

Brevard Public Schools School Improvement Plan 2018-2019

Superintendent:

Dr. Mark Mullins

Asst. Supt. of Leading and Learning:

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Principal Supervisor:

Mollie Vega

Name of School:

L.B. Johnson Middle School

Principal:

Marina Saporito-Middleton

SAC Chairperson:

Monica Baloga

School Grade History	2017-18: C	2016-17: B	2015-16: C
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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>

Mission Statement:

Johnson Middle School strives to form a literate community of lifelong learners, staff, students and families who embody determination, perseverance, independence and a desire for excellence.

Vision Statement:

Johnson Middle School is committed to excellence in education and preparation of all students with the knowledge, skills, and ethics required for responsible citizenship, higher education and productive employment.

Stakeholder Involvement in School Improvement Planning:

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

The instructional staff was surveyed using the Insight Survey to assist in identifying the needs of our school. LBJ parents were surveyed using Brevard County Parent Survey to assist the school and district as we identify and prioritize goals for how we will support students and the community for success on our School Improvement Plan. The data from the surveys was presented and discussed with teachers and staff at a faculty meeting. Stakeholders were encouraged to give input to the School Improvement Plan at faculty meetings in August and September. Several teacher volunteers from LBJ representing varying disciplines and bringing varying degrees of professional experience participated in the development of this SIP. All staff committee members worked collaboratively with their grade level teams and departments to provide input. A draft SIP was created and shared with stakeholders to solicit additional formative and corrective feedback via department Professional Learning Communities (PLC) and grade level teams.

The draft SIP will be posted on the LBJ website for student, parent, and community input. Once the final 2018-19 SIP is approved by the SAC, district personnel, and the School Board it will be posted on the LBJ website.

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?

Successes

- The Insight Data Survey indicates that:
 - Academic Expectation increased .4 points over 2016-2017. There was a 10% increase of students who support their answers with evidence and explain their thinking. We also saw a 10% increase in teachers who take responsibility for developing their students' literacy, as well as an 11% increase in leaders having the necessary content knowledge to support instructional practice across disciplines.
 - Peer Culture saw a .6 point increase over 2016-2017. JMS saw a 16% increase in teachers who use a common vocabulary to discuss effective teaching practices; a 12% percent increase in teachers who share a common vision of what effective teaching looks like; and an 11% increase in teachers who feel that there is a low tolerance for ineffective teaching at this school.
 - Leadership increased .9 points over 2016-2017. JMS saw an 18% increase in school leaders who articulate clear overarching goals and decision making; a 17 % increase in leaders who model the behavior they hope to see across the school community; and a 16% increase in both effective instructional leadership and a follow through of a leadership that commits to a program or priority.

Opportunities:

- The Insight Data Survey indicates that:
 - Domain 1: Learning Environment, JMS's index score as a 6.7 which falls short of the BPS's score of 9.0. This, therefore, creates a need for purposeful planning and analyzing of student behavior and academic data. This school year we will be implementing two new programs (Panorama and Positive Impact) through our Positive Behavior Intervention and Support project. We will continue to implement scheduled opportunities for collaboration (Department PLCs, Content Area PLCs, ESH Teams, MTSS teams, and IPST) to review student data, discuss student progress, and collaborate for future instruction and intervention based on student performance.
 - Domain 10: Workload, JMS's index score was 4.6 which was a lower score than indicated on the 2016-2017 survey of 5.4, and falls short of the BPS's score of 6.7. The scores within this domain fell from the previous year. The average hours spent weekly by teachers inside and outside the school increased 2.3 hours over the previous year, while the percentage of teachers who said they could consistently accomplish essential work during regular planning time decreased by 6%. As a result this year we have decreased the number of meetings teachers are

required to attend while increasing the amount of time teachers can spend planning with their respective departments. According to Concordia Faculty “Building a collaborative environment is key toward building collective and individual teacher efficacy”. The effect size of collective teacher efficacy is 3 times that of socioeconomic status and home environment and almost 4 times that of student motivation. Department planning was implemented after a survey conducted by the principal indicated that the majority of teachers preferred department planning over team planning.

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

100% of students taking the Geometry EOC earned a score of three (on grade level) or higher.

91% of the students taking the Algebra EOC earned a score of three (on grade level) or higher

Since 2016, students in the lowest 25% have consistently increased in learning gains: from 35% in 2016 to 42% in 2018.

What are the concerns with student achievement? Provide data to support concerns.

According to the FSA both our ELA and NGSSS Science scores have been stagnant for multiple years.

40% - 42% of students achieve grade level or higher scores in FSA ELA.

45% - 48% of students achieve grade level or higher scores in NGSSS Science.

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

To maintain the results seen in the Math EOC’s, teachers involved will continue with their collaboration and best practices. In an effort to increase stagnant scores we will focus on creating a positive school-wide attitude toward literacy. We will continue the pursuit of highly qualified teachers and provide a positive mentoring environment to secure retention.

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.

Teachers will collaborate within PLC and grade level teams, to review and analyze data and develop standard-based instructional lessons and common assessments. Teachers will embed AVID/WICOR strategies. The implementation of TNTP: The Instructional Practice Guide (IPG), with purposeful focus on Complexity, Evidence, and Knowledge. A classroom observation rubric will be consistently utilized to observe, discuss, and reflect on depth of subject standards.

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

Through improving collective teacher efficacy, student engagement and achievement will increase as teachers implement rigorous instruction based AVID/WICOR and literacy strategies within ESH teams.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
<p>Teachers need more support to maintain and improve effective and productive collaboration</p>	<ol style="list-style-type: none"> 1. Teachers will collaboratively develop lesson plans based on WICOR strategies and data. 2. Teachers will use the PLC model to use data to drive instructions 	<p>AVID Site Team Department Chairs Principal & APs</p>	<p>August 2018 - May 2019</p>	<p>Observations/Walk Throughs Lesson Plans Reflections</p>
<p>Teachers need more training and opportunities to implement AVID/WICOR strategies</p>	<ol style="list-style-type: none"> 1. Teachers will be trained in the following strategies <ol style="list-style-type: none"> a. Focused Note Taking b. Writing and Collaborative study groups c. College, Career and Workforce Readiness Talk d. Reading 2. Teachers will observe other teachers using WICOR strategies 3. Teachers will implement and receive feedback on lesson plans that reflect AVID/WICOR 4. Department PLC will base professional development on WICOR strategies 5. The AVID Coordinator and Literacy Coach will model strategies in classrooms. 	<p>AVID Site Team Department Chairs Department PLC Segal/Scott</p>	<p>August 2018 - May 2019</p>	<p>Observations/Walk Throughs Student Work Lesson Plans Reflections Face-to-face feedback AVID Checklist Data</p>

<p>School-wide culture of literacy is lacking</p>	<ol style="list-style-type: none"> 1. Implement Reading Counts 2. Develop and lead a volunteer based school-wide book club 3. Introduce our lowest 25% readers to high interest reading materials 4. Develop literacy skills across Language Arts and Social Studies 	<p>Holly Ford, ELA teachers, and ILA teachers</p>	<p>September 2018 - May 2019</p>	<p>Lesson Plans</p> <p>Sign-in sheets for book club</p> <p>Book Bash Team</p> <p>Reading Counts</p> <p>Increased scores in Reading Plus Benchmarks</p>
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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 throughout your school.

This school year we are building leadership capacity by fostering leadership opportunities through professional development, teaming, and allocating time for both faculty and staff to participate on leadership committees and lead extracurricular activities. We will monitor the implementation of these strategies using the AVID walkthrough rubric to collect data. If we implement our SIP Action Steps as described, the following changes are anticipated:

Instructional effectiveness school-wide

Increase in student achievement

- Of the Johnson Middle School students who took the 2018 FSA ELA, 53% scored at or above grade level (Level 3 plus). We will increase the number of students scoring at or above grade level to at least 5% on the 2019 FSA ELA
- Of the Johnson Middle School students who took the 2018 FSA Math, 30% scored at or above grade level (Level 3 plus). We will increase the number of students scoring at or above grade level to at least 5% on the 2019 FSA ELA.
- This year Johnson Middle School will establish baseline data for the AB honor roll. We have established a goal of 35% of the students will achieve the AB Honor Roll.

Qualitative and Quantitative Student Achievement Outcomes:

Increased student engagement

- By the end of 2017-2018 LBJ students had received 1275 discipline referrals, by implementing the *Positive Action* program during Longhorn time and using *Panorama* to identify and track students requiring additional behavioral support, we will decrease discipline referrals by 10%.
- At the end of the 2017 - 18 school year, 52% of our student population exhibited an acceptable attendance rate (daily attendance greater than or equal to 90%). By the end of the 2018 - 19 school year, this number will increase by at least 5%. The attendance clerk will run the student attendance report, letters will be sent home, school counselors and school administrator will facilitate follow up discussions with students and parents. The school social worker will meet with student/parent and the BPS truancy personnel will be utilized, as needed, for support. In 2019, FSA English Language Arts Achievement will increase by 3%.

In 2019, FSA English Language Arts Learning Gains for the lowest 25% will increase by 5%.

In 2019, the number of students earning Level 3 or better on the FSA Science Assessment will increase by 5%.

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.

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

- During the 2017-2018 school year
 - MTSS meetings were conducted by the ESH teams and administration monthly to analyze data regarding attendance, discipline, grades, and test scores to ensure that students in need received the necessary supports to increase student performance
 - Behavioral concerns were addressed by implementing a Positive Behavior Intervention and Support (PBIS) model using REPPS (Respect, Engaged, Prompt, Prepared, and Safe). Student passports (student ID’s) were used to foster and encourage positive student behavior. Johnson Middle School was a PBIS Gold Model School for the 2017-2018 school year.
- Changes we will incorporate to meet the needs of all our students both academically and behaviorally for the 2018-2019 school year include:
 - Implementation of Panorama and Positive Action programs to track student behavior and academic data to deliver targeted strategies for students in tiers 2 and 3 through the use of whole school practices utilizing the extra time during Longhorn Time on early release Fridays.
 - Discipline data will be imputed and analyzed in the RtI-B Database in a timely manner
- Practices we will continue during the 2018-2019 school year to meet the needs of all our students both academically and behaviorally
 - ESH teams will meet monthly with administration to conduct MTSS meetings to review and analyze student behavior and academic data
 - Student passports will be used to foster and encourage positive student behavior

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

- The Guidance Service Professional and guidance counselors will monitor the Early Warning System (EWS) monthly through the ESH MTSS monthly meetings.

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	9	10	11	12	Total
Attendance <90	218	234					
1 or more ISS or OSS	72	70					
Level 1 in ELA OR Math	97	116					
Course Failure in ELA OR Math	8	9					
Students exhibiting 2 or more indicators	111	125					

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 teachers will integrate AVID strategies into the classroom
 - Each quarter parents are notified if their student is at risk of failing. At semester, students may elect to participate in course recovery to remediate failures.
 - All teachers will have a weekly scheduled tutorial session for students which will be posted on the JMS website.
 - A pilot group of thirteen teachers will implement the ACHIEVE academic behavior support program from Discipline in the Secondary Classroom within their classroom to evaluate for potential whole school implementation.
 - Select teachers will facilitate morning tutoring, to include peer tutoring.
 - At each quarter parents are notified if their student is at risk of failing. At semester, students may elect to participate in course recovery to remediate any failures.
 - Positive Attendance Plan
 - Attendance is monitored by attendance clerk, telephone calls are automated to parents when students are absent. Parents receive a letter when the student reached three unexcused absences. A parent letter is sent when a student reaches five absences and school counselor is notified, for follow up. When a child reaches ten days of unexcused absences within 90 days, the pertinent information is sent to the district Attendance Resource Teacher, and at that point, further action will be taken by the Office of District and School Security.

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?

Strengths according to the 2017-2018 Parent Survey Data:

- 83% of the parents that took the survey said they felt welcome at JMS
- 84% of the parents that took the survey said they knew how their student was doing academically.
- 94% of the parents that took the survey said they liked receiving emails as a communication tool.

These strengths will be sustained by:

- Increased volunteer opportunities
- Increasing community outreach events
- Provide generous support as parents transition to Focus grading platform.
- Continue email communication and the use of Google Classroom.

Weaknesses according to the 2017-2018 Parent Survey Data:

- 19% of the parent population completed the survey
- 41% would attend school functions if at a more convenient time (70% m-f)
- 41% would attend school functions if they were more relevant to their needs (Family/Fun learning, Community Service, College and Careers readiness)

The weakness will be addressed by:

- Providing multiple opportunities for parents to complete the survey at school and reminders through email and newsletters.
- Align more evening held school meetings and events with fun learning, community service opportunities, or planning for college or career\

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 we host an Open House for incoming 7th graders at JMS.
- For 8th graders, we invite both Viera and Eau Gallie High Schools to present academy options and information for 9th grade registration.
- Both Cambridge and AVID present information to sixth grade students in our feeder chain about the respective programs.
- Cambridge team hosts a 7th Grade Orientation for students and families before school begins, to prepare students for success in middle school.
- AVID hosts an AVID Contract Signing, to prepare students for success.

2. **COLLEGE AND CAREER READINESS** This section is required for schools with 9, 10, 11 or 12.

This section meets the requirements of Sections 20 U.S.C. § 6314(b).

Describe the strategies the school uses to support college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g. industrial biotechnology) to support student achievement.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report (<http://data.fldoe.org/readiness/>). As required by section 1008.37(4), FL Statutes.