

Brevard Public Schools

# Stone Magnet Middle School



2021-22 Schoolwide Improvement Plan

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# Stone Magnet Middle School

1101 E UNIVERSITY BLVD, Melbourne, FL 32901

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

## Demographics

**Principal: Courtney Lundy B**

Start Date for this Principal: 8/11/2021

<b>2019-20 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>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	<i>[Data Not Available]</i>
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: C (51%) 2017-18: C (47%) 2016-17: C (47%) 2015-16: C (47%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Dustin Sims</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	[not available]

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Brevard County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

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

To create active citizens of the 21st century through commitment, dedication, teamwork and scholarship.

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

Facilitating innovation and leadership through AVID and STEAM best practices.

### School Leadership Team

**Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Lundy, Courtney	Principal	Serves as an instructional leader, collaborates with all stakeholders, supports the students, teachers and the administrative team, analyzes data on an ongoing basis and strive for student learning.
Bombriant, Kelly	Assistant Principal	Serves as an instructional leader, collaborates with all stakeholders, supports the students and teachers, analyzes data on an ongoing basis and strive for student learning.
Cuthbertson, Da'Neen	Instructional Coach	Serves as an instructional leader, progress monitors English and Reading students, develops professional development for teachers, supports students and teachers, and strives for student learning at all times.
Harvey, Tiffany	Other	Title 1 Coordinator Oversees an approved parent involvement plan/ program, provides technical assistance, and compiles data for reporting, in accordance with federal and state guidelines.
Wilkerson, Tia	Dean	Serves as an instructional leader, collaborates with all stakeholders, supports students and teachers, develops corrective strategies for student needs, analyzes data on an ongoing basis, supports facilities usage, maintains facilities and strives for student learning.
Straus, Sarah	Other	Teacher on Assignment Serves as an instructional leader, collaborates with all stakeholders, supports students and teachers, develops corrective strategies for student needs, analyzes data on an ongoing basis, strives for student learning.
Irvine, Brian	Other	Teacher on Assignment Serves as an instructional leader, collaborates with all stakeholders, supports students and teachers, develops corrective strategies for student needs, analyzes data on an ongoing basis, strives for student learning.
Sherburne, Nicole	Instructional Coach	Serves as an instructional leader, progress monitors Mathematics students, creates professional

Name	Title	Job Duties and Responsibilities
		development for teachers, support students and teachers, and strives for student learning at all times.
	Instructional Coach	Serves as an instructional leader, progress monitors Science students, develops professional development for teachers, supports students and teachers, and strives for student learning at all times.

**Demographic Information**

**Principal start date**

Wednesday 8/11/2021, Courtney Lundy B

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

**Total number of teacher positions allocated to the school**

62

**Total number of students enrolled at the school**

743

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

9

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

11

**Demographic Data**

**Early Warning Systems**

**2021-22**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	365	375	0	0	0	0	740
Attendance below 90 percent	0	0	0	0	0	0	0	99	75	0	0	0	0	174
One or more suspensions	0	0	0	0	0	0	0	52	78	0	0	0	0	130
Course failure in ELA	0	0	0	0	0	0	0	14	19	0	0	0	0	33
Course failure in Math	0	0	0	0	0	0	0	29	28	0	0	0	0	57
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2021 FSA ELA	0	0	0	0	0	0	0	95	124	0	0	0	0	219
Level 1 on 2021 FSA MATH	0	0	0	0	0	0	0	100	116	0	0	0	0	216

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	108	122	0	0	0	0	230

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	52	13	0	0	0	0	65
Students retained two or more times	0	0	0	0	0	0	0	34	12	0	0	0	0	46

**Date this data was collected or last updated**

Tuesday 8/24/2021

**2020-21 - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0



**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified as retainees:**

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

**2020-21 - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified as retainees:**

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

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	36%			50%	59%	54%	48%	59%	53%
ELA Learning Gains	34%			53%	56%	54%	44%	52%	54%
ELA Lowest 25th Percentile	19%			44%	48%	47%	31%	45%	47%
Math Achievement	34%			50%	66%	58%	47%	65%	58%
Math Learning Gains	27%			48%	55%	57%	43%	56%	57%
Math Lowest 25th Percentile	31%			37%	45%	51%	37%	47%	51%
Science Achievement	28%			40%	52%	51%	38%	54%	52%
Social Studies Achievement	56%			67%	75%	72%	61%	72%	72%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	46%	58%	-12%	52%	-6%
Cohort Comparison						
08	2021					
	2019	50%	63%	-13%	56%	-6%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	43%	62%	-19%	54%	-11%
Cohort Comparison						
08	2021					
	2019	29%	43%	-14%	46%	-17%
Cohort Comparison		-43%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	38%	53%	-15%	48%	-10%
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	65%	74%	-9%	71%	-6%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	80%	61%	19%	61%	19%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	98%	60%	38%	57%	41%

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

- 7th and 8th grade- Reading Plus
- 7th and 8th grade- MAP Progress Monitoring
- Civics- FSA Scores
- 8th grade Science- FSA scores

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	32%	35%	43%
	Economically Disadvantaged	27%	32%	39%
	Students With Disabilities	4%	11%	15%
	English Language Learners	0%	14%	27%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	33%	22%	25%
	Economically Disadvantaged	33%	25%	19%
	Students With Disabilities	10%	0%	0%
	English Language Learners	N/A	N/A	N/A
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31%	38%	31%
	Economically Disadvantaged	25%	33%	24%
	Students With Disabilities	7%	11%	8%
	English Language Learners	5%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	82%	28%	28%
	Economically Disadvantaged	6%	25%	25%
	Students With Disabilities	41%	5%	13%
	English Language Learners	53%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	10	21	18	14	25	32	11	27	21		
ELL	29	32	17	27	27	38	9	50	50		
ASN	73	55		91	45						
BLK	23	27	16	17	18	26	13	47	22		
HSP	38	34	14	35	32	46	32	55	49		
MUL	40	37		32	17	10	27	42	56		
WHT	44	37	23	48	35	35	38	66	59		
FRL	31	32	18	28	25	27	20	51	36		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	40	37	22	44	34	19	36	33		
ELL	22	36	36	31	28	21	10	57			

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	90	80		90	60						
BLK	31	46	36	28	34	29	26	55	60		
HSP	45	48	45	49	45	26	30	69	53		
MUL	57	57		60	55		31	65	74		
WHT	61	58	52	61	56	49	53	72	68		
FRL	41	48	43	42	41	35	32	60	55		

  

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	12	27	29	17	29	27	7	27	80		
ELL	7	29	29	23	50	50		32			
ASN	82	64		90	60				80		
BLK	26	39	36	22	33	31	16	41	63		
HSP	48	39	17	48	48	39	38	61	71		
MUL	60	48		56	50		44	77	79		
WHT	60	47	31	59	45	41	52	69	76		
FRL	39	39	32	38	40	35	29	53	65		

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	364
Total Components for the Federal Index	10
Percent Tested	95%

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	66
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	23
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	33
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	42
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Based on the 2020-21 FSA test scores and progress monitoring assessments, our students saw a negative 10-25% decline in all academic areas. Upon reflection of this data, we found our attendance rate showed a substantial decline, as well. In summary and as research-based practices state, a decline in attendance correlates to a decline in student's overall progress. In saying this, based on our 2019 FSA data, all subgroups saw increases in all academic core subject areas compared to the 2018 school year. COVID played a substantial part in students lack in attendance and decline in academic content.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the 2019 state assessments, we saw the same percent of students obtaining learning gains as the previous year in our lowest 25% in mathematics. In addition, middle school acceleration scores declined by 8 points when compared to the 2018 school year.

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

The contributing factors linked to our lowest 25% in math was the lack of a common assessment for progress monitoring and collaboration correlating with student learning progress. The factors contributing to the decline in our acceleration scores were scheduling students into Algebra classes and strong instruction linked to accelerated courses.

The contributing factors to Stone's decline in student learning can be contributed to the impact of COVID, a huge decline in student attendance and teachers transition from a brick-and-mortar environment to teaching both brick and mortar students and students e-learning at the same time.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on the 2019 state assessments and progress monitoring, our ELA lowest 25% showed the biggest improvement compared to the 2018 school year. ELA lowest 25% showed a 13% increase in students obtaining a learning gain!

Based on the 2020-21 state assessments, the data component which showed the least decline in percentage points was learning gains linked to the lowest 25% in math.

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



Our ELA department worked closely with our district resource teachers to develop overall teacher clarity. Working collaboratively helped us focus our work on student progress and intervention, as needed.

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

Stone Middle School's strategies for accelerating learning include the following;

- Prioritizing Standards
- Progress Monitoring
- Consistent opportunities for students to work on grade appropriate assignments
- Strong instruction where students do most of the thinking in the lesson
- Deep engagement in what students are learning
- Teacher high expectations for students and believing they can meet grade level standards
- AVID Focused note-taking school-wide

### **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional development will be focused on item specs linked to prioritizing standards, along with true ongoing analysis of student's data and progress monitoring. In addition, we will implement AVID PD to incorporate AVID strategies schoolwide (Writing, Inquiry, Collaboration, Organization, Reading)

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

In addition to professional develop, we will provide tutoring after school, walk throughs linked to teacher instructional feedback, small group focused intervention support, ongoing progress monitoring data provided to students, shadowing of highly effective teachers, planning time and we will celebrate success. Finally, our positive behavior intervention support incentives will guide student to success in attendance, academics and behavior.

## **Part III: Planning for Improvement**

### **Areas of Focus:**

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** Stone Magnet Middle School's overall ELA proficiency decreased dramatically from 2018-2019 to 2020-2021. ELA Level 3+ decreased from 50% to 36%; ELA Learning Gains decreased from 53% to 34%; ELA Lowest 25% Learning Gains decreased from 44% to 19%. Additionally, current Read 180 data shows students are reading below grade level. Based on this data, we determined that ELA is a critical area of focus for this school year.

**Measureable Outcome:** At the end of the school year, our FSA data will increase to 46% in ELA 3+ Proficiency scores. ELA Learning Gains will increase from 18% to 52%. ELA Lowest 25% learning gains will increase from 18% to 37%.

**Monitoring:** Ongoing Progress Monitoring will include Read 180 data, which is collected three times each year. This data will enable us to track student progress.

**Person responsible for monitoring outcome:** Da'Neen Cuthbertson (cuthbertson.daneen@brevardschools.org)

**Evidence-based Strategy:** Stone Magnet Middle School will focus on acceleration of learning through quality instruction, prioritizing standards and high expectations. One additional Reading Intervention teacher and one Instructional Assistant will be used daily to support students identified as struggling to meet grade-level expectations.(T)

**Rationale for Evidence-based Strategy:** According to TNTP- (reimagine teaching) research on accelerating learning and their article The Opportunity Myth, "on average, students in classrooms with stronger assignments or higher levels of engagement experienced about two additional months of learning." In addition, "The Opportunity Myth" states, "When students who started the year off behind a grade level were given more grade-appropriate assignments, stronger instruction, deeper engagement and higher expectations, the gap between these students and their higher-achieving peers began to narrow substantially--by more than seven months of learning in a single school year..." In other words, based TNTP's research and John Hattie's meta-cognitive studies it is clear with grade level assignments, strong instruction, deep student engagement and high expectations students can see substantial growth in one year.

**Action Steps to Implement**

1. Standards-based grade appropriate assignments

**Person Responsible** Da'Neen Cuthbertson (cuthbertson.daneen@brevardschools.org)

2. Prioritizing Standards

**Person Responsible** Da'Neen Cuthbertson (cuthbertson.daneen@brevardschools.org)

3. Ongoing lead team and administrative feedback with a team-built walk through document to aide in acceleration of learning and strong instruction.

**Person Responsible** Da'Neen Cuthbertson (cuthbertson.daneen@brevardschools.org)

Teacher Led Data Chats with students- Through Data Chats learning goals are visible

**Person Responsible** Da'Neen Cuthbertson (cuthbertson.daneen@brevardschools.org)

Provided Teacher Planning days and Professional Development with a focus in accelerating learning and scaffolding lessons.

**Person Responsible** Da'Neen Cuthbertson (cuthbertson.daneen@brevardschools.org)

Tutoring provided after school to support ongoing student learning (ASP funds)

**Person Responsible** Kelly Bombriant (bombriant.kelly@brevardschools.org)

Hiring of 4 additional Instructional Assistants to support small group student learning and strong instruction (ASP Funds/ Title 1 Funds)

**Person Responsible** Kelly Bombriant (bombriant.kelly@brevardschools.org)

Through Title 1, we will host 4 parent engagement events to guide parents in supporting student academic needs and provide parents with supplemental resources and manipulatives. (T)

**Person Responsible** Tiffany Harvey (harvey.tiffany@brevardschools.org)

Utilization of technology to support strong instruction in the classroom (20 additional Microsoft Service Pro Tablets)-(T)

**Person Responsible** Tiffany Harvey (harvey.tiffany@brevardschools.org)

Providing students and teachers with small group intervention resources to help students master priority standards (T)

**Person Responsible** Tiffany Harvey (harvey.tiffany@brevardschools.org)

Instructional Coach will support ELA through small-group interventions as well as Social Studies/ELA teacher observations and feedback coaching.(T)

**Person Responsible** Tiffany Harvey (harvey.tiffany@brevardschools.org)

AVID binder and focused note-taking strategies will be implemented school-wide to support student organization and increase academic performance. (T)

**Person Responsible** Melissa Grabowski (grabowski.melissa@brevardschools.org)

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** Stone Magnet Middle School's overall Math proficiency decreased dramatically from 2018-2019 to 2020-2021. Math Level 3+ decreased from 50% to 34%; Math Learning Gains decreased from 48% to 27%; Math Lowest 25% Learning Gains decreased from 37% to 31%. Additionally, current MAPS data shows the majority of students are performing below grade level. Based on this data, we determined that Math is a critical area of focus for this school year.

**Measureable Outcome:** Overall Math 3+ Proficiency will improve from 34% to 44%. Math Learning Gains will increase from 27% to 45% and Math Lowest 25% Learning Gains will increase to 49%.

**Monitoring:** Ongoing Progress Monitoring will include MAP data, which is collected three times each year. This data will enable us to track student's progress.

**Person responsible for monitoring outcome:** Nicole Sherburne (sherburne.nicole@brevardschools.org)

**Evidence-based Strategy:** Stone Magnet Middle School will focus on acceleration of learning through quality instruction, prioritizing standards and high expectations. The Math Instructional Coach will be used to collaboratively support all Math classroom teachers including classroom observations and walk-throughs. One additional teacher and 2 instructional assistants will be used daily to support the Lowest 25% and students identified as struggling to meet grade-level expectations. (T)

**Rationale for Evidence-based Strategy:** According to TNTP- (reimagine teaching) research on accelerating learning and their article The Opportunity Myth, "on average, students in classrooms with stronger assignments or higher levels of engagement experienced about two additional months of learning." In addition, "The Opportunity Myth" states, "When students who started the year off behind a grade level were given more grade-appropriate assignments, stronger instruction, deeper engagement and higher expectations, the gap between these students and their higher-achieving peers began to narrow substantially--by more than seven months of learning in a single school year..." In other words, based TNTP's research and John Hattie's meta-cognitive studies it is clear with grade level assignments, strong instruction, deep student engagement and high expectations students can see substantial growth in one year.

**Action Steps to Implement**

1. Standards based grade appropriate assignments

**Person Responsible** Nicole Sherburne (sherburne.nicole@brevardschools.org)

2. Prioritizing Standards

**Person Responsible** Nicole Sherburne (sherburne.nicole@brevardschools.org)

3. Ongoing lead team and administrative feedback with a team-built walk through document to aide in acceleration of learning and strong instruction.

**Person Responsible** Nicole Sherburne (sherburne.nicole@brevardschools.org)

Provided Planning and Professional Development days to ensure strong instruction, acceleration of learning and scaffolding lesson plans.

**Person Responsible** Nicole Sherburne (sherburne.nicole@brevardschools.org)

Daily students bell ringers focused on grade level content written in FSA friendly language

**Person Responsible** [no one identified]

Small Group focused skills, intervention and supports for students to support scaffolding of instruction.

**Person Responsible** Da'Neen Cuthbertson (cuthbertson.daneen@brevardschools.org)

Tutoring provided after school to support additional skills focused content

**Person Responsible** Kelly Bombriant (bombriant.kelly@brevardschools.org)

Hiring of 4 Instructional Assistants to support small group student learning and strong instruction (ASP Funds/ T)

**Person Responsible** Kelly Bombriant (bombriant.kelly@brevardschools.org)

Through Title 1, we will host 4 parent engagement events to guide parents in supporting student academic needs and provide parents with supplemental resources and manipulatives. (T)

**Person Responsible** Tiffany Harvey (harvey.tiffany@brevardschools.org)

Providing students and teachers with small group intervention resources to help students master priority standards (T)

**Person Responsible** Tiffany Harvey (harvey.tiffany@brevardschools.org)

Instructional Math Coach will support math through small-group interventions as well as math teacher observations and feedback coaching.(T)

**Person Responsible** Nicole Sherburne (sherburne.nicole@brevardschools.org)

AVID binder and focused note-taking strategies will be implemented school-wide to support student organization and increase academic performance. (T)

**Person Responsible** Melissa Grabowski (grabowski.melissa@brevardschools.org)

**#3. Culture & Environment specifically relating to Student Attendance**

**Area of Focus**  
**Description and Rationale:** Attendance is a critical focus this year. In 2020-2021, 29% of students were chronically absent. This resulted in an attendance rate of 89%, which clearly impacted FSA scores.

**Measureable Outcome:** At the end of the school year, Stone's attendance rate will be 95%.

**Monitoring:** Attendance data will be collected to examine which and how many students are missing 10% or more of the school year or exhibit poor school/class attendance.

**Person responsible for monitoring outcome:** Brian Irvine (irvine.brian@brevardschools.org)

**Evidence-based Strategy:** Clarify Attendance Expectations and Goals, Ensure Accurate Data Collection and Reporting and Monitor Attendance Data Regularly, Recognize Good and Improved Attendance, Develop Personal Connections with Students Who Are in Danger of, or Are Currently Chronically Absent, Support Families Facing Additional Barriers to Daily School Attendance, Develop a Mentoring Program in Your School, and Utilize interventions to help prevent behavior that may lead to extended absence or suspension. Provide parents with resources and and activities to encourage increased parent-child communication.

**Rationale for Evidence-based Strategy:** Engaging families and creating a positive school climate are two key strategies for improving attendance. In order for students to learn and achieve their fullest potential, it is critical that they are in school and engaged in the learning process. Research shows that student absences impact a child's ability to succeed in school.

**Action Steps to Implement**

Provide parents with resources and and activities to encourage increased parent-child communication in order to improve school attendance, behavior, and overall academic achievement. (T)

**Person Responsible** Tiffany Harvey (harvey.tiffany@brevardschools.org)

**#4. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**

**Area of Focus Description and Rationale:** Last year, there were 191 In-School-Suspensions (I.S.S.) and 236 Out-of-School Suspensions (O.S.S.). While this was a decrease from the 2019-2020 school year (I.S.S. - 434, O.S.S.-528), there were also 50% fewer students who attended in person during 2020-2021. These suspensions resulted in students who were not present in class for instruction, which further impacted learning achievement. Additionally, disruptions to the learning environment result in less instructional time.

The use of P.B.I.S. will provide positive support for appropriate student behavior.

**Measureable Outcome:** This year, I.S.S. attendees will be reduced by 10% and O.S.S. attendees will be reduced by 5%.

**Monitoring:** Through our MTSS process it will be monitored once per month. Discipline data, specifically referrals, will be collected on AS400 and shared with the leadership team.

**Person responsible for monitoring outcome:** Tia Wilkerson (wilkerson.tia@brevardschools.org)

**Evidence-based Strategy:** Gopher PBIS Expectations for school-wide behavior will be used throughout campus, such as in the classrooms, hallways, cafeteria, media center, car loop, on the bus and in the bus loop area, gymnasium, front office, guidance office, athletic field and track, patio area, and dean's office.

**Rationale for Evidence-based Strategy:** PBIS is a Positive Intervention Support Program which is a proven, research-based behavior system that positively impacts and rewards student behavior. ( www.flpbis.org )

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**#5. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:** According to our 2018-19 assessment scores, students with disabilities fell below 40% proficiency. ESE students showed a 32% proficiency rate.

**Measureable Outcome:** At the end of the school year, students with disabilities will show a 45% proficiency rate based on FSA assessment data.

**Monitoring:** Ongoing Progress Monitoring will include Read 180 data and MAP, which is collected three times each year. This data will enable us to track student progress. Students with disabilities will be monitored as a whole to determine needs for supports and interventions.

**Person responsible for monitoring outcome:** Kelly Bombriant (bombriant.kelly@brevardschools.org)

**Evidence-based Strategy:** Stone Magnet Middle School will focus on acceleration of learning through quality instruction, prioritizing standards and high expectations with a focus on track students with disabilities.

**Rationale for Evidence-based Strategy:** According to TNTP- (reimagine teaching) research on accelerating learning and their article The Opportunity Myth, "on average, students in classrooms with stronger assignments or higher levels of engagement experienced about two additional months of learning." In addition, "The Opportunity Myth" states, "When students who started the year off behind a grade level were given more grade-appropriate assignments, stronger instruction, deeper engagement and higher expectations, the gap between these students and their higher-achieving peers began to narrow substantially--by more than seven months of learning in a single school year..." In other words, based TNTP's research and John Hattie's meta-cognitive studies it is clear with grade level assignments, strong instruction, deep student engagement and high expectations students can see substantial growth in one year.

**Action Steps to Implement**

1. Standards-based grade appropriate assignments

**Person Responsible** Da'Neen Cuthbertson (cuthbertson.daneen@brevardschools.org)

2. Prioritizing Standards

**Person Responsible** Kelly Bombriant (bombriant.kelly@brevardschools.org)

3. Ongoing lead team and administrative feedback with a team-built walk through document to aide in acceleration of learning and strong instruction.

**Person Responsible** Kelly Bombriant (bombriant.kelly@brevardschools.org)

Teacher Led Data Chats with students- Through Data Chats learning goals are visible

**Person Responsible** Courtney Lundy (lundy.courtney@brevardschools.org)

Provided Teacher Planning days and Professional Development with a focus in accelarating learning and scaffolding lessons.



**Person Responsible** Kelly Bombriant (bombriant.kelly@brevardschools.org)

Tutoring provided after school to support ongoing student learning (ASP funds)

**Person Responsible** Kelly Bombriant (bombriant.kelly@brevardschools.org)

Through Title 1, we will host 5 parent engagement events to guide parents in supporting student academic needs and provide parents with supplemental resources and manipulatives. (T)

**Person Responsible** Tiffany Harvey (harvey.tiffany@brevardschools.org)

Utilization of technology to support strong instruction in the classroom (Microsoft Service Pro Tablets)-(T)

**Person Responsible** Tiffany Harvey (harvey.tiffany@brevardschools.org)

Providing students and teachers with intervention resources to help students master priority standards (T)

**Person Responsible** Tiffany Harvey (harvey.tiffany@brevardschools.org)

**#6. ESSA Subgroup specifically relating to English Language Learners**

**Area of Focus Description and Rationale:** According to our 2018-19 assessment scores, students with English as a second language fell below 40% proficiency. ESE students showed a 33% proficiency rate.

**Measureable Outcome:** At the end of the school year, students with English as second language will show a 45% proficiency rate based on FSA assessment data.

**Monitoring:** Ongoing Progress Monitoring will include Read 180 data and MAP, which is collected three times each year. This data will enable us to track student progress. ELL students will be monitored as a whole to determine needs for supports and interventions.

**Person responsible for monitoring outcome:** Kelly Bombriant (bombriant.kelly@brevardschools.org)

**Evidence-based Strategy:** Stone Magnet Middle School will focus on acceleration of learning through quality instruction, prioritizing standards and high expectations with a focus on track students with disabilities. In addition, Stone has an English for ELL students to help accelerate their learning.

**Rationale for Evidence-based Strategy:** According to TNTP- (reimagine teaching) research on accelerating learning and their article The Opportunity Myth, "on average, students in classrooms with stronger assignments or higher levels of engagement experienced about two additional months of learning." In addition, "The Opportunity Myth" states, "When students who started the year off behind a grade level were given more grade-appropriate assignments, stronger instruction, deeper engagement and higher expectations, the gap between these students and their higher-achieving peers began to narrow substantially--by more than seven months of learning in a single school year..." In other words, based TNTP's research and John Hattie's meta-cognitive studies it is clear with grade level assignments, strong instruction, deep student engagement and high expectations students can see substantial growth in one year.

**Action Steps to Implement**

1. Standards-based grade appropriate assignments

**Person Responsible** Kelly Bombriant (bombriant.kelly@brevardschools.org)

2. Prioritizing Standards

**Person Responsible** Kelly Bombriant (bombriant.kelly@brevardschools.org)

3. Ongoing lead team and administrative feedback with a team-built walk through document to aide in acceleration of learning and strong instruction.

**Person Responsible** Courtney Lundy (lundy.courtney@brevardschools.org)

Teacher Led Data Chats with students- Through Data Chats learning goals are visible

**Person Responsible** Da'Neen Cuthbertson (cuthbertson.daneen@brevardschools.org)

Provided Teacher Planning days and Professional Development with a focus in accelarating learning and scaffolding lessons.

**Person Responsible** Kelly Bombriant (bombriant.kelly@brevardschools.org)

Tutoring provided after school to support ongoing student learning (ASP funds)

**Person Responsible** Kelly Bombriant (bombriant.kelly@brevardschools.org)

Through Title 1, we will host 5 parent engagement events to guide parents in supporting student academic needs and provide parents with supplemental resources and manipulatives. (T)

**Person Responsible** Tiffany Harvey (harvey.tiffany@brevardschools.org)

Utilization of technology to support strong instruction in the classroom (Microsoft Service Pro Tablets)-(T)

**Person Responsible** Tiffany Harvey (harvey.tiffany@brevardschools.org)

Providing students and teachers with intervention resources to help students master priority standards (T)

**Person Responsible** Tiffany Harvey (harvey.tiffany@brevardschools.org)

**#7. ESSA Subgroup specifically relating to Black/African-American**

**Area of Focus Description and Rationale:** According to our 2018-19 assessment scores, Black/African American students fell below 40% proficiency. Black/African American students showed a 38% proficiency rate.

**Measureable Outcome:** At the end of the school year, Black/African American will show a 45% proficiency rate based on FSA assessment data.

**Monitoring:** Ongoing Progress Monitoring will include Read 180 data and MAP, which is collected three times each year. This data will enable us to track student progress. Black/African American students will be monitored as a whole to determine needs for supports and interventions.

**Person responsible for monitoring outcome:** Kelly Bombriant (bombriant.kelly@brevardschools.org)

**Evidence-based Strategy:** Stone Magnet Middle School will focus on acceleration of learning through quality instruction, prioritizing standards and high expectations with a focus on track students with disabilities.

**Rationale for Evidence-based Strategy:** According to TNTP- (reimagine teaching) research on accelerating learning and their article The Opportunity Myth, "on average, students in classrooms with stronger assignments or higher levels of engagement experienced about two additional months of learning." In addition, "The Opportunity Myth" states, "When students who started the year off behind a grade level were given more grade-appropriate assignments, stronger instruction, deeper engagement and higher expectations, the gap between these students and their higher-achieving peers began to narrow substantially--by more than seven months of learning in a single school year..." In other words, based TNTP's research and John Hattie's meta-cognitive studies it is clear with grade level assignments, strong instruction, deep student engagement and high expectations students can see substantial growth in one year.

**Action Steps to Implement**

1. Standards-based grade appropriate assignments

**Person Responsible** Nicole Sherburne (sherburne.nicole@brevardschools.org)

2. Prioritizing Standards

**Person Responsible** Kelly Bombriant (bombriant.kelly@brevardschools.org)

3. Ongoing lead team and administrative feedback with a team-built walk through document to aide in acceleration of learning and strong instruction.

**Person Responsible** Kelly Bombriant (bombriant.kelly@brevardschools.org)

Teacher Led Data Chats with students- Through Data Chats learning goals are visible

**Person Responsible** Courtney Lundy (lundy.courtney@brevardschools.org)

Provided Teacher Planning days and Professional Development with a focus in accelarating learning and scaffolding lessons.

**Person Responsible** Kelly Bombriant (bombriant.kelly@brevardschools.org)

Tutoring provided after school to support ongoing student learning (ASP funds)

**Person Responsible** Kelly Bombriant (bombriant.kelly@brevardschools.org)

Through Title 1, we will host 5 parent engagement events to guide parents in supporting student academic needs and provide parents with supplemental resources and manipulatives. (T)

**Person Responsible** Tiffany Harvey (harvey.tiffany@brevardschools.org)

Utilization of technology to support strong instruction in the classroom (Microsoft Service Pro Tablets)-(T)

**Person Responsible** Tiffany Harvey (harvey.tiffany@brevardschools.org)

Providing students and teachers with intervention resources to help students master priority standards (T)

**Person Responsible** Tiffany Harvey (harvey.tiffany@brevardschools.org)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**We will implement the PBIS Expectations and Strategies to help combat these two focused areas: Willful disobedience and Classroom disruptions. We plan to progress monitor this data through the AS400 screen 289. It will be reported monthly for the MTSS process and discussed with the leadership team. The PBIS Reward system will reward for perfect attendance, academic success each 9 weeks, and improved behavior. We will have the teachers choose a student from each team on a monthly basis that targets a specific chosen PBIS characteristic: Safety-minded, Perseverance, Responsible, and Respectful.**

#### Additional School-wide Improvement Priorities

1. Willful disobedience
2. Classroom disruptions

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

First and foremost, SMMS is committed to implementing their Florida Positive Behavior Interventions and Supports model to promote positive behavior and academics. We have conducted parent and family meetings via zoom, collected surveys from our families and community members, and student surveys to drive the program. The incentives were decided with the information from our surveys and meetings. The plan includes the entire campus regarding recognition. Our focus area for schoolwide incentives are behavior, academic progress, attendance and grades.

According to Youth Truth survey data 78% of our students felt that in order to get a good grade, they must work hard in their class. However, 46% of our students felt that their teachers give them assignments that really help them learn. In order to bridge the gap from expectations and tasks given in class we will be doing classroom walkthroughs looking for grade appropriate assignments/tasks and giving specific feedback to teachers. We will also be giving teachers time to plan and prioritize standards so they can create engaging tasks that reach the depth of the standards and require students to think.

Based on the 2020-21 Parent survey 87% of our parents feel as though SMMS is welcoming. However, many parents voiced low communication between teachers and parents. 35% of parents hear from their teachers monthly and 30% stated they hear from their child's teacher once or twice a year. During this school year, all teachers will work to communicate with parents on an ongoing basis through email, phone calls and FOCUS. In addition, teachers will call home for positive progress, as well as, continued growth. Finally, according to the 2020-21 Insight survey, teachers scored above the national norm average in efficiency and effectiveness of school operations. Teachers stated they are confident in knowing who to ask when they need something. In addition, teachers rated highly their perception of knowing the criteria of the evaluation system and what is expected of them linked to being evaluated. However, teachers rated "academic opportunity" as our lowest rated category. The biggest contributing factor to this low rating is teachers state they do not always use the state adopted curriculum. Moving forward, SMMS lead team will provide Professional Development with teacher on their curriculum and resources connected to their curriculum. Based on current feedback from our English department, they are excited to use the newly adopted English and Reading curriculum. The administrative team and lead team will continue to support teachers in their implementation of their curriculum.

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

Our leadership team will be supporting the effort in promoting a positive culture and environment at the school. This team consists of:

Administration: Principal and assistant principals

Teachers on assignment

Literacy coach

Math coach

Science coach

Various non-classroom teachers available for walkthroughs and teacher feedback