

Brevard Public Schools

# Stone Magnet Middle School



2022-23 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>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	81%
<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* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: C (43%) 2020-21: (35%) 2018-19: C (51%) 2017-18: C (47%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* 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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
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, teachers and the administrative team, analyzes data on an ongoing basis and strive for student learning.
Wilkerson, Tia	Assistant 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 supports positive discipline.
Straus, Sarah	Other	Teacher on assignment - attendance Serves as an instructional leader, collaborates with all stakeholders, supports the students, teachers and the administrative team, analyzes data on an ongoing basis, supports MTSS, and strives for student learning.
Weaver, Marcus	Other	Teacher on assignment - discipline Serves as an instructional leader, collaborates with all stakeholders, supports the students, teachers and the administrative team, analyzes data on an ongoing basis and support positive discipline.
Stevenson, Michelle	Instructional Coach	Serves as an instructional leader for math, collaborates with all stakeholders, supports the students, teachers and the administrative team, analyzes data on an ongoing basis and provides academic interventions for students.
Oppelt, Mary Kate	Instructional Coach	Serves as an instructional leader for math and science, collaborates with all stakeholders, supports the students, teachers and the administrative team, analyzes data on an ongoing basis and provides academic interventions for students. In addition, leads our Title 1 plan and supports Title1 interventions.
Sauerman, Elaine	Instructional Coach	Literacy Coach- Support Schoolwide Literacy- Serves as an instructional leader for literacy, collaborates with all stakeholders, supports the students, teachers and the administrative team, analyzes data on an ongoing basis and provides academic interventions for students.

Name	Position Title	Job Duties and Responsibilities
Meeks, Brittany	Instructional Coach	Serves as an instructional leader for science, collaborates with all stakeholders, supports the students, teachers and the administrative team, analyzes data on an ongoing basis and provides academic interventions for students.

**Demographic Information**

**Principal start date**

Wednesday 8/11/2021, Courtney Lundy B

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

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

59

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

661

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

19

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

17

**Demographic Data**

**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	330	331	0	0	0	0	661
Attendance below 90 percent	0	0	0	0	0	0	0	57	28	0	0	0	0	85
One or more suspensions	0	0	0	0	0	0	0	43	70	0	0	0	0	113
Course failure in ELA	0	0	0	0	0	0	0	6	10	0	0	0	0	16
Course failure in Math	0	0	0	0	0	0	0	2	11	0	0	0	0	13
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	63	113	0	0	0	0	176
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	64	110	0	0	0	0	174
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	64	101	0	0	0	0	165

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	18	2	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	20	14	0	0	0	0	34

Date this data was collected or last updated

Monday 9/5/2022

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



Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	365	375	0	0	0	0	740
Attendance below 90 percent	0	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	0	52	78	0	0	0	0	130
Course failure in ELA	0	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	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	0	95	124	0	0	0	0	219
Level 1 on 2021 FSA MATH	0	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	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	0	52	13	0	0	0	0	65
Students retained two or more times	0	0	0	0	0	0	0	0	34	12	0	0	0	0	46

**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	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

**Part III: Planning for Improvement**

**Data Analysis**

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

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

Based on our 2021 - 2022 FSA test scores and progress monitoring assessments, our students showed an increase in most academic areas with a decline in ELA proficiency. ELA proficiency went from 36% to 35%, which was the only area we saw a decline. Our subgroup data also saw increases, except for our Black/African American students and Students with Disabilities. These areas are still an area of focus for us moving into the 2022 - 2023 school year. Our biggest area for gains overall was in math, with the acceleration cell seeing a 17 point gain. Algebra saw a 25% increase and Geometry saw an 16% increase.

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

Based on the 2021-2022 state assessments, we saw a decline in ELA proficiency. We went from 36% proficient to 35% proficient. Literacy is our greatest need for improvement based on this decline.

**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 for the decline in literacy was decreased focused literacy school wide and our ELA teachers struggling to use the new ELA curriculum. In order to see a change with our ELA proficiency we need our students engaged with literacy (reading, writing or speaking) in all of their classes. Our ELA teachers need support with the curriculum and we will give them time to collaborate and plan. We also focused heavily on our lowest 25% with interventions and we celebrated all of our students with their successes along the way.

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

Based on the 2021 - 2022 state assessments and progress monitoring, our acceleration, math learning gains, and math lowest 25 LG made the biggest improvements. Acceleration saw an increase of 48% to 65%, math LG went from 27% to 43%, and math lowest 25% went from 31% to 45%.

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

Our math department worked closely with our math coach and district resource teacher to help keep our teachers focused on standards. We implemented non-negotiable walk throughs with feedback that focused on acceleration and making sure teachers were following the standards. Our math coach also created bell work that was focused on students revisiting skills that were taught earlier in the year so they could continue to practice skills that they are likely to forget before state assessments are given. We provided additional small group interventions and celebrations for students in the lowest 25% and for our bubble students (students who declined from a level 3 to 2 the prior year)

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

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

- Tutoring
- Diagnosing prerequisite skills or missed learning opportunities
- Prioritizing standards
- Progress monitoring
- Consistently working 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 and Kagan strategies
- Interventions linked to data and pre-loading concepts
- Celebrating successes

**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 opportunities for the 2022-2023 school year will include Kagan training (Kagan day 1 and day 2), differentiated PD that will incorporate a variety of AVID strategies, along with ongoing analysis of student's data and progress monitoring.

**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 development, we will provide tutoring after school, walk throughs linked to teacher instructional feedback, analysis of student work, common assessments for our tested MESH areas, literacy across all content areas, planning time for tested MESH areas. We will celebrate successes and continue our positive behavior intervention support incentives that will guide student success in attendance, academics and behavior. All ESE teachers and their general education teacher will attend Bill Pearlman's Co-teaching professional development.

**Areas of Focus**

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

:

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

**Area of Focus  
Description and  
Rationale:  
Include a  
rationale that  
explains how it  
was identified as  
a critical need  
from the data  
reviewed.**

According to our 2021- 2022 assessment scores, students who are black/African American fell below 41% proficiency. Students who are Black/African American showed a 32% proficiency rate.

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

At the end of the school year, students who are Black/African American will show a 52% proficiency rate based on FAST assessment data.

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

Ongoing progress monitoring will include FAST, Read 180, and MAP. This data will enable us to track student progress. Students who are Black/African American 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:  
Describe the  
evidence-based  
strategy being  
implemented for  
this Area of  
Focus.**

Stone Magnet Middle School will focus on quality of instruction, student tasks being standards-based and on grade-level, prioritizing standards and high expectations with a focus on literacy throughout all content areas.

**Rationale for  
Evidence-based  
Strategy:  
Explain the  
rationale for  
selecting this  
specific strategy.  
Describe the  
resources/**

According to TNTP "Unlocking Acceleration: How Below Grade-Level Work Is Holding Students Back in Literacy," schools are working on trying to get students caught up since the pandemic. However, "that's literally impossible if students don't have opportunities to engage with grade-level work." Research has shown that "accelerating access to grade-level work, with the right supports, is the best way to help students catch up when they've fallen behind." It is very clear that our students should be given tasks that are standards based and grade-level appropriate.

**criteria used for selecting this strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Standards based grade-level appropriate assignments and tasks for all students on a daily basis.

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

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

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

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

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

Provided teacher planning days and professional development with a focus in acceleration and grade-level tasks.

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

Tutoring provided before or after school to support ongoing student learning.

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

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

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

Implement ongoing small group interventions to support student learning gains . (T)

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

Offer a School Check In/Accountability system with FOCUS barcode scanners and ID cards to promote attendance and student achievement. (T)

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

Student planners provided for every students giving them the freedom to plan, organize and keep track of their work to the best of their abilities and requirements. This has a dual benefit in that it increases the student's accountability to the commitments planned as well as provides them with a structure that contributes to their success. Using these planners, students are able to take full responsibility and accountability to complete their work. (T)

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

AVID Binder purchased for all 7th and 8th grade students to incorporate AVID strategies school-wide. The AVID Binder is an organizational tool to help students maintain notes and school work in one place. Students are expected to maintain a binder, which has been provided to them along with all of the necessary items needed. They are expected to keep it organized using the AVID methods they have been

taught. Students are evaluated on organization and whether they have all of their materials for every class in their binder. The binder will be evaluated weekly during binder checks and taken as an assessment grade. (T)

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

Material and supplies: Paper, pens, pencils, dry erase boards, markers, folders, tabs, etc. purchased for all 7th and 8th grade students to support student engagement in instruction and incorporate AVID strategies school-wide.

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

WICOR (Writing, Inquiry, Collaboration, Organization and Reading) strategies and AVID strategies used schoolwide to support student learning gains and success.

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

A multi-tiered system of supports (MTSS) and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities.

**Person Responsible** Sarah Straus (straus.sarah@brevardschools.org)

Parent engagement and Family members of african american students are encouraged to being members of school decision-making groups.

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

Parent communication linked to student learning from teachers to parents documented and implemented weekly.

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

Professional Learning Communities meet monthly and work collaboratively through data analysis to create action to goals and interventions to achieve better results for the african american students.

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

Administration and teachers will support positive behavior systems to support positives behaviors in the classrooms.

**Person Responsible** Tia Wilkerson (wilkerson.tia@brevardschools.org)

Students who are African American who are struggling and need supports will be identified for our mentoring program.

**Person Responsible** Sarah Straus (straus.sarah@brevardschools.org)

Teachers will identify their students who are african american to aide in creating differentiated instruction and intervention plans as needed.

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

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

**Area of Focus  
Description and  
Rationale:**

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

Based on our 2021 - 2022 FSA test scores and progress monitoring assessments, our students showed an increase in most academic areas with a decline in ELA proficiency. ELA proficiency went from 36% to 35%, ELA learning gains with from 34% to 36% and ELA lowest 25 LG went from 19% to 32%.

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

At the end of the 22-23 school year our FSA ELA proficiency data will improve from 35% to 52%

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

Ongoing progress monitoring will include FAST assessments three times during the school year for all students and Read 180 assessments for our current level 1 and level 2 students.

**Person responsible for monitoring outcome:**

Elaine Sauerman (sauerman.elaine@brevardschools.org)

**Evidence-based Strategy:  
Describe the evidence-based strategy being implemented for this Area of Focus.**

Stone Magnet Middle School will focus on quality of instruction and student tasks being based on standards and grade-level appropriate tasks, prioritizing standards and high expectations with a focus on literacy throughout all content areas.

**Rationale for Evidence-based Strategy:  
Explain the rationale for selecting this specific strategy. Describe the resources/**

According to TNTP "Unlocking Acceleration: How Below Grade-Level Work Is Holding Students Back in Literacy," schools are working on trying to get students caught up since the pandemic. However, "that's literally impossible if students don't have opportunities to engage with grade-level work." Research has shown that "accelerating access to grade-level work, with the right supports, is the best way to help students catch up when they've fallen behind." This is very clear that our students should be given tasks that are standards based and grade-level appropriate.



**criteria used for selecting this strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will collaboratively plan with aligned curriculum and benchmarks weekly and view data to plan for student learning and success.

**Person Responsible** Elaine Sauerman (sauerman.elaine@brevardschools.org)

Instructional Coach will plan with teachers weekly and through weekly walk throughs instructional feedback will be provided.

**Person Responsible** Elaine Sauerman (sauerman.elaine@brevardschools.org)

Progress Monitoring through FAST, READ 180 and formative assessments. Interventions implemented based on data.

**Person Responsible** Elaine Sauerman (sauerman.elaine@brevardschools.org)

Classroom observations and feedback with a focus on grade-level tasks and strong instruction.

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

Literacy (Reading, Writing, Speaking) implemented in all content areas.

**Person Responsible** Elaine Sauerman (sauerman.elaine@brevardschools.org)

WICOR (Writing, Inquiry, collaboration, organization and reading) strategies, AVID Instruction and Kagan Strategies implemented schoolwide to support strong instruction (T). PD provided as needed

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

Title 1 reading teacher will provide students with reading intervention beyond their English and Language Arts class (T).

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

Instructional Assistants will support student learning through small group supports. (T)

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

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

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

Purchase of stamps to share ELA academic data and information with parents of lowest 25% to support family engagement and learning. (T)

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

MESH support materials including math workbooks, summer writing topics, and at-home science projects to encourage family engagement and reduce students' academic "summer slide." These items will be shared with families at our Summer Slide event. (T)

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

Providing students and teachers with small group intervention resources to help lowest 25% of students master priority standards through the use of literacy activity resources (T).

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

Kagan Cooperative Professional Development Learning Days for all teachers to increase student engagement and student achievement within ELA instruction. (T)

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

A multi-tiered system of supports (MTSS) and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities.

**Person Responsible** Sarah Straus (straus.sarah@brevardschools.org)

Parent communication linked to student learning from teachers to parents documented and implemented weekly.

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

Professional Learning Communities meet monthly and work collaboratively through data analysis to create action to goals and interventions to achieve better results for students.

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

AVID Binder purchased for all 7th and 8th grade students to incorporate AVID strategies school-wide. The AVID Binder is an organizational tool to help students maintain notes and school work in one place. Students are expected to maintain a binder, which has been provided to them along with all of the necessary items needed. They are expected to keep it organized using the AVID methods they have been taught. Students are evaluated on organization and whether they have all of their materials for every class in their binder. The binder will be evaluated weekly during binder checks and taken as an assessment grade. (T)

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

Incentives will be provided for reading hours and logs to encourage ongoing reading practice and interest.

**Person Responsible** Elaine Sauerman (sauerman.elaine@brevardschools.org)

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

**Area of Focus**  
**Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Stone Magnet Middle School's overall math proficiency increased according to the 2021-2022 state assessment data. Math proficiency went from 34% to 37%, math learning gains went from 27% to 43%, math lowest 25 LG went from 31% to 45%. Even though we noticed these gains, we continue to have math as a focus for the 2022-2023 school year because we did not see gains in all of the math subgroups. The Hispanic subgroup went from 46% to 29% proficiency.

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

Overall math proficiency will improve from 37% to 58%. Math learning gains will improve from 43% to 54% and math lowest 25 LG will improve from 45% to 52%.

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

Ongoing progress monitoring will include FAST and MAP, this data will enable us to track student progress. ALEKS program that works with the new math curriculum to help support teachers scaffolding lessons.

**Person responsible for monitoring outcome:**

Michelle Stevenson (stevenson.michelle@brevardschools.org)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Stone Magnet Middle School will focus on quality of instruction and student tasks being based on standards and grade-level appropriate, prioritizing standards and high expectations. Our math instructional coach will be used to collaboratively support all math classroom teachers including classroom observations, walk throughs or modeling of lessons as needed.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/**

According to TNTP "Unlocking Acceleration: How Below Grade-Level Work Is Holding Students Back in Literacy," schools are working on trying to get students caught up since the pandemic. However, "that's literally impossible if students don't have opportunities to engage with grade-level work." Research has shown that "accelerating access to grade-level work, with the right supports, is the best way to help students catch up when they've fallen behind." This is very clear that our students should be given tasks that are standards based and grade-level appropriate.

**criteria used for selecting this strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Standards based grade appropriate assignments implemented schoolwide.

**Person Responsible** Michelle Stevenson (stevenson.michelle@brevardschools.org)

Prioritizing standards while lesson planning and through strong instruction.

**Person Responsible** Michelle Stevenson (stevenson.michelle@brevardschools.org)

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

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

Provided planning and professional development days to ensure strong instruction, acceleration of learning, scaffolding lesson plans and grade-level tasks.

**Person Responsible** Michelle Stevenson (stevenson.michelle@brevardschools.org)

Daily student bell ringers focused on grade-level content written in FAST friendly language.

**Person Responsible** Michelle Stevenson (stevenson.michelle@brevardschools.org)

Title I Instructional Math/Science Coaches to work with teachers and implement professional development, facilitate department meetings, while also monitoring student achievement and supporting students through small group interventions. (T)

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

Instructional Assistants will support student learning through small group supports. (T)

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

Purchase of stamps to share Math academic data and information with parents of lowest 25% to support family engagement and learning. (T)

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

Title I will provide Academic Support to provide families resources to assist with at home learning through brochures focusing on standards, vocabulary, websites and helpful tips to help lowest 25% of students master priority standards through the use of literacy activity resources (T).

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

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

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

Through Title 1 we will host parent engagement "Summer Slide" Event and provide MESH materials including math workbooks, summer writing topics, and at-home science projects to encourage family engagement and reduce students' academic "summer slide." (T)

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

Kagan Cooperative Professional Development Learning Days for all teachers to increase student engagement and student achievement within math instruction. (T)

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

WICOR (Writing, Inquiry, collaboration, organization and reading) strategies, AVID Instruction and Kagan Strategies implemented schoolwide to support strong instruction (T). PD provided as needed

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

A multi-tiered system of supports (MTSS) and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities.

**Person Responsible** Sarah Straus (straus.sarah@brevardschools.org)

Parent communication linked to student learning from teachers to parents documented and implemented weekly.

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

Professional Learning Communities meet monthly and work collaboratively through data analysis to create action to goals and interventions to achieve better results for students.

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

AVID Binder purchased for all 7th and 8th grade students to incorporate AVID strategies school-wide. The AVID Binder is an organizational tool to help students maintain notes and school work in one place. Students are expected to maintain a binder, which has been provided to them along with all of the necessary items needed. They are expected to keep it organized using the AVID methods they have been taught. Students are evaluated on organization and whether they have all of their materials for every class in their binder. The binder will be evaluated weekly during binder checks and taken as an assessment grade. (T)

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

Enable students to have laptops at home to work on academic skills to increase academic performance. (T)

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

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

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

**#4. Positive Culture and Environment specifically relating to Attendance**

**Area of Focus  
Description and  
Rationale:  
Include a  
rationale that  
explains how it  
was identified  
as a critical  
need from the  
data reviewed.**

Attendance is the critical focus this year. In 2021-2022 our daily absentee rate was 92.57% which in turn negatively affects student learning and learning gains.

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

At the end of the school year, Stone's attendance rate will increase to 96%.

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

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:**

Sarah Straus (straus.sarah@brevardschools.org)

**Evidence-based  
Strategy:  
Describe the  
evidence-based  
strategy being  
implemented for  
this Area of  
Focus.**

Clarify attendance expectations and goals, Ensure accurate data collection and reporting, 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, Continue and build the Mentoring Program at Stone, Utilize interventions to help prevent behavior that may lead to extended absence or suspension, and Provide parents with resources and activities to encourage increased parent-child communication.

**Rationale for  
Evidence-based  
Strategy:  
Explain the  
rationale for  
selecting this  
specific  
strategy.  
Describe the**

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.



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

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

Provide parents with advanced notification (email, phone, and/or home visits) of student attendance to develop personal connections with students and parent/guardian in order to reduce chronic absenteeism.

**Person Responsible** Sarah Straus (straus.sarah@brevardschools.org)

Run weekly data reports to monitor student attendance. This list will be used to notify parent/guardian of student attendance if they are in danger of being listed as chronically absent.

**Person Responsible** Sarah Straus (straus.sarah@brevardschools.org)

Collaborate and plan with the parent liaison to communicate and provide parent/guardian with resources and activities to encourage increased parent-child communication.

**Person Responsible** Sarah Straus (straus.sarah@brevardschools.org)

Recognize students who have perfect attendance and students who have improved attendance with positive behavior incentives.

**Person Responsible** Sarah Straus (straus.sarah@brevardschools.org)

Offer a School Check In/Accountability system with FOCUS barcode scanners and ID cards to promote attendance and student achievement. (T)

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

Student planners provided for every students giving them the freedom to plan, organize and keep track of their work to the best of their abilities and requirements. This has a dual benefit in that it increases the student's accountability to the commitments planned as well as provides them with a structure that contributes to their success. Using these planners, students are able to take full responsibility and accountability to complete their work. (T)

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

Blackboard Connect is the program used to send absence notifications to notify the parents/guardians.

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

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

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

According to our 2021 - 2022 data, there were 266 In-School-Suspensions (I.S.S.) and 347 Out-of-School Suspensions (O.S.S.). These suspensions resulted in students who were not present in class for instruction, which further impacted learning achievement. Additionally, this creates disruptions to the learning environment resulting in less instructional time. The use of P.B.I.S. will provide positive support for appropriate student behavior.

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

At the end of the 2022 - 2023 school year, our I.S.S. data will be reduced by 10% and our O.S.S. data will be reduced by 5%.

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

Through our MTSS process we will monitor discipline data, specifically referrals, which will be collected from FOCUS and shared with the leadership team.

**Person responsible for monitoring outcome:**

Tia Wilkerson (wilkerson.tia@brevardschools.org)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Gopher PBIS Expectations for school-wide behavior will be used throughout the 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:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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**

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.

Our PBIS Committee will meet monthly to analyze data and PBIS criteria to ensure our systems efficiently and effectively support the implementation of these practices.

**Person Responsible** Tia Wilkerson (wilkerson.tia@brevardschools.org)

Our PBIS Committee will provide professional development on PBIS for our teachers that incorporate sharing data, SWAG expectations, and when and how to write a positive referral.

**Person Responsible** Tia Wilkerson (wilkerson.tia@brevardschools.org)



Our PBIS team will conduct walkthroughs to monitor how teachers are implementing PBIS in their classrooms.

**Person Responsible** Elaine Sauerman (sauerman.elaine@brevardschools.org)

Our PBIS team will progress monitor the amount and types of positive behavior referrals given to students.

**Person Responsible** Sarah Straus (straus.sarah@brevardschools.org)

Our PBIS team will celebrate a teacher-chosen student of the month based on the given character trait of the month.

**Person Responsible** Elaine Sauerman (sauerman.elaine@brevardschools.org)

Our PBIS team will celebrate a student for most improved behavior once a month.

**Person Responsible** Marcus Weaver (weaver.marcus@brevardschools.org)

Offer a School Check In/Accountability system with FOCUS barcode scanners and ID cards to promote attendance and student achievement. Students who are not attending class or who are chronically tardy will be put on the MTSS (T)

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

Mentor/Volunteer Program to assist students who are identified as Tier 2 students.

**Person Responsible** Sarah Straus (straus.sarah@brevardschools.org)

Student planners provided for every students giving them the freedom to plan, organize and keep track of their work to the best of their abilities and requirements. This has a dual benefit in that it increases the student's accountability to the commitments planned as well as provides them with a structure that contributes to their success. Using these planners, students are able to take full responsibility and accountability to complete their work. (T)

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

Blackboard mobile communications for parents to receive notifications and provides user friendly view of the school's website to promote a positive culture and supportive environment.

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

SMORES - Translating tool to help teachers and school personnel communicate with English Language Learners. Used for newsletters and school memos. (T)

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

Title I School guidance counselors to promote a positive culture and safe environment for students as well as assisting with attendance. (T)

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

Kagan Cooperative Professional Development Learning Days for all teachers to increase student engagement and student achievement within ELA instruction. (T)

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

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

**Area of Focus  
Description and  
Rationale:  
Include a  
rationale that  
explains how it  
was identified as  
a critical need  
from the data  
reviewed.**

According to our 2021- 2022 assessment scores, students with disabilities fell below 40% proficiency. ESE students show a 26% proficiency rate.

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

At the end of the school year, students with disabilities will show a 52% proficiency rate based on FAST assessment data.

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

Ongoing progress monitoring will include FAST, Read 180, and MAP. 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:  
Describe the  
evidence-based  
strategy being  
implemented for  
this Area of  
Focus.**

Stone Magnet Middle School will focus on quality of instruction and student tasks being based on standards and grade-level appropriate, prioritizing standards and high expectations with a focus on literacy throughout all content areas.

**Rationale for  
Evidence-based  
Strategy:  
Explain the  
rationale for  
selecting this  
specific strategy.  
Describe the  
resources/**

According to TNTP "Unlocking Acceleration: How Below Grade-Level Work Is Holding Students Back in Literacy," schools are working on trying to get students caught up since the pandemic. However, "that's literally impossible if students don't have opportunities to engage with grade-level work." Research has shown that "accelerating access to grade-level work, with the right supports, is the best way to help students catch up when they've fallen behind." This is very clear that our students should be given tasks that are standards based and grade-level appropriate.

**criteria used for selecting this strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Standards based grade-level assignments/tasks school wide to support high expectations and student success.

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

Prioritizing standards in all classes which in turn ensures the acceleration of learning.

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

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

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

Teacher led data chats with students to aide in goal-setting and visible learning.

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

Tutoring provided before or after school to support ongoing student learning.

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

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

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

Students will be scheduled in classes for opportunity, success and supports through our Co-teaching model.

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

Ongoing small group interventions in math and reading will support success. (T)

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

Kagan Cooperative Professional Development Learning Days for all teachers to increase student engagement and student achievement within ELA instruction. (T)

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

WICOR (Writing, Inquiry, collaboration, organization and reading) strategies, AVID Instruction and Kagan Strategies implemented schoolwide to support strong instruction (T). PD provided as needed

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

Students with disabilities will be supported through interventions in ELA, Math, Civics and Social Studies based on MTSS data and plans

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

All teachers will identify their students with disabilities and differentiate instruction and supports as determined by individualized education plans and ongoing data review in each class.

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

General Education teachers and ESE teachers will attend the district Co-teach professional development training as a collaborative group.

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

Teachers will utilize High Leverage Practices and Strategies to support their students with disabilities (making adaptations, meta-cognitive strategies, scaffolded supports, explicit instruction, flexible grouping, active student engagement)

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

Through inclusive education we will initiate the following:  
The school has developed, and regularly monitors progress for, goals related to short- and long-term improvement efforts to implement and improve inclusive educational practices, as measured by the BPIE.

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

Our ESE GSP oversees, coordinates, and monitors the implementation of best practices for inclusive education for all student's with disabilities.

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

School administrators will facilitate resources, by school personnel, to implement best practices for inclusive education for all students' with disabilities.

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

As we hire ESE teachers, School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

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

ESE Professional Development linked to accommodations, intervention plans, and supports provided to all teachers during Pre-Planning.

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

School leadership team will continuously analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices.

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

ESE Teachers work in collaboratively with general education teachers during planning and PLC to ensure ongoing data analysis, interventions, and student learning growth.

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

Family members of students with disabilities are contributing members of school decision-making groups.

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

Parent engagement and Family members of students with disabilities are encouraged to be members of the school decision-making groups.

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

Parent communication linked to student learning from teachers to parents documented and implemented weekly.

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

Professional Learning Communities meet monthly and work collaboratively through data analysis to create action to goals and interventions to achieve better results for students with disabilities.

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

Purchase of stamps to share ELA academic data and information with parents of lowest 25% to support family engagement and learning. (T)

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

Through Title 1 we will host parent engagement "Summer Slide" Event and provide MESH materials including math workbooks, summer writing topics, and at-home science projects to encourage family engagement and reduce students' academic "summer slide." (T)

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

Title I will provide Quarterly Academic Support to provide families resources to assist with at home learning through brochures focusing on standards, vocabulary, websites and helpful tips to help lowest 25% of students master priority standards through the use of literacy activity resources (T).

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

Kagan Cooperative Professional Development Learning Days for all teachers to increase student engagement and student achievement within ELA instruction. (T)

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

AVID Binder purchased for all 7th and 8th grade students to incorporate AVID strategies school-wide. The AVID Binder is an organizational tool to help students maintain notes and school work in one place. Students are expected to maintain a binder, which has been provided to them along with all of the necessary items needed. They are expected to keep it organized using the AVID methods they have been taught. Students are evaluated on organization and whether they have all of their materials for every class in their binder. The binder will be evaluated weekly during binder checks and taken as an assessment grade. (T)

**Person Responsible** Mary Kate Oppelt (oppelt.marykathryna@brevardschools.org)

## Positive Culture & Environment

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

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

SMMS is committed to implementing the Positive Behavior Interventions and Support model to promote positive behavior and academics. We have collected surveys from our families, 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 the recognition of positive behaviors. Our focus areas for schoolwide incentives are behavior, random acts of kindness, academic progress, attendance, and grades.

According to Youth Truth survey data, 75% of our students felt that in order to get a good grade, they must work hard in their class. However, 42% of our students felt that their teachers give them assignments that really help them learn. In order to bridge the gap between 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 2021-22 Parent survey 88% of our parents feel as though SMMS is welcoming. However, many parents voiced low communication between teachers and parents. 22% of parents heard from their teachers monthly and 28% 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 2021-22 Insight survey, teachers rated highly that the expectations for effective teaching are clearly defined. 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 expectations" as our lowest rated category. The biggest contributing factor to this low rating is that teachers do not feel that all students in their class can master grade-level standards by the end of the year.

Moving forward, SMMS lead team will provide Professional Development with teachers 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 school culture and environment.

Administration - Principal, Assistant Principals  
 Teachers on assignment  
 Literacy coach  
 Classroom teacher

Social worker

Various non-classroom teachers available for walkthroughs and teacher feedback