

Brevard Public Schools School Improvement Plan 2017-2018

Superintendent:

Desmond K. Blackburn, Ph.D.

Asst. Supt. of Leading and Learning:

Dr. Stephanie Soliven

Principal Supervisor:

Ms. Barbara Rodrigues

Name of School:

Andrew Jackson Middle School

Principal:

Ms. Tina Susin

SAC Chairperson:

Mrs. Amy Craddock

School Grade History	2016-17: A	2015-16: B	2014-15: A
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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 respectful, responsible, and prepared.

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
2017-2018**

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?

At Andrew Jackson Middle School an area of successful professional practice was professional development. In the fall of 2015 on the EDI Insight Survey, only 55% of teachers felt that professional development opportunities at AJMS were well planned and facilitated. In the fall of 2016 on the EDI Insight Survey, that percentage increased to 91%. This is well above the Brevard Average of 77%.

An area of concern with professional practice was academic expectations. In the fall of 2015 on the EDI Insight Survey 69% of teachers felt that across the school, students support their answer with evidence and explain their thinking. In the fall of 2016, that percentage dropped to 45%. This is well below the Brevard Average of 72%.

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.

At Andrew Jackson Middle School, an area of successful student achievement was our 2017 FSA ELA scores. In the spring of 2017, 62% of our students scored a Level 3 or higher on the FSA ELA assessment. This was a 2% increase from the previous year. Also in 2017, 64% of our students achieved a learning gain on the FSA ELA assessment. This was an 11% increase from the previous year. Finally, the percentage of students in the lowest 25 percent that made learning gains in 2017 was 49%. This was a 7% increase from the previous year.

An area of concern with student achievement was our FSA Algebra EOC scores. In 2017, we had 83% of our students pass the Algebra I EOC (8th out of 11 middle schools.) In 2016, we had a 94% pass rate (1st out of 11 middle schools.) This was a significant dropped in student achievement.

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

With such a decline in the percentage of teachers that felt across the school students support their answer with evidence and explain their thinking, we determined this to be was a priority for our school. While our 2017 FSA ELA scores showed an increase, we still have 38% of our students that scored below grade. By having a school-wide focus on students supporting their answers and explaining their thinking, we expect to see an increase in both our FSA ELA scores and our Algebra I EOC scores.

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 standard posted in the room daily for the lesson. Teachers are then given feedback based on the walkthroughs. During the first week of school, each department had a planning day to meet with District Resource Teachers to plan standards based lessons that focus on the depth and rigor of the standards. 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?

Andrew Jackson Middle School will have students support their answers with evidence and explain their thinking school-wide across all content areas by using strategies such as R.A.C.E., HOT questions with Cornell Notes, Think-Pair-Share, Shoulder Partners, and Socratic Seminars.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Data shows that students are not being asked to support their answers and explain their thinking.	1. Provide professional development for teachers on strategies for students to explain their thinking.	Administration, Teacher Leaders, Resource Teachers	September-October	Teacher developed implementation plans on how to use the professional development in their classroom.
	2. Teachers will work collaboratively in their departments to incorporate having students support their answers and explain their thinking into their lesson plans.	Department Chairs, Administration	September-April	Department meeting minutes, teacher lesson plans, classroom observation data
	3. Create a list of “look fors” in each department to use to provide feedback to teachers.	Administration, Resource Teachers	October-November	Classroom observation data, common assessment data

	4. Weekly reading passages and questions during General Time that require students to support their answers with evidence and explain their thinking.	Literacy Coach	September - May	Common Assessment data aligned with Florida State Standards from the weekly General Time activities
Teachers need more resources for developing HOT questions, providing wait time, and using strategies to engage students.	1. Provide professional development for teachers on student engagement strategies such as the RACE strategy, Think-Pair-Share, Shoulder Partners, and Socratic Seminars.	Administration, AVID Resource Teacher	December-January	Classroom observation data and feedback to teachers
	2. Provide HOT question professional development opportunities.	Administration, Teacher Leaders	December - May	Lesson plans to include HOT questions and strategies to increase student engagement

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 beginning of the 2017-2018 school year, the administrators collected data on what type of questions were being asked in each classroom. During a two-week period, 146 questions were asked and only 11 (7.5%) of those questions required students to support their answers with evidence or explain their thinking.

Qualitative Outcome Goal: At the end of the 2017-2018 school year during classroom walkthroughs, 33% of the questions asked will require students to support their answers with evidence or explain their thinking.

Baseline Quantitative Data: For the 2016-2017 school year, 45% of teachers felt that across the school, students support their answers with evidence and explain their thinking.

Quantitative Outcome Goal: For the 2017-2018 school year, 75% of teachers will feel that across the school, students support their answers with evidence and explain their thinking.

Qualitative and Quantitative Student Achievement Outcomes:

Baseline Qualitative Data: At the beginning of the 2017-2018 school year, when asked how often they were asked to explain their thinking 14% replied “Always,” 54% replied “Almost Always,” 29% replied “Sometimes,” 3% replied “Not Often,” and <1% replied “Never.”

Qualitative Outcome Goal: At the end of the 2017-2018 school year, the 33% of students that reported they were asked to explain their thinking only Sometimes, Not Often, or Never will be reduced to 10%.

Baseline Quantitative Data: For the 2016-2017 school year, 12.5% of our students scored between a 0 and a 5 (out of 10) on the text-based writing portion of the FSA ELA assessment.

Quantitative Outcome Goal: For the 2017-2018 school year, 10% (or less) of our students will score between a 0 and a 5 (out of 10) on the text-based writing portion of the FSA ELA assessment.

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 2016-17 and a description of changes you intend to incorporate to improve the data for the year 2017-18.

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.

Jennifer Shockley (Assistant Principal) and Lorna Kesner (MTSS Facilitator) monitor the Early Warning System every 4 ½ weeks.

3. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2016-17 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 2017-18:

Fill in BLANKS with data from 2016-17 School Year - Number of Students			
Grade Level	7	8	Total
Attendance <90	31	45	76
1 or more ISS or OSS	40	35	75

Level 1 in ELA OR Math	65	49	114
Course Failure in ELA OR Math	1	2	3
Students exhibiting 2 or more indicators	35	26	61

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).

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
- 7 days absent-Truancy officer is notified and an attendance meeting is scheduled with parents
- 10 days absent-Follow up with 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 Morning School 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 Morning School 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:

- Daily Morning School
- 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 INVOLVEMENT: (Parent Survey Data must be referenced) Title I Schools may use the [Parent Involvement 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?

According to our 2017 parent survey data, 79% of our parents feel welcome at Andrew Jackson Middle 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 positive in our 2017 parent survey data was that 92% of our parents felt that they know quite a bit about how their child is doing academically at Andrew Jackson Middle School. We will continue having teachers post grades weekly to Edline and send home interim progress reports/report cards every 4 ½ weeks.

One area of weakness in our 2017 parent survey data was with academic support. 35% of parents reported that Andrew Jackson Middle School never provided parents with information about ways to help their child's learning at home. Teachers, administration, and our guidance department will work together to communicate with parents various ways that they can provide academic support at home.

Also, we will continue to use Blackboard Connect, Social Media, our monthly newsletter, PeachJar, and Edline emails to communicate with our parents. We will also reach out to our community media outlets to improve communication with our families and collaborate with our business partners to hold events such as our Professional Day.

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.

