

Brevard Public Schools

John F. Kennedy Middle School



2022-23 Schoolwide Improvement Plan

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John F. Kennedy Middle School

2100 S FISKE BLVD, Rockledge, FL 32955

<http://www.kennedy.brevard.k12.fl.us>

Demographics

Principal: Travis Di ESE L J

Start Date for this Principal: 2/18/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 7-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	44%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (57%) 2020-21: (56%) 2018-19: A (64%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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.

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.

John F. Kennedy Middle School is committed to achieving an educational standard of excellence for all students that will motivate and empower students to become lifelong learners and productive citizens.

Provide the school's vision statement.:

The John. F. Kennedy Middle School community shares a commitment to education that challenges and motivates students to reach their highest potential.

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
Diesel, Travis	Principal	Oversee all curriculum, facilities, security and school-related operations for Kennedy Middle School. Primary instructional leader of the building focused on faculty professional development, student achievement and community-building. Perform teacher evaluations.
Davis, Tami	Assistant Principal	Oversee all aspects of curriculum, instructional resources, FTE, academic departments, and student scheduling. Provide faculty with professional development and connect district resources teachers to our school. Perform teacher evaluations.
DeGennaro, Darren	Assistant Principal	Primarily responsible for student discipline process, including instruction for teachers in the implementation of discipline policies. Other areas of focus include faculty/staff performance evaluations, monitoring student attendance, enforce school board regulations, facilities responsibilities, security/drill management, threat assessment, and on-site safety programs.

Demographic Information

Principal start date

Thursday 2/18/2021, Travis Di ESE L J

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.*

0

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.*

15

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

678

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

9

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

9

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	312	362	0	0	0	0	674
Attendance below 90 percent	0	0	0	0	0	0	0	108	110	0	0	0	0	218
One or more suspensions	0	0	0	0	0	0	0	8	25	0	0	0	0	33
Course failure in ELA	0	0	0	0	0	0	0	2	7	0	0	0	0	9
Course failure in Math	0	0	0	0	0	0	0	2	5	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	32	79	0	0	0	0	111
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	33	51	0	0	0	0	84
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	35	83	0	0	0	0	118

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	12	30	0	0	0	0	42

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	2	1	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	1	3	0	0	0	0	4

Date this data was collected or last updated

Wednesday 8/24/2022

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	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	42	42	0	0	0	0	84
One or more suspensions	0	0	0	0	0	0	0	2	5	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	23	35	0	0	0	0	58
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	35	47	0	0	0	0	82
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	44	57	0	0	0	0	101
LEVEL 1 ON 2021 FSA ELA	0	0	0	0	0	0	0	44	57	0	0	0	0	101
LEVEL 1 ON 2021 FSA MATH	0	0	0	0	0	0	0	39	53	0	0	0	0	92
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	9	9	0	0	0	0	18

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	4	5	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	4	3	0	0	0	0	7

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	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	42	42	0	0	0	0	84
One or more suspensions	0	0	0	0	0	0	0	2	5	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	23	35	0	0	0	0	58
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	35	47	0	0	0	0	82
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	44	57	0	0	0	0	101
LEVEL 1 ON 2021 FSA ELA	0	0	0	0	0	0	0	44	57	0	0	0	0	101
LEVEL 1 ON 2021 FSA MATH	0	0	0	0	0	0	0	39	53	0	0	0	0	92
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	9	9	0	0	0	0	18

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	4	5	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	4	3	0	0	0	0	7

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	56%	50%	50%	59%			66%	59%	54%
ELA Learning Gains	42%	43%	48%	48%			58%	56%	54%
ELA Lowest 25th Percentile	28%	33%	38%	23%			44%	48%	47%
Math Achievement	63%	53%	54%	67%			75%	66%	58%
Math Learning Gains	59%	49%	58%	53%			62%	55%	57%
Math Lowest 25th Percentile	41%	42%	55%	42%			53%	45%	51%
Science Achievement	58%	49%	49%	58%			58%	52%	51%
Social Studies Achievement	82%	72%	71%	77%			77%	75%	72%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	13	32	31	20	36	30	13	58			
ELL	34	33	25	51	47	31	25	75	85		
BLK	23	28	19	30	40	28	29	50	82		
HSP	49	40	18	51	55	39	38	77	74		
MUL	54	41	21	69	65	40	71	68	95		
WHT	64	46	38	72	62	51	67	91	85		
FRL	41	37	24	51	54	39	42	69	78		

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	24	26	18	25	37	37	23	31	50		
ELL	25	33	16	38	50	40	10	50			
ASN	82	67		91	52		79		80		
BLK	39	37	16	41	39	36	40	45	58		
HSP	49	42	17	60	53	37	50	65	81		
MUL	74	53		70	53		68	90	86		
WHT	62	51	27	73	55	47	61	84	80		
FRL	46	39	21	53	50	43	43	65	70		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	43	39	25	54	60	13	30			
ELL	31	50		54	71						
ASN	80	83		100	67				100		
BLK	29	44	34	48	63	56	21	52	64		
HSP	63	58	26	69	65	58	55	65	80		
MUL	66	50		80	59	46	58	79	86		
WHT	73	60	54	80	62	53	66	82	81		
FRL	51	56	46	60	61	54	43	64	70		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	577
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	58
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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?

The ESE subgroup. Students with disabilities continue to achieve significantly lower than their peers.

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

Students with disabilities show the greatest need for improvement. They have underperformed in every academic area compared to their peers. There was also a decline in some areas for the achievement of our African American subgroup.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Mobility, disengagement, lack of support structures outside of school, and historically low expectation have all impacted our students with disabilities. More academic support is warranted across the curriculum for this group.

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

Social Studies showed the greatest improvement. Students with disabilities improved 27 points on this indicator. Additionally, there was a 24 point improvement in middle school acceleration for our African American subgroup.

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

Very deliberate planning for social studies and algebra was increased. The department had grade level common planning times and did a review of all relevant achievement data, then collaborated and developed lessons, activities, and expanded academic support opportunities before and after school as well as weekend "boot camps."

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

To accelerate learning we will staff and schedule to best support areas our students with disabilities. We will continuously provide professional development to improve mind-sets and campus-wide commitment to identified goals. Staff will be scheduled and provided with AVID strategies and best practice structures to support collaboration and planning for improved achievement outcomes. As a team we will support and monitor effective accelerated learning for ALL students.

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.

We will use AVID training to help develop more strategies and classroom practices to provide a more inclusive classroom with high expectations for ALL students. We will train our teachers to use collaborative study groups and to use data to group students to maximize achievement. We will also train teachers in the implementation of proven note-taking and literacy strategies to improve student outcomes. We will offer before and after school support for our students both face to face and virtually to

maximize
student success.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will work to provide support for faculty and staff throughout the year to collaborate, analyze and reflect on achievement data and adjust and improve practices based on student performance. We will provide more support to our Professional Learning Communities and guidance to maximize student achievement.

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 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.

Ensure greater level of support for ESE students to ensure on grade level work. Simply removing the barriers that have been erected against access to high level courses in and of itself is not sufficient to improve readiness and performance. Students from low-income and minority backgrounds too often have academic and social deficits and need a set of academic and social support mechanisms to help them navigate the challenges of rigorous courses and gain access to the same opportunities.

Measurable

Outcome:

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

In order to meet ESSA goal of 41% proficiency, a 12% increase between PM1 and PM3 ELA FAST scores will occur.

Monitoring:

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

School data will be monitored from reading assessments and FAST progress monitoring data to track progress towards our goal for students with disabilities. Progress will be determined through the use of classroom walk-thrus, PLC's agendas and minutes which include the use of WICOR strategies.

Person

responsible for monitoring outcome:

Tami Davis (davis.tami@brevardschools.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Strengthening the rigor of courses taken in middle and high schools can be an effective strategy to raise student achievement levels, and ensure post secondary and work readiness for more students.

Rationale for Evidence-based

Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Help teachers design high-quality work and teach in ways that engage students, cause them to persist, and result in student satisfaction and acquisition of knowledge, critical thinking, and problem-solving skills. Help teachers use a variety of instructional strategies and settings that identify and accommodate individual learning needs and engage students. Make sure that each student has a personal plan for progress that is reviewed often and ensures that students are engaged in an effort to meet high standards.

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.

1. Ensure staff participate in all available professional development beginning with summer months inclusive of New Teacher Academy here at KMS as well as all induction and mentoring programs available.
2. Schedule resource teachers to support and ensure alignment with use of resources and curriculum and guides from BPS.
3. Schedule more sections of support courses for teachers trained to support struggling students.
4. Provide additional curriculum resources to support students growth in areas where they are struggling to perform.
- 5: Teachers will utilize Universal Design for Learning strategies in accordance with AVID WICOR strategies in order to engage students in all subject areas.
- 6: Using common assignments and assessments, the ESE teachers will be able to guide instruction and address deficiencies and areas needing remediation.
7. Teachers meet biweekly in PLC's in order to use data for instruction, remediation, and enrichment.

Person

Responsible

Tami Davis (davis.tami@brevardschools.org)

#2. 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.

Ensure greater level of support for African American students to ensure there are adequate opportunities to take rigorous courses. Simply removing the barriers that have been erected against access to high level courses in and of itself is not sufficient to improve readiness and performance. Students from minority backgrounds often have academic and social deficits and need a set of academic and social support mechanisms to help them navigate the challenges of rigorous courses and gain access to the same opportunities.

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

There should be a minimum of 10% increase in the number of African American students making learning gains and scoring on grade level on FAST.

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

We will monitor school data generated from reading assessments and FAST progress monitoring data to determine if we are making progress towards our goals for African American students.

Person responsible for monitoring outcome:

Tami Davis (davis.tami@brevardschools.org)

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

Strengthening the rigor of courses taken in middle and high schools can be an effective strategy to raise student achievement levels, and ensure post secondary and work readiness for more students.

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

Help teachers design high-quality work and teach in ways that engage students, cause them to persist, and result in student satisfaction and acquisition of knowledge, critical thinking, and problem-solving skills. Make sure that each student is engaged in an effort to meet high standards in the most rigorous courses as possible.

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.

- .1. Staff participates in all available professional development beginning with summer months inclusive of New Teacher Academy here at KMS as well as all induction and mentoring programs available.
2. Schedule resource teachers to support and ensure alignment with use of resources and curriculum and guides from BPS.
3. Schedule more sections of support courses for teachers trained to support struggling students.
4. Provide additional curriculum resources to support students growth in areas where they are struggling to perform.
- 5: Teachers will utilize Universal Design for Learning strategies in accordance with AVID WICOR strategies in order to engage students in all subject areas.
- 6: Using common assignments and assessments, teachers will use data to guide instruction and address deficiencies and areas needing remediation.
7. Teachers meet biweekly in PLC's in order to use data for instruction, remediation, and enrichment.

Person Responsible Tami Davis (davis.tami@brevardschools.org)

8. African-American students with disabilities and below grade level meet with Literacy Coach and Media Specialist biweekly. Data from FAST PM1 will determine areas of weakness. Students will participate in a variety of activities which include the lowest performing strand on FAST PM1.

Person Responsible Tami Davis (davis.tami@brevardschools.org)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Based on the past three years of FSA ELA Achievement, we are seeing a downward trend from year to year. Our 2019 achievement was 66%, 2021 was 59%, and 2022 was 56% (no testing was done in 2020).

Include a rationale that explains how it was identified as a critical need from the data reviewed. 3-year trend data showing decrease; achievement gap data; match data analysis III.A. Question 2 PLUS ELA trending down; weakest ELA FAST PM1 strand is ELA.7.R.3, Reading across Genres/Vocabulary)

Measurable Outcome: Proficiency score 2022 = 56%; proficiency increase from 56% (FSA) to 65% (FAST); Subgroup goals includes SWD will improve from 13% on FSA to 23% on FAST (PM3). African American students will improve from 23% on FSA 2022 to 33% on FAST (PM3).

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

Monitoring: Progress will be monitored through classroom walk-thrus, PLC meetings, common assessment data review and monitor ELA instructional strategies. .Student data monitoring will include FAST and SRI.

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

Person responsible for monitoring outcome: Tami Davis (davis.tami@brevardschools.org)

Evidence-based Strategy: Training in Universal Design for Learning (UDL) and WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies will take place in PLC's and through professional development. "Focus Fridays" will take place in all ELA classrooms.

Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: UDL: UDL is a powerful approach because it helps teachers anticipate and plan for their learners of all abilities. It can help you make sure that the greatest range of students can access and engage in learning — not just certain students. Teachers don't need specific tools or technologies to follow UDL's principles either. Instead, students choose from the tools and resources they already have. They might use them in different ways.

Explain the rationale for selecting this specific strategy. WICOR: Teachers who WICORize: Guide students to deeper comprehension and increasing skill levels.

Describe the resources/criteria used for selecting this strategy. Students who WICORize: Actively work with new information in order to think, talk, write, read, and ask questions, leading to long-term learning. Through review of FAST (PM1) data the weakest strand is ELA.7R.3, Reading Across Genres/Vocabulary. Specific strategies in the areas of interpreting figurative language, paraphrasing and summarizing, comparative reading, understanding rhetoric, and academic vocabulary will be utilized and monitored by ELA teachers.

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.

Training in UDL and WICOR strategies will take place in PLC's and through professional development.

Person Responsible Tami Davis (davis.tami@brevardschools.org)

"Focus Fridays" will take place in all ELA classrooms.

Person Responsible Tami Davis (davis.tami@brevardschools.org)

Lessons will include the areas of greatest weakness outlined above (Reading Across Genres/Vocabulary.)

Person Responsible Tami Davis (davis.tami@brevardschools.org)

Progress Monitoring of student ELA data and ELA Instruction: Progress will be monitored through classroom walk-thrus, PLC meetings, common assessment data review and monitor ELA instructional strategies. Student data monitoring will include FAST and SRI.

Person Responsible Travis Diesel (diesel.travis@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.

Several key sources of data were utilized when planning for the 2022-2023 school year which include school-wide parent surveys, a student survey called "youth truth," and faculty surveys. These data sets were invaluable when looking at the various areas of culture and promoting a positive environment. Our Parent survey included positive responses in most categories including: feeling welcome by office staff, feeling staff are polite and helpful in answering questions or concerns. The Parent survey also identified Academic Support as the most desired engagement resource but also identified a need for more mental health resources.

The Youth Truth Survey completed by students indicated academic challenge and engagement to be our highest rated dimensions. Belonging and Peer Collaboration and Relationships tied as our second most positive responses.

To better serve our stakeholders, we will be increasing the budget for our Academic Support Program to provide more support and resources to students and parents. We will be adding more subject areas and more opportunities for academic support.

We will implement research based SEL curriculum to provide targeted instruction to help provide mental health information. Examples include Lion's Quest SEL materials, with content to be delivered by our classroom teachers and guidance professionals. We will foster our relationships with agencies that can provide outside counseling to our students and families.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The school engages families, students, and all faculty in a shared understanding of academic and behavioral expectations as well as high-quality instruction.

Teachers communicate high expectations for all students (e.g., "All students are college material").

Teachers in PLCs and the MTSS team meet weekly to routinely examine disaggregated data to look for themes/patterns among student groups. This data and the following, discipline referrals or incident reports, in and out-of-school suspension and attendance also forms the basis for discussions of what's working (or not) for particular groups within a school and What needs to be done. The school provides orientation for new teachers and ongoing support from a mentor teacher. Teachers establish and practice clear expectations and classroom procedures, and provide frequent feedback to students, and encourage students to be caring and respectful to one another and teachers model such interactions in the classroom. The schools, curriculum and teachers' lesson plans draw on the diverse interests and experiences of students.

Leaders demonstrate how those beliefs manifest in the school building. For example:

- Collaborative planning is solutions-oriented and based in disaggregated data
- Student work is displayed throughout school
- All students are enrolled in college- and career-ready prep curriculum .

The administration ensures that teachers have resources, training, and ongoing support to meet them and provides frequent, constructive feedback, and actively makes themselves available to teachers and staff. The leadership team actively solicits staff feedback on school-wide procedures and creates opportunities for teachers to assume leadership roles. They also structure the master schedule to include collaborative planning and ensure it is rooted in data on student progress and interests.