Brevard Public Schools
School Improvement Plan
2017-2018

| Desmond K. Blackburn, Ph.D. | Dr. Stephanie Soliven |

Superintendent: **Asst. Supt. of Leading and Learning:**

Principal Supervisor: **Name of School:**

| Sherri Bowman | Stone Magnet Middle School |

Principal: **SAC Chairperson:**

| Mary "Misty" Bland | Tia Wilkerson |

School Grade History	2016-17: C	2015-16: C	2014-15: C

Connections to District Strategic Plan

Obj.L1. Protect instructional time
Obj.L2 Support educator effectiveness and build capacity of teachers to improve student outcomes and close achievement gaps
Obj.L4: Provide equitable support for every student's social-emotional development
Obj.L6. Build principal capacity to develop and spread highly effective instructional practices

Mission Statement:

Facilitating innovation and leadership through AVID and STEAM best practices.

Vision Statement:

To create active citizens of the 21st century through commitment, dedication, teamwork and scholarship.

Stakeholder Involvement in School Improvement Planning:

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

All stakeholders are invited to participate in the school improvement process. Information is provided via our newsletter, school registration process, school marquee, and Blackboard Connect messages. Our meetings are open to the public and we encourage such participation. During our annual registration process, we provide a location where stakeholders can ask questions, volunteer, and receive information about our School Advisory Council (SAC). Their peers vote upon parties interested in becoming an active, voting member of our SAC. At each SAC meeting, our School Improvement Plan is discussed and reviewed for input. As our plan is a living document, areas are improved upon as the need is warranted and approved by the SAC. Our School Improvement Plan (SIP) is uploaded to our school website and available at all times. Parent and community leaders are very supportive of our SIP as they share with other Stone Magnet Middle School stakeholders.

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Part 1: Planning for Student Achievement

RATIONALE – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: Please consider the priority indicators selected from your school BPIE and EDI Insight Survey results within the rationale of your SIP.

What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and what data shows evidence of opportunities for growth?
2016/2017 SUCCESSES:

The major focus of Stone Magnet Middle School's efforts last year was to build and support a foundation that focuses on the priority standards based instruction with a supporting environment. Administrative classroom walkthroughs and Instructional Rounds were conducted to gather evidence and provide feedback of successes and "missed opportunities" to support growth in this area. With the increase of formative observations, it became apparent that the instructional staff was indeed focusing on the rigorous intent of the content standards. With the use of school wide high-quality best practices (AVID, BEST, STEAM) as the "plate on which their context was served", the transition to ambitious standards-based instruction was seamless.

Concern: It was evidenced by Classroom Walk-Through (CWT) data and Instructional Rounds feedback that only approximately half of the teachers were teaching and exploring the standards to their intended levels of rigor and student engagement. Increased understanding of daily essential questions proved to better focus teachers towards this goal but we have more work to do in this area, however, a rigorous depth of engagement with the standards was not fully maximized. Even though teachers made a commitment to the utilization of the AVID WICOR strategies [single binder, focused note-taking (Cornell notes), use and checking of planners, and emphasis and understanding text complexity] they are still not being used by all with fidelity.

Minutes from department meetings and CET mentor logs evidenced peer collaboration in various strategies such as common formative/summative assessments, AVID methodologies, BEST strategies, CER (Claim, Evidence and Reasoning) and DBQs (Document Based Questions).

The continued use of AVID, BEST and STEAM strategies will be evidenced and supported. These research-based strategies have proven successful for those using them with fidelity. Additionally, training in and the incorporation of research-based Kagan strategies into classroom lessons will be an expectation for the 2017-2018 school year. Incorporation of the focused note-taking and single-binder organization systems have embedded structures to support student success. Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies continue to be infused across the curriculum to increasingly engage students at more rigorous levels, and continue to provide a strong foundation of ambitious standards-based instruction *(Standards-based instruction encourages teachers to focus on the "power standard" – or Big Ideas – and utilizes the other standards to support these. This instructional focus puts the emphasis on the ***depth*** and

rigor of the standard and requires students to gain more than just a foundational understanding of each standard.). An increase in teacher commitment to use these strategies will continue to support growth in student achievement. As we move forward with our commitment to academic growth, deployment of purposeful ***performance tasks, curriculum mapping, higher level questioning*** and understanding the ***intent and implementation*** of the content standards will enable teachers to provide a purpose and direction for student learning and academic engagement.

The expectation of posted Lesson and Unit Essential Questions (LEQs and UEQs) has helped students understand what they are expected to Know, Understand and Do (KUD) as a result of the instruction. Keeping the focus on the ***rigorous*** intent of the Standards bridges the gap between ambiguity and clarity. Additionally, incorporating Kagan strategies to intentionally engage ***all*** learners in daily lessons will result in a more comprehensive understanding of the content by even the most reluctant learner.

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

- FSA ELA Learning Gains: increased by 4 points
- FSA ELA Learning Gains of Lowest 25%: increased by 12 points
- FSA ELA Level 3-5: increased by 2 points
- FSA Math Level 3-5: increased 1 points
- FSA ELA Text-Based Writing: 73% proficient
- FSA ELA Language and Editing: 77% proficient
- FSA EOC Geometry: 93% proficient
- FSA EOC Algebra: 79% proficient

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

- 8th Grade Science Scores: 62% below average
- FSA Math Lowest 25%: 70% did not make learning gains
- FSA Math 7th/8th Grade:58% did not make learning gains
- FSA Geometry 7th Grade Strands: 81% were not proficient
- FSA ELA 7th/8th Grade Key Ideas and Details: 69% were not proficient

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

In 2016 - 2017 the SIP was written as a 3 year plan and last year was the 1st year. Last year, Stone did not have any areas of successful student achievements. However, this year we have increased in multiple areas of successful student achievements. This is why we need to continue with this plan and tweak as needed since this is a living breathing document.

Describe how your school ensures standards-aligned instruction is occurring in ELA, math and content areas. Describe the processes in place to progress monitor instruction to ensure it is systematic, explicit and based on data. (Please limit to 250 words.)

A Classroom Walkthroughs sheet was developed by the faculty this past summer 2017 with a focus on standards-based instruction. Administrators, peer coaches, and colleagues that visit classrooms can use the carbon copy Classroom Walkthroughs (CWT) sheet to check off what is observed and immediately leave behind feedback. The original CWT sheet will be collected from all and this data will be reviewed on a weekly bases and shared with the faculty.

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

The Stone Magnet Middle School faculty will build and support a foundation that focuses on teacher efficacy. By building our teacher's level of confidence about their ability to build learning within their students will create an environment of trust, nurturing and accountability. An increase in teacher efficacy will ultimately help create student efficacy. This along with a continual focus on the priority-standards based instruction* with a supporting environment will improve instructional effectiveness. Each priority standard will have an appropriate performance task with a SMART goal to measure student success.

*(Priority-standards based instruction encourages teachers to focus on the "power standards" – or Big Ideas – and utilizes the other standards to support these. This instructional focus puts the emphasis on the depth and rigor of the standard and requires students to gain more than just a foundational understanding of each standard.)

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Time for reflection & feedback	1. Monthly department and team meetings to discuss and reflect upon: curriculum mapping, performance tasks, common formative/ summative assessment data, and utilization of attempted strategies such as Kagan, AVID, STEAM. 2. Opportunities to receive feedback from peers through invitations/	1. Department Chairs and Team Leaders will keep minutes of meetings to provide to administration and members of departments or teams. 2. Peer feedback and observation tools will be provided upon observations of implemented strategies.	1. Monthly at a minimum. 2. Within each semester, teachers should have the opportunity to, at a minimum, receive one peer observation with feedback.	1. Minutes that are provided to members of departments, team, and administration. 2. Individual observation feedback forms that can be given to peer and/or evaluating administrator for evidence relating to standards-aligned

	observations of classrooms when strategies are implemented.			instruction.
Buy-in of faculty	1. Providing professional development training. 2. Time given to teachers to perform peer observations with feedback. 3. Monthly drawings for classroom coverage with teachers who consistently implement AVID and STEAM best practices that will provide two plannings in one day for teacher(s). 4. Administrative team will provide coupons to teachers who are consistently implementing AVID, STEAM, and Kagan strategies. 5. First semester – "Give Day" – which means each teacher will be provided a sub to observe one class of their choosing. 6. Teacher Grant - teachers apply for this grant to help purchase resources that will aide their student in their educational development.	1. AVID Coordinator and elective teacher; STEAM coordinating teacher; Teacher leaders on campus. 2. Administrative time can assist with coverage for teachers to perform observations with feedback. 3. STEAM Project Director 4. Administrative team 5. Administrative team 6. School Advisory Council	1. PD monthly on early release days 2. Monthly as requested 3. Monthly at faculty meetings 4. During classroom walk-throughs and observations monthly 5. First Semester for all teachers. 6. First Semester for all teachers.	1. Meeting agendas and inservice sign in sheets 2. Google doc evidencing observation and strategy schedule. 3. Google doc of STEAM Project Director coverage. 4. Coupon collection when redeemed. 5. Align with the School Improvement Plan.

EVALUATION – Outcome Measures and Reflection-*begin with the end in mind*.

Qualitative and Quantitative Professional Practice Outcomes: Measures the level of implementation of professional practices throughout your school.

Qualitative Outcomes:
Levels of implementation will be measured in the following ways:

1. 100% of the subject-area PLCs will work collaboratively to review the curriculum maps for the priority standards with performance tasks and will check for students' level of understanding and the implementation of curriculum maps/performance tasks.
2. 100% of the student will be receiving, beginning second quarter, their priority standards and performance tasks as a learning scale as to whether or not they met each standard and whether remediation is needed.
3. At least 80% of the Classroom Walkthrough Observations will evidence implementation research proven methodologies (WICOR/BEST/STEAM/Curriculum Maps and Kagan strategies) focusing on priority standards instruction as evidenced on COIs and/or observation emails.
4. At least 50% of the time in department/team meetings, teachers will share best practices.
5. 80% of the teachers surveyed will provide information to determine the need for additional training in high-yield strategies that enhance a supportive learning environment.

Quantitative Outcomes:

1. In May of 2017, 75% of the core content teachers used common formative assessment based upon the state standards. In May of 2018, 100% of the core content teachers will use the performance task questions from each quarter in their semester summative assessments, based on the Florida State Standards to progress monitor student growth.
2. At least 40% of teachers and administration will be active participants of a Performance Tasks Professional Learning Team (PLT) to continue the review and refinement of the performance tasks in each core content area.
3. 100% of the teachers and administrators will be trained on research-based high engagement strategies (AVID, STEAM, Kagan).
4. 100% of the teachers and administrators will create and post Collective Commitments in their classrooms and offices.
5. 100% of all core content teachers will utilize content curriculum maps and performance tasks.
6. To support sustainability of the MSAP Grant, the percentage of teachers who participate in no fewer than 40 hours of STEAM or MSAP identified "best practices" training annually will be at least 85%.

Qualitative and Quantitative Student Achievement Outcomes:

Qualitative Outcomes:
1. 100% of the students will monitor their own learning of the teachers priority standards-based performance task for each standard taught (core content classes).
2. 100% of the students will have all of the subject-area common summative assessment questions prior to testing and will monitor their knowledge of the content.
3. 100% of the student will be receiving, beginning second quarter, their priority standards and performance tasks as a learning scale as to whether or not they met each standard and whether remediation is needed.
4. At least 90% of the students will be able to properly use focused note-taking and other high yield learning strategies (WICOR, BEST, STEAM, Kagan)
5. 100% of the students will be provided time to inform their teacher that remediation is needed because they did not meet the learning goal set by the teacher.

Quantitative Outcomes:
1. 90% of the student population will submit analysis of the common summative assessment questions and performance tasks for each of the standards taught per nine weeks.
2. 100% of the students will be held accountable for proper use of school-wide high-yield learning strategies (Cornell notes, Binder organization, agenda usage, etc.).

Part 2: Support Systems for Student Achievement

(Federal, State, and District Mandates)

For the following areas, please write a brief narrative that includes the data from the year 2016-17 and a description of changes you intend to incorporate to improve the data for the year 2017-18.

At Stone M.M.S. identification of resources and coordination of services is done through the use and evaluation of data. Hypotheses are formulated and priority areas of need are narrowed down. Then realistic goals for improvement are made and actions plans created. This process is done through the MTSS structure and involves three different types of school-based teams: school leadership team, teacher data teams and the individual problem solving team. Teams use relevant assessment data to make decisions about instruction and movement within the multi-level prevention system.

School Leadership Team: Members include administrators, MAGNET coordinators and teacher leaders. The school leadership team tracks school-wide trends, monitors student progress, monitors curriculum articulation, maps existing resources, determines faculty/staffing hiring needs and faculty/staff professional development needs. The school leadership team also conducts professional development for faculty. Tier 1 data is collected from a variety of sources focusing on early warning sign indicators, which include: course failure, standardized test scores (FSA, EOC, FAIR), attendance rate, and behavioral referrals. Much of this information is accessible the Brevard Public Schools web site using the Performance Matters platform.

Teacher Data Teams: Members include school administrators, grade level MESH team leaders, subject area department heads, and the elective area department head. The teacher data teams use tier 1 data to determine core instructional and curricular effectiveness and to monitor changes across assessment windows and gaps in achievement. In the first nine weeks of the 2017-2018 school year, teachers will receive instruction and professional development from the school leadership team on the use of a Google docs spreadsheet to identify the lowest 25% -30% of their students as determined by FSA scores. Data regarding student progress and self-monitoring, and parent communication will be collected and updated by teachers on a regular basis. The data will be easily accessible by the leadership team and the IPST to use for tracking progress of both school wide initiatives, the development of school wide tier 2 interventions, development of intensive tier 3 student intervention plans.

The Individual Problem Solving Team (IPST): Members include the school counselor, the school psychologist, the grade level MESH and elective teachers; and the ESE support specialist as needed. Other skilled professionals are invited, as needed, which can include but are not limited to the nurse health liaison, literacy coach, or speech and language pathologist. The IPST uses tier 1 and tier 2 Data to identify gaps in achievement; apply problem-solving process; develop hypotheses; goal statements and tier 3 Interventions. The IPST uses tier 3 data to determine intervention fidelity and success, to determine if formal evaluations for services might be necessary, and to inform parents of student progress.

MTSS & EARLY WARNING SYSTEMS   Please complete 1 – 4.

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

At Stone Magnet M.S. the Multi-Tiered System of Supports (MTSS) model is used to identify and align all available resources to meet the needs of all students. Data will inform whether the instruction/interventions delivered are linked to positive outcomes for students, thus decreasing ineffective instruction/interventions while promoting the instruction/interventions that produce better outcomes. When the purpose and intent of data collection is known, the data can be used to make various decisions at different times throughout the MTSS process.

MTSS is a data-based problem-solving process that is used to integrate academic and behavioral instruction and interventions. The integrated instruction and interventions are delivered to students in varying intensities based on student need. This "needs-driven" approach to intervention decision-making ensures that school resources reach the appropriate students at the appropriate levels to accelerate the achievement of all students.

Tier 1 – Is the core instruction and support services that are provided to all students based on the district middle school progression plan for required courses and school wide programs. These include increased availability of STEAM electives and technology integration; AVID strategies such as school wide binders and planners, Cornell Way note taking and lesson plans geared toward rigor and high level thinking. Other school wide supports include weekly
after school tutoring through Holy Trinity Episcopal Academy, morning tutoring offered by teachers, school wide behavioral expectations and discipline policy, new technology focused parent academy format for open house, academic team behavior reward systems, school wide behavior incentives such as front of the lunch line passes and open field time during lunches.

Tier 2 – Services are more intense and are provided to students that are struggling. The purpose of tier 2 instruction and support is to improve student performance under tier 1 expectations. Tier 2 interventions are provided by classroom teachers and sometimes involve the reading coach, school counselors, administrators and other educational personnel. Tier 2 school wide interventions and supports include daily progress reports, Intensive language arts classes, tier 2 behavior plans, and parent conferences for attendance. Systemic tier 2 interventions will be developed after teacher data teams identify lowest 25%-30%.

Tier 3 – Interventions are implemented for students that are not making adequate progress with tier 2 interventions. Typically, tier 3 interventions are provided to individual students or very small groups of students. The purpose of tier 3 is to help students to overcome significant barriers to learning and/or behavior skills required for school success. Tier 3 services require more time, a more narrow focus of instruction/ intervention and effective levels of collaboration and coordination among teachers and the school leadership team. Individualized behavioral and
academic interventions are developed after tier 1 and tier 2 interventions have proven ineffective.

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

The Early Warning System will be monitored by all administrators, guidance counselors, team leaders, and department chairs every 4 ½ weeks and we will meet to discuss how we are going to support these student.

3. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2016-17 school year. These data should be used as part of the needs assessment to

identify potential problem areas and inform the school's planning and problem solving for 2017-18:

Fill in BLANKS with data from 2016-17 School Year - Number of Students							
Grade Level	7	8	9	10	11	12	Total
Attendance <90	149	161					310
1 or more ISS or OSS	146	138					284
Level 1 in ELA OR Math	90	111					201
Course Failure in ELA OR Math	26	37					63
Students exhibiting 2 or more indicators	55	52					107

4. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System (i.e., those exhibiting two or more early warning indicators).

- Before and after school tutoring provided Monday, Wednesday, and Thursday each week.
- In-school suspension provided with academic support in a restrictive environment to support restorative behaviors.
- School reports ran twice quarterly to evidence attendance issues. This information is used for student conferences to remedy attendance issues.
- Student data chats tracking weaknesses and strengths in the standards assessed on Florida Standards Assessment in ELA and Math is conducted within those classrooms.
- Collaboration Mutual Accountability teams mentor students in the lowest 25% quartile in FSA that also fall into the EWS indicators.

PARENT AND FAMILY INVOLVEMENT: (Parent Survey Data must be referenced) Title I Schools may use the Parent Involvement Plan to meet the requirements of this section.

Consider the level of family and community involvement at your school and 2017 parent survey data collected. Respond to the following questions. What are strengths and how will they be sustained?
What are areas of weaknesses and how will they be addressed?

In the 2016-2017 school year, Stone Magnet Middle School parents and community volunteer hours showed approximately 5111 hours. Based on the 2016-2017 Parent/Client surveys, of those that took the survey (98) noted two areas of concern were: 45.76% cited "did not receive information about meetings/events" and 35.59% cited "meetings/events not at convenient times."

To address parental concerns (ie. convenient times), 63.95% would prefer to meet (Monday-Friday) evenings; so we will schedule the majority of meetings during this time.

To address parental concerns (ie. notification), send out information to parents in advance via Email, Edline, Websites, Marquee and Automated phone call.

STUDENT TRANSITION AND READINESS

1. **PreK-12 TRANSITION** This section used to meet requirements of 20 U.S.C 6314(b)(1)(g).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another. (Example: 6th to 7th grade; 8th to 9th grade)
- Articulation meeting during the Spring semester for all Elementary feeder schools points of contact is scheduled at Stone Magnet in the Media Center to provide registration, orientation, and STEAM Expo resources to assist in the transition of 6th graders to the middle school.
- Articulation and High School Informational meetings are held in November or December (Fall semester) for all feeder high school programs to assist in the transition of 8th graders to high school. These meetings provide valuable information for parents and students when making a decision to attend a public high school of their choice. Important application and program information is shared and provides parents/students the opportunity to ask questions and visit high schools at campus open houses.
- The STEAM Expo occurs in March for all incoming 6th grade students/parents and out of area magnet students (7/8) allowing them an opportunity to view all school teams, programs, clubs, performing arts, and electives that Stone Magnet offers students.
- 6th grade Orientation in March (during the day field trip for all feeder elementary 6th grade students and new out of area magnet students) that provides information about programs and school expectations.
- New student Orientation is held the Saturday immediate following the Fall Registration at Stone. Students rotate through a series of meetings with counselors, Admin, and participate in a scavenger hunt on campus to become familiar with the layout of the campus and prepare for the first day of school.

2. **COLLEGE AND CAREER READINESS** This section is required for schools with 9, 10, 11 or 12. This section meets the requirements of Sections 20 U.S.C. § 6314(b).

Describe the strategies the school uses to support college and career awareness, which may include establishing partnerships with business, industry or community organizations.
- CTE course enrollment for all 7th grade students.
- AVID elective classes offered.
- WICOR (research-based college and readiness) strategies implemented and utilizes school-wide.
- Collegiate visuals throughout campus, to include college pennants, college diplomas located in every teacher's classroom, college representation signs above teacher's doorways street signs (naming colleges) marking hallways, murals/visuals exploring career options.
- Collegiate reception area located in the front office. This displays current college information for most of our main Florida colleges. In addition, there is information about entrance requirements, scholarships, etc.

- Guest speakers/presentations from: college campuses, local degreed/certified professionals, and trades-persons.
- College field trips.

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

- Digital Informational Technology course (CTE) is offered to 8th grade students and the industry certification of Microsoft Bundle is available to those students.
- Exploratory Technology and Engineer Technology course (CTE) is available to 8th grade students.
- Fashion and Design/Culinary Careers course (CTE) is available to 8th grade students.

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

As part of the magnet grant, Stone is a 1:1. Every student has access to a MacBook Air laptop and Apple software. Technology is integrated into every class in a capacity that meets the needs of both student and teacher. Instruction of technology is embedded in the instruction of curriculum and standards.

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