

Brevard Public Schools School Improvement Plan 2018 -2019

Superintendent:

Dr. Mark Mullins

Asst. Supt. of Leading and Learning:

K. Jane Cline

Principal Supervisor:

Dr. Teresa Wright

Name of School:

Sabal Elementary

Principal:

Stephanie E. Hall

SAC Chairperson:

Jean Bandish

School Grade History	2017-18: C	2016-17: B	2015-16: B
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Connections to District Strategic Plan

- Obj.L1. Protect instructional time
- Obj.L2 Support educator effectiveness and build capacity of teachers to improve student outcomes and close achievement gaps
- Obj.L4: Provide equitable support for every student's social-emotional development
- Obj.L6. Build principal capacity to develop and spread highly effective instructional practices

Mission Statement:

Our mission is to recognize student achievement and lay the foundation for life-long learning and productivity.

Vision Statement:

Sabal Elementary is a partnership of students, parents, staff and community. Our warm and caring student-centered environment ensures each individual the opportunity to explore his/her potential and to be a lifelong learner.

Stakeholder Involvement in School Improvement Planning:

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

At the beginning of each school year, Sabal's school data and School Improvement Plan are shared with all stakeholders through the School Advisory Committee (SAC), PTO, Open House, Annual Title I meeting, APTT (Academic Parent Teacher Teams) nights and volunteer presentations. The School Improvement Plan is posted on website and a hard copy is kept in the office for stakeholder review. Results from BPIE and EDI

Insight Survey, parent and student surveys, as well as comment forms from parent meetings are considered during the development of the School Improvement Plan. These presentations include the action steps Sabal is taking to improve student progress as well as assessment data to show where we have improved. These presentations also include areas that need much more attention and detailed plans of how to address any declines. We share what we have accomplished and gather feedback on areas still in need of improvement. Feedback is available in all the above settings in addition to our quarterly coffee chats with administration. Staff members provide input at the beginning of the year and the SIP is reviewed in December as to progress. Staff members again review progress and set goals for the upcoming year in March-April.

Brevard Public Schools School Improvement Plan 2018-2019

Part 1: Planning for Student Achievement

RATIONALE – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: Please consider the priority indicators selected from your school BPIE and EDI Insight Survey results within the rationale of your SIP.

What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and what data shows evidence of opportunities for growth?

Successful Professional Practices: Sabal has implemented Dr. Chew’s strategies to support Dimension 1- Instructional Design and Lesson Planning. A master schedule has provided time for teachers to plan together to align instruction to state-adopted standards. Sabal has continued to implement PBIS at our school, which we have earned the GOLD award for the past nine years. This supports Dimension 2-Learning Environment because PBIS is based around modeling, and managing individual and class behaviors through a well-planned management system. The data collected through discipline referrals are uploaded to a state database RtIB, which staff may analyze by location, time and motivation. This helps support our students by providing a safe learning environment. Our school offers students access to technology, to include ESE and ELL students who may have differing needs. We implemented Dr. Larry Chew’s strategies the past two years to improve Dimension 3- Instructional Delivery and Facilitation. By using his questioning techniques in whole group lessons this deepened student understanding by verbalizing their thoughts with their peer group. Sabal staff continue to track data school wide for tier 2 students through Walk to Reading, Accelerated Reader data with goal setting, and this year adding IReady for both reading and math.

Concerns with Professional Practices: Sabal staff continue to provide feedback that more time is needed to plan collaboratively together in order to design instruction and select formative assessments. Staff also indicate that data is collected, but more time needs for staff to use diagnostic student data to plan lessons. Time is built into their schedule to plan with Literacy Coach and the Instructional Coach to align content with standards and design lessons with appropriate rigor and sequencing to ensure coherence. They will help teachers with identifying gaps in student content knowledge. The implementation of IReady will support teachers with the appropriate formative assessments to help monitor learning. This will strengthen this professional practice. In addition to using a variety of data, independently and in collaboration with colleagues to evaluate learning outcomes and adjust planning. With our ELL population, we have not closed the gap, so the ELL teacher in collaboration with the leadership team will focus on high yield teaching strategies targeted for the individual student to accommodate the differing needs.

Sabal

School Data

School Year	15-16	16-17	17-18	School Year	15-16	16-17	17-18
Enrollment	565	550	543	FRL%	69	70.3	75
Minority %	37%	37.60%	40.33%	Mobility %	3.20%	4.60%	
Non-Gifted ESE %	(120) 21%	(113) 20%	(122) 22%				
ELL %	(44) 8%	(45) 8%	(59) 12%	Attendance %	94.70%	94.20%	94.41%
				Suspension (total OSS days/total students)	(46) 8%	(34) 6%	

Sabal’s enrollment remains fairly consistent over the past three years, while the free and reduced lunch population continues to climb along with the minority population. Meeting the needs of our children continues to be a challenge based on this data. Attendance continues to fall below 95% while the suspension rate continues to decline. This indicates that staff know the importance of teacher-student relationships and creating a warm and caring environment that is risk-free.

EDI 2017

Your Fall 2017 Index Percentile Rank **42%**

Your Fall 2017 Index Score **8.5** N=40

Your Fall 2016 Index Score: **7.6**



Learning Environment

Indicator	Percentage		
	2017-	2016	Change
My school is a good place to teach and learn.	88%	68%	+20
School leaders promote a safe and productive environment in my school.	88%	68%	+20
There are consistent expectations and consequences for student behavior.	58%	43%	+15
Teachers and leaders at my school immediately address student behavior in shared spaces	65%	50%	+15
Interactions between students and adults at my school are respectful	74%	60%	+14

1. Dimension 2 Learning Environment- the EDI survey identified Learning Environment across the school as being an area of growth for consistent expectations and consequences for student behavior.

Teacher Clarity has a .75% effect on student achievement and Teacher-student relationships has a .72% effect.

2. The Fall 2017 EDI Survey scores improved in all of the eleven areas. Learning environment and academic expectations improved by one percentage point, which were the largest impacted areas.
3. The Fall 2017 EDI Survey results showed that Learning Environment when compared to top quartile schools, is the weakest area. Specifically, rated 58% “across my school, there are consistent expectations and consequences for student behavior.” However, this is consistent with Brevard’s average and top quartile schools as the lowest ranked area.

PBIS Survey Results

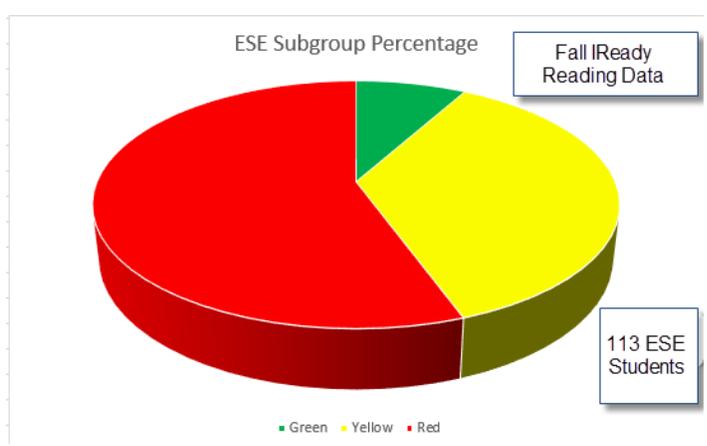
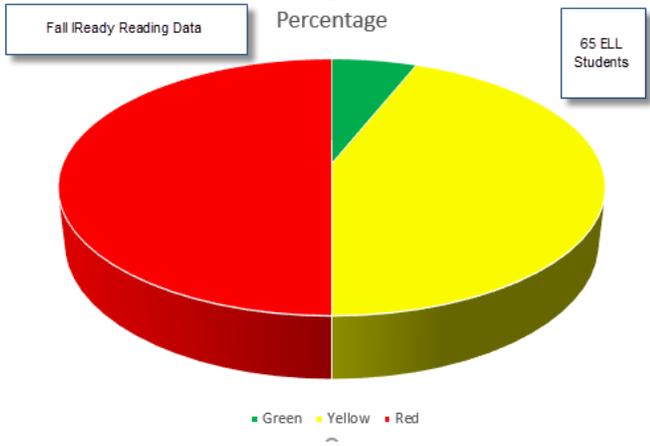
1. The 2018 PBIS Spring Student Survey Results indicate that 98% of students know the SABAL expectations. 54% of students love the Trailbuck store and 39% of students try hard to get the dot for their class in the cafeteria. 59% of students love the Friendship Café’ and 83% of students have been taught the Voice Scales.
2. 2018 PBIS Spring Student Survey Results indicate that 22% of students do not feel the PBIS program has made them a better student.
3. Our monthly school discipline data indicates that October and March are months with the highest discipline referrals.
4. Johnson Middle School Community Feeder Plan Survey indicates that lack of parenting skills, lack of coping skills, and lack of respect for others are issues our community identified as impacting our students. They also identified an need for mentorship for our students.

What are the areas of successful student achievement and what data shows evidence of improvements?

What are the concerns with student achievement? Specify subgroups that represent concerns. Provide data to support concerns.

Successful student achievement:

1. Sabal math improved overall in intermediate grades with the implementation of Eureka math in grades 2-4 + partially in 5th and 6th grades. The strongest growth area was in measurement, data and geometry.
2. Significant growth in learning gains in math (13 point gain) and learning gains with the lowest 25% in math growing by 20 points.
3. IReady Fall Reading data shows 65 students in our ELL subgroup population with 33/65 or 50% in Red, 28/65 or 44% in Yellow, 4/65 or 6% in Green.
4. IReady Fall Reading data shows 113 students in our subgroup ESE subgroup population with 62/113 or 55% in Red, 41/113 or 36%, 10/113 or 8% in Green.



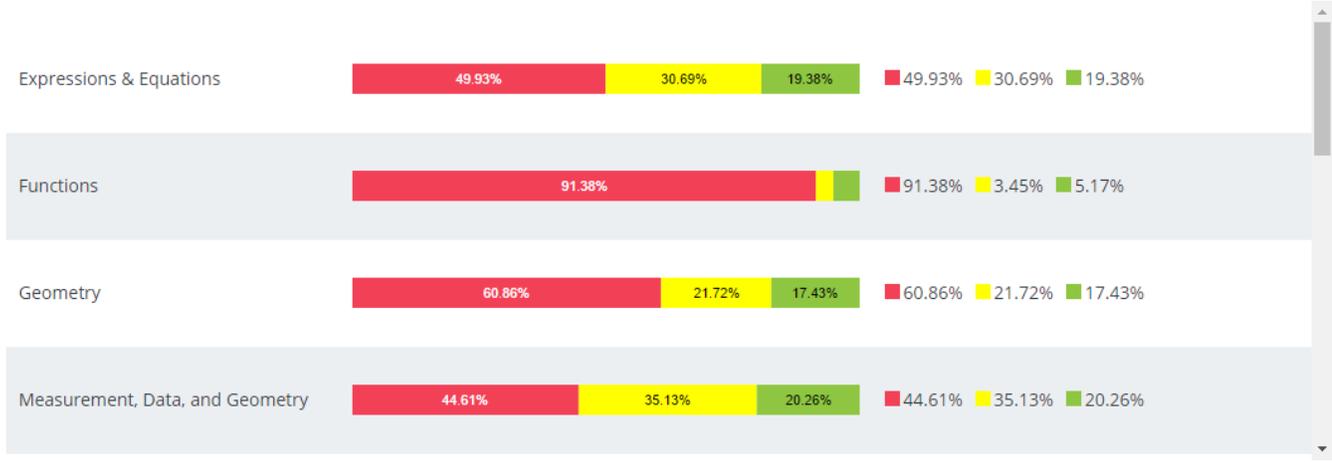
Areas of improvement for student achievement:

1. The 2018 FSA Science: 38% of student scored proficiency level 3+, which dropped from 2017 FSA Science 55% of students scored proficiency level 3+. This was a 17 point decrease with Earth and Space being the weakest strand 10/16 or 62% and Physical Science came second to lowest 68%.
2. The 2018 FSA ELA data indicated a drop in every grade level except 6th grade. Fifth grade dropped 28 points from 64% in 2017

	15/16	16/17	17/18	I	15/16	16/17	17/18
School Grade	B	B	C	VAM	32	32	
ELA Prof. (rank)	53	58	48	Math Prof. (rank)	53	51	58
3rd Grade ELA	41	58	50	3rd Grade Math	38	34	48
4th Grade ELA	56	49	46	4th Grade Math	54	33	51
5th Grade ELA	56	64	36	5th Grade Math	68	56	64
6th Grade ELA	53	63	63	6th Grade Math	50	67	63
ELA LG % (rank)	61	64	51	Math LG % (rank)	58	57	70
ELA L25% LG (rank)	59	58	33	Math L25 LG% (rank)	46	40	60
Science Prof. (rank)	61	54	38				

FSA 2017-2018 Math Data

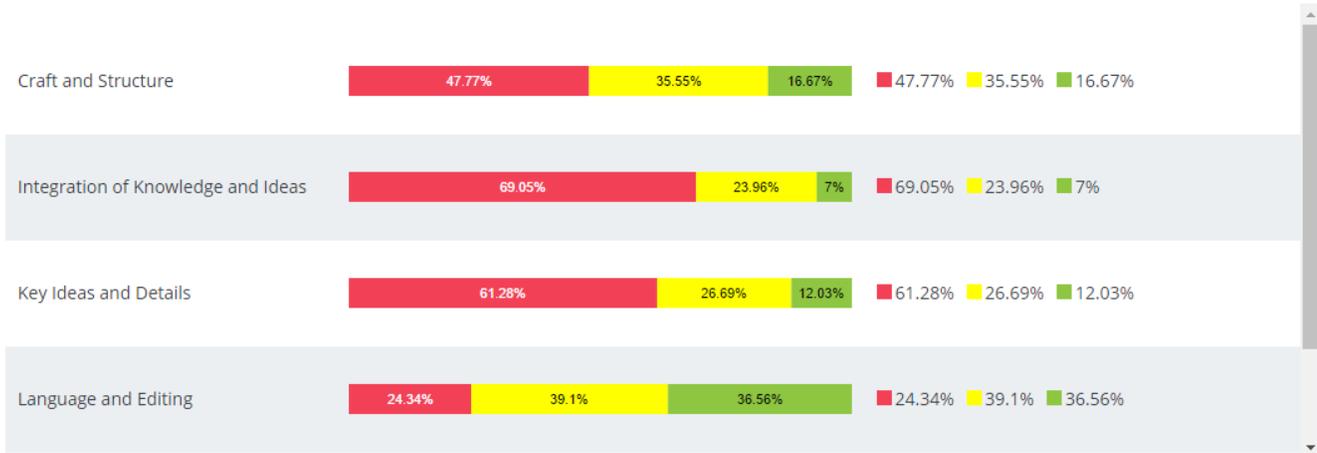
% of Student Achievement by Subscore



91% of students are below grade level in Functions.

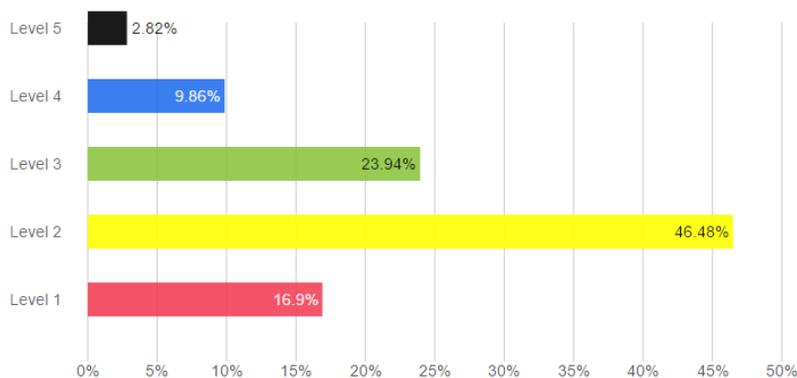
FSA 2017-2018 ELA Data

% of Student Achievement by Subscore



FSA 2018-2018 Science Data

% of Student Achievement



Write a 2-3 sentence summary explaining how the data above provides the rationale for your goals, barriers and action steps.

One of our goals is to address social/emotional growth of our students. The EDI Survey data supports this goal because the learning environment is our lowest indicator that begins with the development of teacher-student relationships (.72% effect). Our feeder school also indicates the need to address coping skills for students and support for parents. Our second goal is to improve academic achievement. The data above shows that reading and science must be our focus area. This will be done through collaborative planning with one grade level team and implementation of standards aligned lessons. One of our action steps is to use Title I funding to support an additional instructional coach to support teachers in all content areas.

Describe how your school ensures standards-aligned instruction is occurring in ELA, math and content areas. Describe the processes in place to progress monitor instruction to ensure it is systematic, explicit and based on data. (Please limit to 250 words.)

Teachers will plan for standards-based instruction in collaborative teams to include instructional coaches and analyze data on a monthly basis with administration to address all students at each tier. Professional Development will focus on identified areas of weakness from monthly data meetings and new programs implemented this year to include Focus gradebook, IReady, Eureka math, and science.

School-Based Goal: What can be done to improve instructional effectiveness?

If we create a warm and caring student-centered environment by collaboratively planning rigorous, standards aligned, engaging lessons that reach students at their social/emotional/academic level then we will positively impact the whole child increasing student achievement.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
New Teachers (0-2) Not all teachers teach same subject areas, ie. math	1. Professional development in research based instructional practices 2. Assign new teachers to work with mentor teacher (CET trained) and scheduled time each quarter to discuss progress 3. Consistent observations and feedback on instructional practices	1. Administration, Literacy Coach, Title 1 Teachers 2. AP, New Teachers, Mentor Teachers 3. Title I Instructional Coaches, Literacy Coach and Administration	1. August October January April 2. August 3. August-May	1. Survey result (quarterly) 2. Agenda with dates for scheduled meetings between new and CET teachers 3. Scheduled informal observations
Rigor and alignment of standards need to be addressed through planning	1. Plan in collaborative teams on a regular basis for the purpose of analyzing data, planning for standards based instruction and developing grade level unit plans, with 1 to 2 agenda items prompted by administration 2. Teachers, across the school, will plan in vertical collaborative teams on a	1. Teachers and Instructional Coaches 2. Teachers, School Leadership Team, Literacy Coach,	1. August and ongoing 2. Once each quarter	1. Notes from meeting discussion + IReady Reading/Math data 2. Notes from vertical team meeting

	<p>quarterly basis for the purpose of planning for standards based instruction</p> <p>3.The Media Specialist will support classroom teachers with standards related to literacy and digital literacy with the utilization of technology.</p> <p>4.Offer training and professional development on strategies to increase rigor and implementation of the three instructional shifts.</p> <p>5.Provide academic support for students through ASP, Title 1 and MTSS</p> <p>6.Training and support for implementation of new science program</p>	<p>Instructional Coach, Activity Teams</p> <p>3.Media Specialist</p> <p>4.Liteacy Coach, Instructional Coach and Teacher Leaders</p> <p>5. Administration, ASP Coordinator, Title 1, ESE Teacher</p> <p>6.Title I Instructional Coach</p>	<p>3. Once each quarter (September)</p> <p>4. August-April</p> <p>5.September – May</p> <p>6.Ocober-April</p>	<p>3.Emails, faculty meeting presentations, and handouts related to technology from Media Specialist</p> <p>4. Sign in sheets from training/pd</p> <p>5.MTSS tracking sheet</p> <p>6.Agenda</p>
<p>Professional Development needs to be addressed in multiple ways</p>	<p>1.Teachers will participate and implement strategies learned to support lesson plans focused on Florida Standards on Early Release Day (ERD) Professional Development Days</p> <p>2.Identify teachers in primary, intermediate and ESE to attend state/district conferences/trainings and present strategies or content learned to staff on ERD Professional Development Days</p> <p>3.Create Science Team to help with training on science standards on our ERD Professional Development Days</p>	<p>1.Title 1 Teachers, Literacy Coach, Math Coach and Science Team Teacher Leaders</p> <p>2.Teacher Leaders and Administration</p> <p>3.Administation, Teacher Leaders</p>	<p>1. August</p> <p>2.October</p> <p>3.August/Pr eplanning</p>	<p>1.ERD PD Agendas</p> <p>2.ERD PD Agenda with presentors</p> <p>3.Notes from science meetings throughout the year</p>

	<p>4.A team consisting of 2 teacher leads, an administrator and the Literacy Coach will participate in Brevard’s ECET2 (Elevating and Celebrating Effective Teachers and Teaching). The team will participate in breakout sessions that most closely align with our SIP goals and bring back to share.</p> <p>5.Train teachers to implement IReady in both reading and math and provide feedback to teachers on implementation regularly</p> <p>6.Provide each grade level with leadership team member to support implementation of IReady</p> <p>7.Communicate with parents information about IReady</p>	<p>4.Teacher Leaders, Administration and Literacy Coach</p> <p>5.Literacy Coach</p> <p>6.Leadership Team</p> <p>7.Teachers and Literacy Coach</p>	<p>4.January</p> <p>5.Aug-Dec</p> <p>6.August</p> <p>7.September</p>	<p>4.Survey from presentation of PD on ERD to staff</p> <p>5.Teacher Feedback forms (monthly)</p> <p>6.Schedule</p> <p>7.School and Classroom Newsletters</p>
<p>Need for more professional development to aid in the integration of technology into classroom curriculum</p>	<p>1.Conduct continued training in teacher programs (iReady, Google Classroom, Nearpod, Mindcraft Education, LanSchool, etc.) based on teacher need</p> <p>2.Continue training in programs used by students (Nearpod, Mindcraft Education, Epic, iReady, Launchpad, Google Classroom, etc.)</p> <p>3.Create new technology team to assist in the above strategies</p>	<p>1. District Technology Integrators, School Technology Specialist, Media Specialist, Technology Team Teacher Leaders</p> <p>2.District Technology Integrators, Teachers, Media Specialist, and Technology Team Teacher Leaders</p> <p>3.Administration, Media Specialist and School Technology Specialist</p>	<p>1.August-April</p> <p>2.September</p> <p>3.August</p>	<p>1.Teacher feedback on survey needs for additional training</p> <p>2. Calendar for scheduled PD</p> <p>3.Names of technology team members</p>

	<p>4. Identify teacher leaders and school team for implementation of new gradebook program.</p> <p>5. Provide training in new Focus gradebook program</p>	<p>4. Administration and Leadership Team</p> <p>5. Identified Teacher Leaders</p>	<p>4. July</p> <p>5. September -October</p>	<p>4. Members attend PDD training on Aug. 6</p> <p>5. Agenda</p>
Consistent expectations throughout school campus	<p>1. Present district discipline policy to staff, students and parents.</p> <p>2. Communicate PBIS expectations to staff, students, and parents at each tier</p> <p>3. Communicate and implement MTSS process to meet needs of individual students</p> <p>4. Provide professional supporting social/emotional learning for all staff that is relevant to all</p> <p>5. Utilize the PATHS program school wide to instruct students in social skills</p> <p>6. Provide small group instruction to identified students in social/emotional learning</p> <p>7. Include social/emotional strategies for parents during APTT</p>	<p>1. Administration, teachers</p> <p>2. Administration, PBIS team, teachers</p> <p>3. IPST Team, PBIS team, and teachers</p> <p>4. Guidance Counselor, ESE Support Specialist, Administration, Literacy Coach, Title 1, and Teacher Leaders</p> <p>5. Guidance Counselor, ESE Specialist, Administration, Literacy Coach, Title 1, and Teacher Leaders</p> <p>6. Guidance Counselor, Administration, and ESE Specialist</p> <p>7. Teachers, Title I</p>	<p>1. August during preplanning and open house</p> <p>2. August-April preplanning and faculty meetings</p> <p>3. August-April</p> <p>4. August-April</p> <p>5. Pre/Mid/Post-August/January/April</p> <p>6. September</p> <p>7. October</p>	<p>1. Teacher survey, data 2017-2018/2018-2019 discipline referral</p> <p>2. PD agendas</p> <p>3. Monthly teacher survey</p> <p>4. Pre/Mid/Post student survey</p> <p>5. Pre/Mid/Post student survey</p> <p>6. Meeting notes from facilitators</p> <p>7. Powerpoints by teachers</p>
Rigor and alignment of	1. Teachers will plan in collaborative teams on a	1. SEL Team	1. Monthly August-	1. Meeting notes and plans

standards need to be addressed through planning.	regular basis for the purpose of analyzing data and developing unit plans.		April	
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EVALUATION – Outcome Measures and Reflection-*begin with the end in mind.*

Qualitative and Quantitative Professional Practice Outcomes:

Measures the level of implementation of professional practices as a result of school improvement planning.

Qualitative:

Teachers will receive feedback based on observations, class data, etc. on instructional strategies that support academic/social/emotional needs of students and implementation of standards by instructional coaches and administration. Teacher survey of Observation and Feedback on EDI survey will increase from 7.9 to 8.6.

Quantitative:

ELA proficiency rate will improve from 48 to 53

Science proficiency rate will improve from 38 to 48

Qualitative and Quantitative Student Achievement Outcomes:

Qualitative:

Grade 3-6 student technology surveys (Speakup) will indicate improvement through increased utilization of technology when compared to district scores:

#10“How do you use mobile devices (smartphones, laptops, tablets, chromebooks) to help you with schoolwork or studying?”	School Last Year	District Last Year	2018-2019 Target Score	2018-2019 Actual Score
Check grades	39	70	54	
Create document to share with classmate/teacher	31	43	37	
Read digital books or online articles	26	33	30	
Take photos of class assignments or textbook pages	7	24	16	
Take online tests	27	40	34	
Upload homework or assignments	7	18	13	

Use online dictionary or thesaurus	36	46	41	
Use online textbooks	12%	35	24	

Quantitative:

ELA proficiency rate will improve from 51 to 60

Science proficiency rate will improve from 37 to 56

Cells	2016-17 percent	Change between 16-17 to 17-18	2017-18 percent	Change needed	2018-19 Target Goal
ELA 3+ Proficiency	60	-9	51	+9	60
ELA Learning Gains	64	-23	41	+23	64
ELA L25 LG	58	-12	46	+12	58
Math 3+ Proficiency	51	+8	59	+1	60
Math LG	57	+10	67	+1	68
Math L25LG	40	+17	57	+1	58
Science	54	-17	37	+19	56
Total % of 700	384/700= 55%		358/700=51%		424/700= 60%

**Part 2: Support Systems for Student Achievement
(Federal, State, and District Mandates)**

For the following areas, please write a brief narrative that includes the data from the year 2017-18 and a description of changes you intend to incorporate to improve the data for the year 2018-19.

MTSS & EARLY WARNING SYSTEMS Please complete 1 – 4.

1. Describe your school’s data-based problem-solving process and school-based structures in place to address MTSS implementation.

Sabal Elementary has monthly MTSS meetings that address academics related to reading and math. Sabal also collects and tracks data on a “need-driven” basis in either academics or behavior. Our MTSS support members are available weekly for consultation and assistance for individual teachers regarding their students on a case-by-case basis through the PBIS tier 2 behavior meetings. All data is inputted into AS400 on Tier 2 and Tier 3 students for both reading and math.

2. List below who monitors the Early Warning System and how often.

Sabal’s Curriculum Leadership Team meets quarterly to review Tier 1 and Tier 2 data. Additionally, Early Warning indicators are discussed such as attendance, discipline referrals, etc. Attendance is monitored by the guidance counselor and during monthly MTSS meetings with teachers, this information is reviewed and discussed as to appropriate actions. Classroom teachers, administration and guidance department carefully monitor the number of times students arrive tardy to school. This information is monitored and serves as an additional indicator. Tiered systems of support are in place to improve student attendance. 1. Once a student is tardy/absent from school (3) times, the teacher makes contact with the parent and notifies administration. 2. As students are identified as habitually late/absent, parents are required to attend a meeting with the guidance department and administration to create an individualized plan to ensure regular student attendance. 3. If the attendance issues persist, the guidance department notifies the truancy department to schedule a home visit. Discipline Referrals are reviewed monthly by the PBIS team of teachers. Additionally, the Title I teacher enters all discipline referrals into the RtI database for easy data analysis that is shared with the PBIS committee and the Sabal staff. This program can identify trends, and students who may need additional supports and where those supports should be targeted. The PBIS Tier 2 committee meets every other week to discuss identified students based on discipline referrals.

3. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2017-18 school year. These data should be used as part of the needs assessment to identify potential problem areas and inform the school’s planning and problem solving for 2018-19:

Fill in BLANKS with data from 2017-18 School Year - Number of Students								
Grade Level	K	1	2	3	4	5	6	Total
Attendance <90	84	76	74	70	74	70	87	535
1 or more ISS or OSS		4	6	2	8	12	8	40
Level 1 in ELA or Math				17	25	15	18	75
Substantial Reading Deficiency	26	28	47					101
2 or more indicators	52	49	37	51	68	46	60	363

4. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System (i.e., those exhibiting two or more early warning indicators).

All students performing below grade level or displaying two or more indicators of the Early Warning System will be closely monitored utilizing the MTSS process. Students will be placed on individualized PMP's listing specific strategies and interventions. Daily reading and math intervention and monthly data meetings are built into the master schedule to provide opportunities for targeted instruction and on-going progress monitoring.

Extended day opportunities are available before and after school to provide additional instruction in reading and math in an effort to remediate at the time of need.

During preplanning all teachers are trained on the new District Truancy Plan. Procedures are reviewed and copies of the Truancy Checklist are provided to all teachers. All teachers follow the truancy guidelines and will make contact with parents if a student has 3 unexcused absences in a 30 day period. In accordance with the guidelines guidance will follow-up on any students that has 5 days absence in a 30 day period. All attendance concerns are discussed at monthly MTSS meetings. Every attempt is made to resolve attendance concerns and provided support when ever possible.

PARENT AND FAMILY ENGAGEMENT: (Parent Survey Data must be referenced) [Title I Schools may use the Parent and Family Engagement Plan to meet the requirements of this section.](#)

Consider the level of family and community involvement at your school and parent survey data collected. Respond to the following questions. What are best practices that are strengths and how will they be sustained? What are areas of weaknesses and how are they being addressed?

Sabal completes a Parental and Family Engagement Plan (PFEP), which is available at the school and on the school's website.

STUDENT TRANSITION AND READINESS

PreK-12 TRANSITION [This section used to meet requirements of 20 U.S.C 6314\(b\)\(1\)\(g\).](#)

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another. (e.g. incoming kindergartners, outgoing 6th graders)

When transitioning students from VPK into Kindergarten, Sabal invites students and parents to participate in a Kindergarten Round-Up. Participating students are given a tour of the building and introduced to the kindergarten teachers. Every student entering kindergarten is also scheduled for one hour of one on one time with the kindergarten teacher to give entry level assessments during which time, the teacher conferences with the individual students to find what he/she is interested in.

When transitioning sixth grade students to seventh grade, parents provided with all school choices. Guidance counselors from the feed schools provide assemblies for the students and students taken on tours of the middle schools. Students learn expectations and given strategies for success in the middle school setting.