Central Middle School

2022-23 Schoolwide Improvement Plan

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Central Middle School

2600 WINGATE BLVD, West Melbourne, FL 32904

http://www.central.brevard.k12.fl.us

Demographics

Principal: Heather Smith A　　　　　Start Date for this Principal: 7/1/2022

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)	57%
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 Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (51%) 2020-21: (47%) 2018-19: B (56%) 2017-18: B (56%)
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.

Central Middle School will provide a quality education in a culture of dedication, collaboration, and learning to help prepare our students to be college and career ready upon graduation from high school. (Rev. 2019-2020).

Provide the school's vision statement.

To design and provide a quality education that serves every student with excellence as the standard. (Rev. 2019-2020).

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
Smith, Heather	Principal	Principal Smith serves as the leader of the faculty and staff to maintain a safe learning environment for all. Also, she engages all stakeholders and collaborates in the school's decision making process.
Thomas, Jessica	Assistant Principal	Ms. Thomas serves as the instructional leaders and assists all faculty and staff on implementation of curriculum, instruction, and scheduling. Also, she collaborates in the school's decision making process to meet the needs of all students.
Haus, Terrence	Dean	Mr. Haus serves as an instructional leader with a focus on student services, discipline, and facilities.
Karikas, Jonna	Other	Ms. Karikas serves as an instructional leader with a focus on student services and discipline. In addition, she works diligently to implement Positive Behavior Intervention Strategies.
Malloy, Lindsay	Reading Coach	Ms. Malloy coordinates assessments as well, as facilitates data analysis. Also, she serves as the literacy coach and ESOL contact.

Demographic Information

Principal start date
Friday 7/1/2022, Heather Smith A

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.*

3

Total number of teacher positions allocated to the school

76

Total number of students enrolled at the school

1,140

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

18

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

20

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	586	549	0	0	0	0	1135
Attendance below 90 percent	0	0	0	0	0	0	0	126	91	0	0	0	0	217
One or more suspensions	0	0	0	0	0	0	0	92	130	0	0	0	0	222
Course failure in ELA	0	0	0	0	0	0	0	48	75	0	0	0	0	123
Course failure in Math	0	0	0	0	0	0	0	35	48	0	0	0	0	83
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	145	125	0	0	0	0	270
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	144	176	0	0	0	0	320
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	50	7	0	0	0	0	57

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	73	91	0	0	0	0	164

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	48	58	0	0	0	0	106
Students retained two or more times	0	0	0	0	0	0	0	28	22	0	0	0	0	50

Date this data was collected or last updated

Tuesday 9/6/2022

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	602	577	0	0	0	0	1179
Attendance below 90 percent	0	0	0	0	0	0	0	104	64	0	0	0	0	168
One or more suspensions	0	0	0	0	0	0	0	56	77	0	0	0	0	133
Course failure in ELA	0	0	0	0	0	0	0	22	50	0	0	0	0	72
Course failure in Math	0	0	0	0	0	0	0	26	34	0	0	0	0	60
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2021 FSA ELA	0	0	0	0	0	0	0	100	105	0	0	0	0	205
Level 1 on 2021 FSA Math	0	0	0	0	0	0	0	106	92	0	0	0	0	198

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	108	101	0	0	0	0	209

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	38	21	0	0	0	0	59
Students retained two or more times	0	0	0	0	0	0	0	20	17	0	0	0	0	37

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	602	577	0	0	0	0	1179
Attendance below 90 percent	0	0	0	0	0	0	0	104	64	0	0	0	0	168
One or more suspensions	0	0	0	0	0	0	0	56	77	0	0	0	0	133
Course failure in ELA	0	0	0	0	0	0	0	22	50	0	0	0	0	72
Course failure in Math	0	0	0	0	0	0	0	26	34	0	0	0	0	60
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2021 FSA ELA	0	0	0	0	0	0	0	100	105	0	0	0	0	205
Level 1 on 2021 FSA Math	0	0	0	0	0	0	0	106	92	0	0	0	0	198

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	108	101	0	0	0	0	209

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	38	21	0	0	0	0	59
Students retained two or more times	0	0	0	0	0	0	0	20	17	0	0	0	0	37

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	51%	50%	50%	49%			55%	59%	54%
ELA Learning Gains	41%	43%	48%	43%			55%	56%	54%
ELA Lowest 25th Percentile	33%	33%	38%	34%			52%	48%	47%
Math Achievement	52%	53%	54%	50%			61%	66%	58%
Math Learning Gains	47%	49%	58%	35%			51%	55%	57%
Math Lowest 25th Percentile	43%	42%	55%	32%			39%	45%	51%
Science Achievement	53%	49%	49%	44%			48%	52%	51%
Social Studies Achievement	74%	72%	71%	72%			73%	75%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019	50%	58%	-8%	52%	-2%
Cohort Comparison						
08	2022					
	2019	60%	63%	-3%	56%	4%
Cohort Comparison		-50%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019	57%	62%	-5%	54%	3%
Cohort Comparison						
08	2022					
	2019	39%	43%	-4%	46%	-7%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019					
Cohort Comparison						
08	2022					
	2019	48%	53%	-5%	48%	0%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	72%	74%	-2%	71%	1%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	91%	61%	30%	61%	30%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	60%	40%	57%	43%

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	17	27	23	19	30	25	19	41	30		
ELL	44	44	26	55	60	48	45	72	83		
ASN	74	49		74	68		55	83	83		
BLK	28	36	31	31	34	28	32	58	45		
HSP	43	40	37	47	52	51	43	73	63		
MUL	55	44	33	45	42	38	60	70	67		
WHT	57	42	31	58	49	48	59	78	71		
FRL	43	40	31	44	46	41	49	66	62		
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	14	25	25	19	27	29	7	49	32		
ELL	27	45	50	33	31	21	17	58	57		
ASN	64	58		74	55		64	83	86		
BLK	35	39	31	25	26	29	26	58	35		
HSP	42	41	44	41	29	27	30	61	54		
MUL	41	33	10	47	30	24	45	68	72		
WHT	55	46	35	59	39	38	53	79	72		
FRL	41	39	32	42	31	29	34	67	59		
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	20	43	41	27	40	39	13	40	16		
ELL	33	47	44	44	49	38	21	57	75		

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
ASN	86	76		86	62		68	100	96		
BLK	34	47	47	35	42	37	23	64	56		
HSP	55	55	54	56	52	43	35	75	58		
MUL	50	51	50	55	47	35	58	66	77		
WHT	60	55	52	69	53	38	57	74	71		
FRL	45	51	47	50	45	34	34	65	60		

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	52
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	58
Total Points Earned for the Federal Index	520
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	54
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	69
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	36
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	50
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	55
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	47
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?

We have consistently decreased in English learning gains for students with disabilities. In the 2019 school year the English learning gains was at 43.4% and it decreased to 22.9%.

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

The student achievement for students with disabilities in English language arts was the lowest at 17%. Additionally, African American students were at 28% for math learning gains for the lowest 25%.

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

Factors that contributed to the students with disabilities decrease in student achievement is the small window of two years to work with this group of students. Also, we have seven feeder schools so in depth articulation meetings would be beneficial for planning purposes. In administration meetings we will review discipline data so we can start the multi-tiered system of supports process and include guidance counselors and teachers involved in the process.

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

Overall science achievement and math increased from the 2021 to 2022 school year. For example, the math learning gains for the lowest 25% and learning gains increased from 35% to 47%.

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

The math department focused on the bottom 25% of students and implemented meaningful data chats with their classes.

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

WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies will be included in professional development throughout the school year. Also, WICOR strategies can be considered best teaching practices and can be implemented in all content areas. Additionally, we will be implementing a book study with our faculty for, "Teaching in the Fast Lane."

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.

AVID (Advancement Via Individual Determination) strategies are infused to our monthly professional development since we strive to be a demonstration school. In addition, WICOR and focused note-taking is an initiative at our school and will continue to be a focus in our instruction.

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

During the 2022-23 school year we have conditionally promoted specific students by giving them the opportunity to retake the courses they have failed while also taking the courses appropriate to their cohort. In the next year and beyond we will prioritize scheduling so there is a specific class for 7th grade exceptional student education students.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to AVID (Advancement Via Individual Determination)	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Incorporate and embrace WICOR (Writing, Inquiry, Collaboration, Organization, & Reading) strategies across all content areas school-wide to help teachers maximize their instruction through the use of high yield strategies so that students are reading and writing complex texts in every subject. The number of students scoring a level 1 in ELA was 270, while 320 of our students scored at a level 1 for Math. This supports the need for high yield reading and writing strategies across all subject areas to increase student achievement and close the opportunity gap.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase student achievement in all content area courses and improve AVID Coaching and Certification Instrument ratings.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	School and district leaders will conduct walkthroughs in all classes throughout the 2022-2023 school year. Feedback will be provided by using defined criteria specific to quality instruction and will be sent digitality.
Person responsible for monitoring outcome:	Jessica Thomas (thomas.jessicar@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Classroom walkthrough form, Professional Learning Communities (PLC), WICOR strategies, and support from AVID district content specialist.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/	In 2006 the BERC Study (AVID Schoolwide Impact) found that students can learn skills, behaviors, and techniques for academic success, especially when teachers have been trained and coached in effective instructional strategies to build a college going culture.

criteria used for selecting this strategy.

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.

Administrators and AVID coordinator will create a schedule for classroom walkthroughs that target implementation of WICOR strategies in all content areas. The walkthroughs will identify areas of strength and growth.

Person Responsible   Heather Smith (smith.heather@brevardschools.org)

Teachers will collaborate with the AVID district content specialist during monthly site team meetings. Professional development opportunities will be implemented monthly with WICOR strategies infused into the content.

Person Responsible   [no one identified]

PLC's will meet weekly to focus on developing learning intentions and success criteria, common assessments, and interventions for students based on student progress. Teachers will analyze data and plan accordingly for skills days/incorporating focused note-taking in their PLC's. Meetings will occur in designated locations so that administrators, coaches, and the AVID Coordinator can provide support and facilitate as needed.

Person Responsible   [no one identified]

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	For 3 year consecutive years, SWD achievement at Central Middle School has fallen below the ESSA Federal Index, with only 17% proficiency in ELA and 19% proficiency in Math overall achievement. Learning Gains for our SWD was 27% and 30% respectively for ELA and Math. Student achievement for our black students during the 2022 school year also fell below the ESSA Federal Index, with 28% proficiency in ELA and 31% proficiency in Math overall achievement. Learning Gains for our black students was 36% and 34% for ELA and Math, respectively.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Learning Gains for students with disabilities will increase from 27% to 41% in ELA and from 30% to 41% in math. Increasing learning gains should also increase overall achievement in ELA and Math by 10%. Learning Gains for black students will increase from 36% to 41% in ELA and from 34% to 41% in math. Increasing learning gains for our black students should also increase overall achievement data by 10% in both ELA and math.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will be monitored for progress through the Reading Inventory in Reading classes, the FAST assessments in ELA and Math, and the MAP progress monitoring tools in Algebra and Geometry. Student progress will also be monitored through the use of common assessments within all subject areas. Administrators as well as teacher leaders will conduct regular classroom walkthrough observations using our AVID WICOR Instructional Walkthrough Tool and provide immediate feedback to teachers on instructional practice.
Person responsible for monitoring outcome:	Jessica Thomas (thomas.jessicar@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Central Middle School will be focusing on accelerating student learning through AVID with intentional focus on WICOR (Writing, Inquiry, Collaboration, Organization, and Reading), which aligns with the work of Fisher, Frey, and Hattie's "Visible Learning for Literacy." High-yield WICOR strategies will maximize instruction for all students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for	John Hattie's meta-analysis as outlined in Visible Learning indicates that Teacher Collective Efficacy has one of the highest impacts on student achievement with a 1.57% effect size. Professional Learning Communities will provide teachers with time and resources to build collective efficacy. According to Hattie, the effect size for note taking and organizing/transforming notes is .59 and .85 respectively, while repeated reading has an effect size of 0.67. John Hattie's work supports that using high yield WICOR strategies will result in increased student achievement, especially for our SWD and black students.

**selecting this
strategy.**

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.

PLC's will meet weekly to focus on developing learning intentions and success criteria, common assessments, and interventions for students based on student progress. Teachers will analyze data and plan accordingly for skills days/incorporating focused note-taking in their PLC's. Meetings will occur in designated locations so that administrators, coaches, and the AVID Coordinator can provide support and facilitate as needed.

**Person
Responsible**   Jessica Thomas (thomas.jessicar@brevardschools.org)

Classroom walkthrough observations will be conducted regularly to observe and provide feedback on the Tier 1 instruction occurring in the classroom. Classroom observations will also provide opportunities to view student work samples. Feedback sessions with teachers will provide an opportunity to have individual data chats with teachers on student progress and progress toward CMA and PLC goals.

**Person
Responsible**   Heather Smith (smith.heather@brevardschools.org)

Professional Development opportunities will be provided to all teachers focused on AVID WICOR strategies. The Leadership team will work with teachers to provide support in implementing strategies. Administration will conduct walkthrough observations and provide feedback to teachers as a part of the evaluation process.

**Person
Responsible**   Jessica Thomas (thomas.jessicar@brevardschools.org)

Students will be monitored through the MTSS process for progress towards goals. Students not making gains or reaching goals, will be provided targeted supports through small group instruction.

**Person
Responsible**   Jessica Thomas (thomas.jessicar@brevardschools.org)

Targeted skills days and boot camps will be done throughout the year, leading up to testing, to provide additional support for students. The supports will be done during the school day to ensure equity in access and opportunity.

**Person
Responsible**   Jessica Thomas (thomas.jessicar@brevardschools.org)

Teachers who teach in a support facilitation model will conduct peer observations of highly effective support facilitation teachers to gain insight into what the model should look like. The ESE and General Education teacher will collaborate regularly to plan instruction to meet the needs of each student.

**Person
Responsible**   [no one identified]

#3. Positive Culture and Environment specifically relating to Student Retention	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The number of retained students for the current year has increased from 59 to 106 from SY 2021 to SY 2022. Research indicates a direct correlation between student retention and high school dropout rates. It is essential to increase student engagement in school to ensure student success.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The number of students retained at the end of the year will reduce by 50%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	School leaders and guidance counselors will select a small group of retained students to support and mentor for the 2022-2023 school year. Teachers will work in PLC's to identify students who are in danger of failing courses and will collaborate to support students.
Person responsible for monitoring outcome:	Jessica Thomas (thomas.jessicar@brevardschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Collective Efficacy through Professional Learning Communities will allow teachers to collaborate on high-yield instructional strategies while monitoring student progress toward academic goals.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Hattie's research identifies Collective Efficacy as having an effect size of 1.57. Research has found that demonstrating positive youth-adult relationships through one to one mentoring serves as a critical piece for teaching youth the skills necessary to be successful in life and academics (Lyons & Chan).

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.

Retained students will be scheduled into their cohort appropriate courses, and will make up any prior year coursework through creative scheduling to include credit recovery.

Person Responsible	Jessica Thomas (thomas.jessicar@brevardschools.org)

Retained students will be tracked and monitored towards academic goals weekly. Students will be assigned a mentor who will check in weekly to provide support, motivation, and monitor student progress. Case loads will be assigned to counselors and administrators.

Person Responsible	Jessica Thomas (thomas.jessicar@brevardschools.org)

All students will be monitored throughout the year through the MTSS process to provide interventions to students prior to failing courses. Tutoring opportunities for all core subjects will be available before and after school for students needing additional support.

Person Responsible	Jessica Thomas (thomas.jessicar@brevardschools.org)

Students will learn about the surrounding high schools and the programs offered at each through our AVID binder setup. Our GSP will also push in to 8th grade classes to teach students about graduation requirements . Helping students learn more about CTE pathways, Dual Enrollment, and AP/IB/Cambridge

opportunities, as well as extracurricular opportunities will engage students in planning their future beyond middle school and will be a motivator to complete their middle school coursework.

Person Responsible   Lindsay Malloy (malloy.lindsay@brevardschools.org)

Small group and one-on-one tutoring to include peer tutoring will be provided to students needing additional support.

Person Responsible   Jessica Thomas (thomas.jessicar@brevardschools.org)

PLC's will meet weekly to focus on developing learning intentions and success criteria, common assessments, and interventions for students based on student progress. Teachers will analyze data and plan accordingly for skills days/incorporating focused note-taking in their PLC's. Meetings will occur in designated locations so that administrators, coaches, and the AVID Coordinator can provide support and facilitate as needed.

Person Responsible   Jessica Thomas (thomas.jessicar@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.

Central Middle School (CMS) incorporates Positive Behavior Intervention and Support (PBIS) into school-wide expectations and classroom procedures. Our school wide expectations for students are to come prepared, accept responsibility, respect others, and to excel. For those students who show evidence of disengagement through high rates of absenteeism and discipline referrals, we provide support through the Multi-Tiered System of Supports (MTSS) process with collaboration from our parent liaison. Implementation of PBIS will increase student engagement in the school community and will positively impact the school culture. Currently Student Engagement is our lowest rated category from the Youth Truth Survey. According to the Teacher Insight Survey, the category with the lowest overall score was Academic Opportunity, with only 32% of teachers using the adopted curriculum rather than materials that were found or created. To ensure academic rigor and access to quality curriculum, Professional Learning Communities will focus on utilizing the district adopted curriculum, utilizing common assessments, and providing academic support to students in need.

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

CMS depends on parents/guardians, faculty members, and community members support through the School Advisory Council. In addition, the administration team collaborates with the guidance department, parent liaison, and school/district social worker. All of this collaboration promotes a positive school culture and environment for all stakeholders.