,613 to pay for services and programs for our students through Title I. School-based Title I funds pay for the following:

- Personnel - \$176,637
- Materials/Supplies and Testing Fees - \$23,075
- Technology and Technology Related Materials - \$97,247
- Parent & Family Engagement - \$9,374
- Professional Development - \$17,280

A Title I Instructional Assistant has been hired to support ELL and ESE students in the classroom. A schedule was developed to align with student placements in their core classes. Students scoring Level 1 were prioritized in scheduling decisions.

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

The school recognizes the importance of transparent and effective communication with all stakeholders, including students, families, school staff, leadership, local businesses, and organizations. To ensure the dissemination of the School Improvement Plan (SIP), Title I plan, and related Schoolwide Program Plan, the school has developed a comprehensive plan that considers various methods of communication and accessibility:

**School Website and FOCUS:**

The school will maintain a dedicated section on its official website where the SIP and related documents will be posted. This ensures easy access for all stakeholders at any time. The webpage is user-friendly, featuring clear links and sections for each document. It will also include information about how to interpret the documents, making it accessible to parents in a language they can understand.

**Multilingual Translations:**

Recognizing the linguistic diversity of its community, the school will provide translations of key documents into commonly spoken languages. This ensures that parents who speak languages other than English can fully understand the content.

**Information Sessions and Workshops:**

The school will organize information sessions and workshops to provide a detailed overview of the SIP. These sessions will be conducted in-person.

**Email Communication:**

Regular email updates will be sent to parents, families, school staff, and local businesses to keep them informed about progress, milestones, and relevant updates related to the SIP.

**Automated Phone Messages:**

The school will use automated phone messages to share important updates and reminders about upcoming events related to the SIP.

**Social Media Platforms:**

The school's social media accounts (such as Facebook, Twitter, and Instagram) will be used to share highlights, achievements, and key information related to the SIP, Title I program, and Schoolwide Program Plan. Visual content and infographics will be utilized to simplify complex information.

**Parent-Teacher Conferences:**

During parent-teacher conferences, teachers and administrators will provide summaries and progress reports on the SIP.

**Local Business and Organization Partnerships:**

A system will be developed to communicate with local businesses and community partners regarding the school's improvement efforts and will include targeted communication, meetings, and collaborative events.

**Open Door Policy for Questions:**

The school will maintain an open door policy, allowing parents, families, and stakeholders to reach out with questions and seek clarifications regarding the SIP.

**Feedback Systems:**

The school will establish a system for scheduled quarterly feedback through google surveys which stakeholders can share their thoughts, suggestions, and concerns.

By employing a combination of digital and traditional communication methods, translations, interactive sessions, and collaborations, the school aims to ensure that the SIP information is accessible, comprehensible, and engaging for all stakeholders, thus fostering transparency, engagement, and informed decision-making within the school community.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school is dedicated to fostering strong and positive relationships with parents, families, and other community stakeholders to align with its mission, support students' needs, and ensure effective communication about each child's progress. To achieve this goal, the school has developed a comprehensive strategy that focuses on engagement, collaboration, and open communication:

**Welcoming Environment:** The school has a welcoming atmosphere that encourages parents and families to actively participate in school activities. Warm greetings, informative signage, and friendly staff interactions set the tone for a supportive community. The school will maintain an open door policy, encouraging parents to visit the school, meet with teachers, and discuss their concerns or ideas.

**Family Engagement Events:** The school will organize a variety of family engagement events quarterly

throughout the year. These events could include parent-teacher conferences, curriculum nights, celebrations, workshops, and open houses. These occasions provide opportunities for parents to interact with teachers, staff, and fellow parents in a relaxed setting. (T)

**School Advisory Council:** Establishing parent advisory committees allows parents to contribute their perspectives and insights on school matters. These committees can discuss initiatives such as curriculum changes, school policies, and improvement plans, ensuring that parents' voices are heard and valued.

**Communication Channels:** The school will maintain regular communication channels through FOCUS to keep parents informed about their child's progress and upcoming events. Additional means for sharing of information involves newsletters, emails, automated phone messages, and the use of digital platforms or apps such as Google Classroom providing real-time updates.

**Parent-Teacher Partnerships:** The school values the input of parents. Teachers will actively seek input from parents about their child's learning style, strengths, and areas for growth. Parent-teacher conferences will be scheduled to discuss academic progress, social development, and set collaborative goals.

**Parent Education Workshops:** The school recognizes the importance of providing parents with tools to support their child's learning at home. Parent education workshops will cover topics such as effective study habits, fostering positive behavior, navigating digital resources, and understanding curriculum changes. (T)

**Student-Led Showcases:** Organizing events where students can showcase their achievements, projects, and talents provides parents with a firsthand look into their child's learning journey. This strengthens the bond between parents, students, and the school community. (T)

**Two-Way Feedback:** The school will utilize the FOCUS Communication system to establish a two-way system of communication for feedback and suggestions regarding school policies, programs, and activities.

**Community Partnerships:** Collaborating with local businesses, organizations, and community leaders enriches students' educational experiences and demonstrates the school's commitment to the broader community. This may involve mentorship programs, career fairs, and service-learning projects.

**Digital Platforms and Social Media:** The school will leverage digital platforms and social media to share updates, achievements, and information with parents and families.

By implementing these strategies, the school aims to create a collaborative and supportive environment where parents, families, and community stakeholders work together to achieve the school's mission of providing a high-quality education, meeting students' needs, and ensuring that parents are well-informed about their child's progress and the school's activities.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

The school is committed to enhancing its academic program by implementing a multifaceted approach that focuses on increasing learning engagement, improving instructional practices, incorporating meaningful student discourse, and building collective efficacy. A key element of this approach involves the implementation of the five stages of focused note-taking, with an emphasis on stages 2, 3, and 5. Stages 1 and 4 are established practices teachers are proficient in executing.

**Stage 1: Preparing for Learning:**

The school recognizes that effective learning begins with proper preparation. Students will be taught essential note-taking skills, organizational techniques, through strategies for active engagement.

**Stage 2: Recording Information:**

Stage 2 of the focused notetaking strategy will be a central focus in the school's plan to strengthen the academic program.

Teachers will guide students in taking concise and meaningful notes during lectures, discussions, and presentations. Emphasis will be placed on capturing key concepts, main ideas, and supporting details. To ensure consistency and quality, teachers will provide note-taking templates, guidelines, and models that help students structure their notes effectively.

**Stage 3: Review and Clarification:**

After each lesson, students will engage in the critical process of reviewing and clarifying their notes. Teachers will facilitate this stage by encouraging students to review their notes, identify areas of confusion, and seek clarification through discussions, peer interactions, or follow-up questions. Regular review sessions will be incorporated into the curriculum to reinforce understanding and address any misconceptions.

**Stage 4: Summarizing and Reflecting:**

Stage 4 involves the synthesis of information and personal reflection. Students will be guided to summarize their notes, distilling key points and concepts into concise summaries. Through this process, students will develop critical thinking skills, as summarization requires the ability to identify the most important information and leave out less relevant details.

**Stage 5: Applying and Integrating Knowledge:**

Stage 5 of the focused note-taking strategy aligns with the school's goal of an enriched and accelerated curriculum. Students will be encouraged to apply and integrate their newly acquired knowledge into various contexts. This could involve collaborative projects, presentations, problem-solving activities, or real-world applications. Teachers will design assignments that challenge students to apply what they've learned, fostering deeper understanding and skill development.

By focusing on stages 2, 3, and 5 of the focused note-taking strategy, the school aims to achieve several objectives:

Enhance the quality of learning time by promoting active engagement during lessons.

Develop students' critical thinking, analytical, and summarization skills.

Provide a structured approach to effective note-taking, leading to better organization and comprehension of information.

Support an enriched and accelerated curriculum by encouraging students to apply and integrate their knowledge into various contexts.

Overall, the implementation of the focused note-taking strategy, along with other complementary initiatives, will contribute to the school's efforts to strengthen the academic program, increase learning time, create more opportunities for meaningful student discourse, and provide an enriched educational experience for all students.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**



Not applicable

### Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

#### **Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

Johnson Middle School offers a range of support services for students. Students have access to a school counselor and social worker. These professionals can assist students in addressing personal and emotional challenges, fostering resilience, and building social and emotional skills. In collaboration with the school district, students have access to a mobile response team proficient in conducting assessments and crisis intervention to address more serious needs as they arise.

Recognizing the significance of character education and the promotion of mental well-being, Johnson has instituted a daily Homeroom program. This program is designed to deliver focused instruction on character development, essential life skills, and the cultivation of mental health and resiliency. These initiatives are aimed at fostering conflict resolution, enhancing communication, promoting teamwork, and sharpening problem-solving abilities, all of which contribute to the establishment of strong interpersonal relationships.

Parents are provided with information to access mental health services, both on and offsite when student needs arise. The goal is to support families in addressing their children's well-being. The aim is to ensure that families have the resources and support needed to address the overall mental wellness of their children effectively.

#### **Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

Not applicable

#### **Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

In Brevard Public Schools, the Multi-Tiered System of Supports (MTSS) system is in place. This evidence-based model uses data-based problem solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention are delivered to students in varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency. At Johnson, referrals for the MTSS process are received by the school's Support Specialist and weekly meetings for MTSS are scheduled.

#### **Core Instruction (Tier 1)**

Tier 1 is what "ALL" students receive in the form of instruction (academic and behavior/social-emotional) and student supports. Tier 1 focuses on the implementation of the district's Core Curriculum and is aligned with Florida's Academic Standards. Tier 1 services (time and focus) are based on the needs of the students in a particular school. Some schools require more time than other schools in particular core

curriculum areas based on student demographics (readiness, language, economic factors) and student performance levels to ensure that ALL students reach and/or exceed state proficiency levels.

#### Supplemental Instruction (Tier 2)

Tier 2 is what “some” students receive in addition to Tier 1 instruction. The purpose of Tier 2 instruction and supports is to improve student performance under Tier 1 performance expectations (levels and conditions of performance). Therefore, “effective” Tier 2 services occur when at least 70% of students receiving Tier 2 services (in addition to Tier 1) meet or exceed grade level/subject area Tier 1 proficiency levels (academic and/or behavior) established by the district. Tier 2 services are more “intense” (more time, a narrower focus of instruction/intervention) than Tier 1. Tier 2 services can be provided by a variety of professionals (e.g., general education classroom, separate settings, home).

#### Intensive Instruction (Tier 3)

Tier 3 is what “few” students receive and is the most intense service level a school can provide to a student. Typically, Tier 3 services are provided to very small groups or individual students. The purpose of Tier 3 services is to help students overcome significant barriers of learning academic and/or behavior skills required for school success. Tier 3 services require more time and a narrower focus of instruction/intervention than Tier 2 services. Tier 3 services require effective levels of collaboration and coordination among the staff (general and specialized) providing services to the student. The expected outcome of Tier 3 services, combined with Tiers 1 and Tier 2, is that the student(s) will achieve Tier 1 proficiency levels (academic and/or behavior) established by the district.

The MTSS Process relies on data to identify behavioral trends and risks early. Its focus is proactive, promoting positive behavior and teaching social skills. At Johnson, PBIS is implemented school-wide. The MTSS process identifies and helps students at risk. The MTSS approach ensures a systematic response to behavior issues while aligning with the Individuals with Disabilities Education Act to support all students, including those with disabilities.

#### **Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

Building collective efficacy fosters teacher retention. Professional learning for the staff at Johnson Middle School will consider the adult learner and that learner's needs. Continuous improvement and reflective practices rely on consistency and established systems. Each team will establish goals for their own professional practices aligned with AVID instructional strategies.

#### **Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

Not applicable