

Brevard Public Schools School Improvement Plan 2018-2019

Superintendent:

Dr. Mark Mullins

Asst. Supt. of Leading and Learning:

Dr. Stephanie Soliven

Principal Supervisor:

Ms. Mollie Vega

Name of School:

Jackson Middle School

Principal:

Ms. Tina Susin

SAC Chairperson:

Mr. Andrew Hoppenbrouwer

School Grade History	2017-18: B	2016-17: A	2015-16: B
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Connections to District Strategic Plan
<p>Obj.L1. Protect instructional time</p> <p>Obj.L2 Support educator effectiveness and build capacity of teachers to improve student outcomes and close achievement gaps</p> <p>Obj.L4: Provide equitable support for every student’s social-emotional development</p> <p>Obj.L6. Build principal capacity to develop and spread highly effective instructional practices</p> <p>Obj.R3 Increase system-wide proactive communications</p>

Mission Statement:

Andrew Jackson Middle School is committed to providing our students with an environment where students feel supported, think critically, and make informed decisions as lifelong learners.

Vision Statement:

Andrew Jackson Middle School is committed to quality education that challenges and motivates our students to reach their highest potential by being STAR Generals (Stay Safe, Take Responsibility, Achieve Academic Excellence, Respect Yourself and Others.)

Stakeholder Involvement in School Improvement Planning:

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

All stakeholders are invited to provide input towards the development of the School Improvement Plan (SIP). Instructional staff and parents are surveyed annually. This information assists in determining the needs of the school and is used to help develop the SIP. The SIP is discussed and reviewed in detail at SAC meetings, faculty meetings, department meetings, and other school events. Andrew Jackson Middle School’s mission, vision, and School Improvement Plan are communicated to all stakeholders by being placed on the school’s website and on a banner displayed in the front office. A hard copy of our School Improvement Plan is available in the front office.

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?

An area of successful professional practices is in instructional planning for student growth. From the 2016 Insight Survey to the 2017 Insight survey we increased from 85% to 93% for “Teachers at my school track the performance of their students toward measurable academic goals.” We also increased from 52% to 81% for “My school has dedicated time for teachers to analyze interim assessment data and/or student work and to plan for future instruction and intervention based on student performance.”

A concern with professional practices is in the area of observation and feedback. On the Insight Survey from 2017, only 46% of teachers reported “I get enough feedback on my instructional practice” and only 39% of teachers reported “I regularly discuss feedback about my teaching with an instruction leader at my school.”

What are the areas of successful student achievement and what data shows evidence of improvements?
What are the concerns with student achievement? Provide data to support concerns.

An area of successful student achievement at Jackson Middle School was in the Civics EOC scores. From 2016-2017 to 2017-2018 AJMS increased the number of students scoring a Level 5 from 22.0% to 37.4%. Another success was in increase in the percent of students scoring a Level 3 or higher in 8th grade FSA ELA. From 2016-1017 to 2017-2018 AJMS increased from 62.8% to 64.0%. AJMS also had a slight increase in 7th grade FSA Math scores. From 2016-2017 to 2017-2018 there was in increase from 57.6% of students scoring Level 3 or higher to 58.7%.

The concern with student achievement is that the percentage of students making a learning gain dropped in all categories for 2017-2018. With our overall learning gains and the learning gains of our lowest 25% all decreasing, this is the major focus for our school improvement.

	ELA 3+	ELA LG	ELA LG Low 25%	Math 3+	Math LG	Math LG Low 25%	Sci 3+	Civics 3+
2017-2018	60	54	48	61	55	40	54	76
2016-2017	62	64	49	64	64	51	62	85

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

The above data suggests a need to focus on our instructional practices school-wide. In order to increase student achievement in all areas, AJMS will improve our instructional practices by focusing on research-based engagement strategies.

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.)

The administrative team conducts weekly walkthroughs and uses the Florida Standards App to ensure that each lesson is focused on grade level content standards. The expectation at Andrew Jackson Middle School is for every teacher to have the learning goal posted in the room daily for the lesson. Teachers are then given feedback based on the walkthroughs. Teachers that teach the same course have common planning time to allow for regular collaboration and lesson planning. Each department has worked together to develop common summative assessments. After each common assessment is given, the teachers meet to discuss the results. Teachers of the same course meet at least twice a month to monitor their progress and discuss strategies for re-teaching and re-assessing areas of weakness.

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

Jackson teachers will consistently use research based Tier 1 engagement strategies to achieve academic excellence for all students.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Lack of understanding of quality Tier 1 instructions	1. Visible Learning Professional Development on research based engagement strategies	Administration/District Personnel	August-April	Implementation Plans following professional development sessions
	2. Develop a common understanding of quality engagement strategies with a faculty generated list of “look fors”	Administration and Faculty	September-January	Classroom observation data, student work samples
	3. Implementation of quality Tier 1 instruction strategies	Administration and Faculty	October-May	Classroom observation data using faculty developed “look fors”

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 throughout your school.

Baseline Qualitative Data: During the first month of school, out of 51 classroom walkthrough visits 33 teachers (65%) were conducting teacher led discussions and activities and 18 teachers (35%) had students involved in student led activities.

Qualitative Outcome Goal: In the spring when conducting classroom walkthroughs, 75% of teachers will be using engagement strategies to actively involve students in the lesson as opposed to teacher led discussions and activities.

Baseline Quantitative Data: On the 2017-2018 Insight Survey, 46% of teachers reported “I get enough feedback on my instructional practice” and 39% of teachers reported “I regularly discuss feedback about my teaching with an instruction leader at my school.”

Quantitative Outcome Goal: On the 2018-2019 Insight Survey, 60% of teachers will report “I get enough feedback on my instructional practice” and 50% of teachers will report “I regularly discuss feedback about my teaching with an instruction leader at my school.”

Qualitative and Quantitative Student Achievement Outcomes:

Baseline Qualitative Data: At the beginning of the 2018-2019 school year, when asked how often students felt they were fully engaged in the lesson only 43% of students replied daily.

Qualitative Outcome Goal: At the end of the 2018-2019 school year, 60% of students will report that they are fully engaged in a lesson daily.

Baseline Quantitative Data: FSA data from 2017-2018 show that 54% of our students made a learning gain in ELA and 55% of our students made a learning gain in math.

Quantitative Outcome Goal: FSA data for 2018-2019 will show an increase in each tested subject (see chart below.)

	ELA 3+	ELA LG	ELA LG Low 25%	Math 3+	Math LG	Math LG Low 25%	Sci 3+	Civics 3+
2018-2019	65	65	60	65	65	60	65	86
2017-2018	60	54	48	61	55	40	54	76
2016-2017	62	64	49	64	64	51	62	85

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.

Andrew Jackson Middle School has an MTSS Facilitator who works closely with our Individual Problem Solving Team (IPST) to identify students that may be struggling either academically or behaviorally. Students can be referred to the IPST by parents, teachers, or administrators. MTSS represents a three tiered framework where instruction and interventions are intensified according to the individual needs of students to promote success both academically and behaviorally. MTSS is dependent upon the effective implementation of the problem solving process whereby adjustments are made for continuous improvement.

Tier 1 represents the instruction that all students receive and is rooted in rigorous standards-based instruction aligned to the core curriculum of Brevard Public Schools and to the Florida State Standards. Tier 1 involves effective academic instruction and behavioral support differentiated for all students.

Tier 2 represents additional instruction layered on top of Tier 1 that some students may need according to the analysis of Reading Plus data, FSA data, or classroom data. Tier 2 interventions include Intensive Language Arts, morning help sessions offered by teachers, after school tutoring, weekly progress reports, and check-in/check-out with the guidance counselor, administrator, or SRO (School Resource Officer.)

Tier 3 represents the most intensified instruction provided to a few students who do not exhibit proficiency with Tier 1 and Tier 2 interventions according to Benchmark Assessments and classroom performance. Students in Tier 3 typically participate in interventions with a very narrow focus in a small group or one-on-one setting. The Literacy Coach, Guidance Counselor, and Intensive Language Arts teacher develop the intervention and progress is monitored by collecting data for four to six weeks. Following data collection, a meeting is scheduled with the Individual Problem Solving Team to include the parent, school psychologist, and ESE Support Specialist to determine if the student is making adequate progress with Tier 3 supports in order to be on grade level by the end of the current school year. Tier 3 Positive Behavior Intervention plans are written by a team consisting of the student’s teachers, parents, administration, guidance counselor and behavior analyst. The expected outcome of Tier 3 interventions combined with Tier 1 and Tier 2 is that the student will achieve proficiency levels (academic and/or behavior.)

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

Ms. Lopez (Social Worker) and Ms. Ziemba (School Counselor) every 9 weeks

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	7	8	Total
Attendance <90	35	54	89
1 or more ISS or OSS	57	69	126
Level 1 in ELA OR Math	75	83	158
Course Failure in ELA OR Math	9	6	15
Students exhibiting 2 or more indicators	47	56	103

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).

Our school based social worker works closely with our attendance clerk to monitor student attendance.

Andrew Jackson Middle School's policy for attendance is as follows:

- Every absence-Blackboard connect message is sent to parents
- 3 days absent-Phone call is made to parents
- 4 days absent-Excessive absence letter is sent to parents
- 5 days absent-Student signs attendance contract and parents are notified, student is referred to IPST
- 8 days absent-Student is referred to the truancy officer

Out of School Suspension (OSS) is used at Andrew Jackson Middle School only as a last resort for major infractions. All of our teachers have a discipline ladder in their classroom which includes multiple steps/corrective strategies for behavioral concerns before a referral is written. The dean's office also has several corrective strategies in plan for minor infractions to give students every opportunity to correct their behavior before an Out of School Suspension is assigned. OSS is reserved for major infractions that substantially disrupt the orderly conduct of the school. Andrew Jackson Middle School is a Positive Behavioral Interventions and Supports (PBIS) school that supports rewarding students for achieving our school wide expectations of being Respectful, Responsible, and Prepared. Andrew Jackson Middle School also utilizes Jackson's Ultimate Mentoring Program (JUMP) for students who receive frequent referrals. The goal of this program is to unite students with a positive adult role model for an additional layer of support.

Students scoring a Level 1 or 2 on FSA ELA are enrolled in an Intensive Language Arts class during the school day. However, these students are also invited to participate in our daily GAP program which consists of tutoring sessions with teachers and computer based instruction from programs such as Study Island, Khan Academy, and Algebra Nation. Students scoring a Level 1 or 2 on FSA Math are also invited to participate in the GAP program in order to receive tutoring from teachers.

For students who fail a core course, Andrew Jackson Middle School offers several solutions.

- If a student fails a core academic class for first semester, a failure letter is mailed home to inform the parents. Credit retrieval is offered to allow students to make up the first semester failure.
- If a student fails a core academic class for the year, students can enroll in FLVS courses for summer school courses. Students are identified midway through second semester and sign up for the summer school class before the school year ends, if possible, to speed up the process. Students have the opportunity to take up to 2 core academic classes during summer school for course make up.
- If a 7th grade student fails one core class, that student can be "conditionally promoted," rolled up to 8th grade course while taking the 7th grade course he/she failed.
- If an 8th grade student fails one or more core academic classes, that student must be retained per the district progression plan.

Several interventions are in place for students demonstrating two or more early warning indicators.

Interventions may include but are not limited to the following:

- GAP participation
- Jackson's Ultimate Mentoring Program (JUMP)
- Daily Check-In/Check-Out program
- Teacher help sessions
- Intensive Language Arts class
- Zero Tolerance for Zeroes program (ZTZ)

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 2017 parent survey data collected. Respond to the following questions. What are strengths and how will they be sustained? What are areas of weaknesses and how will they be addressed?

One strength on the 2017 parent survey was 81% of parents felt welcome at our school. We will continue to provide a welcoming atmosphere in the front office and school-wide so that our parents continue to feel welcome at AJMS. Another strength is that 80% of our parents feel that they know quite a bit about how their student is doing academically at school. We will continue to regularly communicate with parents and post updates to Edline. We will work with our parents this year as we transition from Edline to FOCUS so that our parents continue to be informed.

One area of concern from the 2017 parent survey was only 38% of our parents feel that school leadership fostered an environment in which staff, parents and the community work together to improve school achievement. To address this weakness we have established quarterly “It Takes a Village” meetings with community members. This is a collaboration between school leaders, parents, community leaders, business leaders, and church leaders to meet and discuss school and community concerns and strategies to address those concerns. We have also established a Curriculum Night for parents to attend. Parents can attend break-out sessions on a variety of topics including how to help their student with Algebra and SEL (Social Emotional Learning) in middle school.

STUDENT TRANSITION AND READINESS

1. 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. (Example: 6th to 7th grade; 8th to 9th grade)

In the spring of each school year a rising 7th grade parent informational meeting is held to explain middle school course offerings and requirements. Our assistant principal visits each of our feeder elementary schools to meet with the 6th grade students to discuss middle school course offerings and to answer any questions they may have about middle school. Our school counselor and 504 contact attend student roll up IEP and 504 meetings in order to ensure that those students receive the services and accommodations that they need for middle school.

Also in the spring of each year, the assistant principal and school counselor meet with our rising 8th grade students to discuss promotion requirements and course offerings for the following year. The school counselor also explains the requirements for the optional SCHOLAR and MERIT designations on the high school diploma and the options and requirements for the Florida Bright Future Scholarship.

Andrew Jackson Middle School offers high school credit courses for those 7th or 8th grade students prepared to meet rigorous requirements.