

Brevard Public Schools

Lyndon B. Johnson Middle School



2019-20 School Improvement Plan

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Lyndon B. Johnson Middle School

2155 CROTON RD, Melbourne, FL 32935

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

Demographics

Principal: Marina Saporito Middleton S

Start Date for this Principal: 7/1/2017

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
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	56%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: C 2016-17: B 2015-16: C 2014-15: B 2013-14: C
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	
Year	

Support Tier	NOT IN DA
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

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. (date last revised)

Provide the school's 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. (date last revised)

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Conneely, Tanza	Assistant Principal	Support the principal to cultivate a collaborative working environment. Coordinate and monitor the development and implementation of school instructional goals, strategies, and outcome measures. Monitor the school improvement planning process. Enforce all federal, state and district regulations, policies and procedures.
Middleton, Marina	Principal	Manage and administer the overall activities of assessing, developing and implementing instructional and school programs. Ensure compliance with Board rules and applicable federal laws and regulations. Manage and coordinate district, state and national testing. Maintain records as required. Enforce all federal, state and district regulations, policies and procedures.
Tracy, Kavitha	Dean	Student supervision, review and analyze data to facilitate student behavior change, participate in the development and implementation of all school practices and the implementation of school-site safety programs and appropriate drills. Manage and coordinate district, state and national testing. Maintain records as required. Enforce all federal, state and district regulations, policies and procedures.
Scott, Roberta	Instructional Coach	Plan and implement professional development opportunities that address both current research and future instructional needs. Provide direct, classroom-based, professional development for teachers through regular modeling of research-based literacy instruction. Manage and coordinate district, state and national testing. Maintain records as required. Enforce all federal, state and district regulations, policies and procedures.
Latorre, Rayna	Teacher, K-12	Plan standards based lessons, with the use of appropriate instructional strategies and materials for relevant educational learning experiences.. Enforce federal, state and district regulations, policies and procedures.
Langlie, Ryan	Teacher, K-12	Plan standards based lessons, with the use of appropriate instructional strategies and materials for relevant educational learning experiences.. Enforce federal, state and district regulations, policies and procedures.
Comer, Heidi	Teacher, K-12	Plan standards based lessons, with the use of appropriate instructional strategies and materials for relevant educational learning experiences.. Enforce federal, state and district regulations, policies and procedures.

Name	Title	Job Duties and Responsibilities
Ortiz, Mercedita	Teacher, K-12	Manage and coordinate district, state and national testing. Maintain records as required. Enforce all federal, state and district regulations, policies and procedures.

Early Warning Systems

Current Year

The number of students by 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	354	379	0	0	0	0	733
Attendance below 90 percent	0	0	0	0	0	0	0	71	40	0	0	0	0	111
One or more suspensions	0	0	0	0	0	0	0	34	77	0	0	0	0	111
Course failure in ELA or Math	0	0	0	0	0	0	0	7	34	0	0	0	0	41
Level 1 on statewide assessment	0	0	0	0	0	0	0	95	85	0	0	0	0	180
Add Example: Level 1 Math FSA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Add Example: Student Tardy	0	0	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	115	133	0	0	0	0	248

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	6	8	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	11	12	0	0	0	0	23

FTE units allocated to school (total number of teacher units)

50

Date this data was collected or last updated

Wednesday 9/18/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	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	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	58%	59%	54%	53%	59%	53%
ELA Learning Gains	57%	56%	54%	47%	52%	54%
ELA Lowest 25th Percentile	49%	48%	47%	42%	45%	47%
Math Achievement	68%	66%	58%	61%	65%	58%
Math Learning Gains	61%	55%	57%	54%	56%	57%
Math Lowest 25th Percentile	42%	45%	51%	29%	47%	51%
Science Achievement	51%	52%	51%	45%	54%	52%
Social Studies Achievement	65%	75%	72%	63%	72%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)		Total
	7	8	
Number of students enrolled	354 (0)	379 (0)	733 (0)
Attendance below 90 percent	71 ()	40 ()	111 (0)
One or more suspensions	34 (0)	77 (0)	111 (0)
Course failure in ELA or Math	7 (0)	34 (0)	41 (0)
Level 1 on statewide assessment	95 (0)	85 (0)	180 (0)
Add Example: Level 1 Math FSA	0 (0)	0 (0)	0 (0)
Add Example: Student Tardy	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019	54%	58%	-4%	52%	2%
	2018	49%	56%	-7%	51%	-2%
Same Grade Comparison		5%				
Cohort Comparison						
08	2019	57%	63%	-6%	56%	1%
	2018	57%	65%	-8%	58%	-1%
Same Grade Comparison		0%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019	64%	62%	2%	54%	10%
	2018	64%	62%	2%	54%	10%
Same Grade Comparison		0%				
Cohort Comparison						
08	2019	20%	43%	-23%	46%	-26%
	2018	13%	41%	-28%	45%	-32%
Same Grade Comparison		7%				
Cohort Comparison		-44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	48%	53%	-5%	48%	0%
	2018	45%	55%	-10%	50%	-5%
Same Grade Comparison		3%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	74%	-10%	71%	-7%
2018	64%	73%	-9%	71%	-7%
Compare		0%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	93%	61%	32%	61%	32%
2018	91%	62%	29%	62%	29%
Compare		2%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	60%	40%	57%	43%
2018	100%	60%	40%	56%	44%
Compare		0%			

Subgroup Data

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 2016-17	C & C Accel 2016-17
SWD	20	41	41	28	39	33	26	26	75		
ELL	39	55	47	52	53	33	33	40			

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 2016-17	C & C Accel 2016-17
ASN	75	56		80	73						
BLK	34	46	48	44	51	43	19	38	80		
HSP	59	59	53	63	64	40	42	65	82		
MUL	50	53	50	60	56	44	32	69	93		
WHT	61	59	50	73	62	43	60	69	86		
FRL	46	48	44	56	55	41	39	55	76		

2018 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 2015-16	C & C Accel 2015-16
SWD	17	37	35	28	31	18	13	27	61		
ELL	20	42	59	37	48	24	19	29			
ASN	72	50		82	71				91		
BLK	30	43	46	36	34	23	15	35	71		
HSP	46	47	49	50	47	25	36	58	81		
MUL	43	44	35	49	49	32	40	50	75		
WHT	60	47	39	70	59	31	54	71	86		
FRL	43	44	42	53	49	24	41	53	81		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	587
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	45
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	71
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	59
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	56
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	63
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	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Data reveals our Students with Disabilities subgroup was below 41% for the 2018-2019 school year. Although the subgroup continues to be below 41%, data shows areas of significant gains. Contributing factors could include: higher student academic, behavior, and social-emotional needs, staff changes in the guidance department and school-based support services, resulting in process restructuring, and deliberate instructional strategies embedding AVID/WICOR strategies. There is a trend of overall increase improvement and therefore will remain an area of deliberate focus.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

The data shows the greatest decline of achievement with our Lowest 25% ELL subgroup. Contributing factors include an increase of ELL students, with increased limited/no English understanding, ESOL contact change from a bilingual staff member to a non-bilingual staff member, and time taken to reestablish school-based resources. Although this is not an area of decline, Civics remaining at 64%, requires an assessment of achievement strategies. The recurrent scores could be contributed to new hires and training within the Social Studies Department. Additional support and resources will be an area of focus for the 2019-2020 school year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Data shows 8th Math has the greatest gap when compared to the state average. Our school average was 32% under the state average in 2018 and remains under the state average at 26%. Contributing factors include a decline in teacher retention, choice of instructional materials and resources, and an analysis of math data for deliberate student placement in the accelerated math course.

Which data component showed the most improvement? What new actions did your school take in this area?

Although 8th Grade Math data reveals the greatest gap when compared to the state average, it also indicates the greatest improvement, with an increase of 7%. A laser focus on content instruction, allocation of teacher assignment, deeper data analysis for student placement, and embedding AVID/WICOR strategies into instruction were actions contributing to increased student achievement.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

1. Increase social-emotional awareness among teachers and students to minimize absences and discipline.
2. Analyze and use MTSS and PBIS data to drive Tier 1- 3 instruction. Support teachers' implementation of instructional strategies for increased student achievement, increase state assessment scores, and student promotion.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Teacher Instruction
2. Data analysis to support and drive instruction
3. AVID/WICOR strategies school-wide
3. Social-Emotional Learning
4. Cross-curriculum collaboration among teachers
5. Increasing parent engagement/involvement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Civics
Rationale	Data reveals two years of 64% achievement. Student grades indicate a higher level of content understanding.
State the measureable outcome the school plans to achieve	7th Grade Civics average will meet the 2018-2019 state average of 71%.
Person responsible for monitoring outcome	Tanza Conneely (conneely.tanza@brevardschools.org)
Evidence-based Strategy	School wide AVID / WICOR strategies across the content area with a focus on text features and evidenced based writing. Civics teachers will collaborate with district resource teacher about effective achievement strategies, will be trained and implement Study Skills Days once a month, and analyze data to diagnose students' learning needs, inform instruction, and monitor progress.
Rationale for Evidence-based Strategy	The root cause of poor performance has to do with a combination of teacher expectations and knowledge of how to support all students. Coaching in the use of AVID / WICOR strategies will benefit all students. If students are learning about civics and writing about civics, proficiency scores will increase.
Action Step	
Description	<ol style="list-style-type: none"> 1. AVID site coordinator will conduct WICOR strategy training through PLC's to 7th and 8th grade social studies teachers. 2. Literacy coach will facilitate common planning with special area teams focused on incorporation of text-based writing strategies in unit plans. 3. Support provided to all teachers with instructional coach and district resource teacher to collaboratively plan Civics instruction that includes vocabulary, hands on engagement, written responses and study skills. 4. Teachers will provide students with scheduled help days making themselves available 1 day per week before school from 9:00-9:25. 5. Once per quarter teachers receive informal feedback on their social studies instructional practices by administration.
Person Responsible	Tanza Conneely (conneely.tanza@brevardschools.org)

#2	
Title	<p>ELA Learning Gains</p> <p>Develop a consistency of growth with students, with an intentional focus on the ELL and SWD subgroups, learning learning gains from one year to the next. As indicated the last 4 years 46%, 51%, 47% and most recently 57% growth has occurred however at an inconsistent rate.</p>
Rationale	
State the measureable outcome the school plans to achieve	<p>57%+ 7th and 8th grade students will make learning gains as indicated by the scale score received on the grade level FSA. SWD subgroup will achieve above the 41%, by 3%. The ELL subgroup will achieve learning gains by 5%.</p>
Person responsible for monitoring outcome	<p>Roberta Scott (scott.roberta@brevardschools.org)</p>
Evidence-based Strategy	<p>PLCs will work with the literacy coach to review and analyze data in order to identify students with the potential to make learning gains. In addition, district resource teachers are collaborating and analyzing data with ELA and ILA teachers to enrich instructional strategies, by utilizing deliberate resources.</p>
Rationale for Evidence-based Strategy	<p>We believe that potential for learning gains lies in aligning the task complexity to grade level standards. If tasks are aligned to standards, with text-based writing incorporated into those tasks, we believe that learning gains would increase.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Intensive Language Arts teachers will promote more independent reading embedded within their curriculum. 2. Literacy coach will provide all content area teachers with support to help teach students content literacy. 3. AVID Coordinator will develop professional develop opportunities for teachers to provide WICOR strategies in the classroom, with a focus on reading and writing. 4. ESOL district contact, school-based contact, and instructional assistant will collaborate, review and utilize instructional-based and vocabulary-building resources, and closely monitor ELL students. 5. Media Center Specialist will lead a Book Bash Team. 6. Media Center Specialist will design displays within the Media Center to highlight the award winning books that are of high interest to the students. 7. ILA and ELA teachers will collaborate to design lessons that are closely aligned to the standards in those content areas. 8. ILA and ELA teachers will collaborate with ESE case managers to collect and analyze data to provide standard-based instruction with appropriate accommodations.
Person Responsible	<p>Tanza Conneely (conneely.tanza@brevardschools.org)</p>

#3	
Title	Math
Rationale	Data reveals although the 8th grade school average scores increased by 7%, student scores continue to be below the 43% district average and 46% state average.
State the measureable outcome the school plans to achieve	8th grade school average will continue to increase by no less than 5%, bringing it 25%.
Person responsible for monitoring outcome	Tanza Conneely (conneely.tanza@brevardschools.org)
Evidence-based Strategy	The math department will implement, with fidelity, AVID/WICOR strategies. Math teachers will be trained and administer the new MAP Growth progress monitoring tool, three times this year. Implementation of the Support Facilitation model and the scheduling of Instructional Assistants to high needs ESE classes, to support instruction and learning. Teachers will analyze student data to identify student learning needs and differentiate instruction. Continue collaboration within the department and with district resource teacher about effective achievement strategies.
Rationale for Evidence-based Strategy	Teachers will continue to hold students accountable for being prepared for class and for their own learning. Data will support teachers' understanding of necessary strategies to enhance student content knowledge. Coaching and modeling the use of AVID/WICOR strategies will benefit all students.
Action Step	
Description	<ol style="list-style-type: none"> 1. AVID site coordinator will conduct WICOR strategy training through PLCs. 2. Department lead and test coordinator will be trained to facilitate and analyze MAP Growth data, for progress monitoring. 3. Support and professional development will be provided within the department, by administration, and district resource teachers. 4. Teachers will receive administration or peer feedback on their instructional practices.
Person Responsible	Tanza Conneely (conneely.tanza@brevardschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

School Counselors and Social Worker will facilitate social-emotional student groups, provide teacher training, classroom lessons and activities, and educational evenings (3-4 times a year) to encourage parent engagement/involvement.