

Brevard County Public Schools School Improvement Plan 2011-2012

Name of School

Jefferson, Thomas Middle

Area

North

Principal

Sherri Bowman

Area Superintendent

Dr. Ron Bobay

SAC Chairperson

Charles Parker

Superintendent
Dr. Brian Binggeli

VISION

Jefferson Middle School will serve our community and enhance students' lives by delivering the highest quality education in a culture of dedication, collaboration, and learning.

MISSION

To empower, nurture success, and pursue excellence for all students.

Brevard County Public Schools School Improvement Plan 2011-2012

SECTION I

School Wide Improvement Model

Describe the evidence based School Improvement Model at your school. How is this model being implemented, and how has it helped with student achievement?

Jefferson's faculty are organized into academic teams. Each team has a common team planning. Each academic teacher also has a common department planning. Teachers in each department utilize District pacing guides to assure alignment of their instructional delivery across the grade level. Department members meet on a regular basis with administration to ensure their curriculum is aligned vertically throughout the school and in coordination with our feeder chain. Lessons are developed in all academic areas to align with Florida's Sunshine State Standards.

Teachers begin with the end in mind. What do they want their students to learn? How will they know if they have learned it? What will they do if their students do not learn it, or learn if they learn faster than anticipated? These questions drive lesson planning and development. Teachers meet with their academic teams to create interdisciplinary lessons with a goal of delivering differentiated instruction to all students.

Teachers are asked to revise lesson plans annually. Jefferson's master schedule is designed to allow time for teachers to meet during the school day in academic teams and/or departments. This provides an excellent opportunity for professional growth and development as teachers share their successes and failures. Reflection of teaching practices is key (York-Barr, Reflective Practice to Improve Schools) to school-wide improvement. Jefferson's teachers are encouraged to take the time to evaluate their own teaching strategies to determine if they are focusing on high-yield strategies, and if not, how to correct this situation. Instructional focus is monitored on a continual basis through the use of a data room that contains progress monitoring boards for each FCAT tested subject.

Each academic discipline employ common assessments so we can accurately measure progress. These assessments are the major topic of discussion in our Professional Learning Communities as teachers discover what is working and what is not. Administration supports this effort by providing time during the school day to meet and requiring the implementation of B.E.S.T. teaching practices. Administrators use the Classroom Walkthrough process to monitor instructional strategies in the building.

Extended Learning Opportunities

Describe the programs that are provided before and after school, during the summer, and during the extended school year.

Academic Support Program

Reading/Mathematics

- How is your ASP program addressing students in priority groups?
 1. Level 1 on FCAT (3rd grade is first priority)
 2. Lowest 25% in Reading
 3. K-6 students demonstrating deficiencies in reading or mathematics
- When are services being provided for reading/mathematics ASP?

- Who will be providing instruction?
- How will instruction be delivered?
- What materials will be used for ASP instruction?

Science

- How is your ASP addressing students who scored below 300 on Science FCAT or current 5th grade students in need of support?
- When are services being provided for science ASP?
- Who will be providing instruction?
- How will instruction be delivered?
- What materials will be used for ASP instruction?

Before and After School Care

Do students have opportunities to participate in learning activities (free or fee-based) before or after school?

Enrichment Opportunities

Do students have opportunities to participate in clubs?

Do students have opportunities to participate in SES or SOAR?

What other learning opportunities are available outside of the regular school curriculum?

Jefferson students have the opportunity to participate in extended learning opportunities through a variety of programs. These include the Academic Support Program, before and after school tutoring, and enrichment opportunities.

Academic Support Program (ASP)

Eligible students will have opportunities for additional instruction in mathematics, language arts, and science. ASP for each subject will be staggered so that students in need of support in multiple areas will have the opportunity to participate. ASP will be offered for 20 weeks, two days a week, before and after school for one hour. Students scoring Level 1 or 2 on FCAT will be the priority for language arts or math support. Students in the lowest 25% or who need additional support will also be a priority group. Small group explicit instruction will be given by certified teachers, focusing on a review of FCAT strands and testing strategies. Materials used for instruction will include research based, district approved textbooks and workbooks and the Classworks software program.

All students will have access to a weekly No Zero Zone for remediation.

Enrichment Opportunities

Jefferson offers students opportunities to participate in several clubs during and after school. Most of Jefferson's clubs meet on Wednesday during an extended homeroom period. This ensures maximum participation without the need for afternoon or morning transportation.

Opportunities for SOAR remediation are based on District guidelines and available funding. Last summer any student that failed an academic class was notified of his/her eligibility for SOAR.

Jefferson identifies students upon entrance who are permitted to receive enrichment through Gifted services. These students receive gifted enrichment every school day in a gifted academic class. Their classes are taught by a gifted endorsed teacher. Students not placed in the gifted program are singled out for enrichment based on their progress in their core academic subjects. If they are able to master the course content, their teacher provides

enrichment activities to further and extend their exploration of the subject. This is a key focus area through the use of differentiated instruction. All academic teams promote enrichment in reading through Reading Counts, as well as literacy circles.

Teachers utilize differentiated instruction to ensure they are meeting students at their level of need. Lessons are differentiated on the basis of content, product, process, or learning environment (Tomlinson, *The Differentiated Classroom*). Differentiation allows students to delve deeper into subject material.

Jefferson utilizes an innovative FLEX schedule to provide an exceptional selection of enrichment activities to our students during the school day. Each week we hold an extended homeroom period for forty-five minutes. We use the time for school-wide intervention for struggling students. Students at or above proficiency in their classes are provided enrichment activities in their homeroom class. We are also working vigorously to incorporate components of the 21st Century classroom by adding technological resources for our teachers. These audio/video resources provide a tremendous benefit to students and facilitate instruction.

Our reading and math remediation are supported through the use of computer labs, pullout programs and Class Works. Jefferson offers parents and students access to Edline for progress updates and to enhance instruction and communication.

Reading Intervention Plan & Literacy Leadership Team (LLT)

"All components of the K-12 Reading Plan and statutory requirements for reading intervention will be followed. These components and approved instructional and intervention materials can be found at

https://app1.fldoe.org/Reading_Plans/Narrative/%28S%28saa40o452rdyn3iznykhluv3%29%29/NarrativeList.aspx "

Brevard County Public Schools School Improvement Plan 2011-2012

SECTION II

Highly Qualified Instructional Coaches

List your school's highly qualified instructional coaches and briefly describe their certification (s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for High Standards, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, Lowest 25%), and AYP information along with the associated school year)
Reading	Melissa Braun	M.A.- Education Ed.S.- Instructional Leadership	3	3	81% at or above grade level in 2011; 60% of students made learning gains in reading; 60% of the lowest 25% made a learning gain.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

School Leadership Team (STL)

Principal-

Assistant Principals-

Guidance Counselors-

Academic Team Leaders-

Teacher Data Teams (TDT)

Each TDT is comprised of a mathematics, language arts, science, and social studies teacher. Jefferson has three TDTs in the seventh grade and three TDTs in the eighth grade.

Individual Problem Solving Team (IPST)

Assistant Principal-

Response to Intervention committee chairperson-
Guidance Counselors-
School Staffing Specialist-
School Psychologist-
Academic teacher from the student's team

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?

Tasks:

- 1 - Oversee the implementation of RtI
- 2 - Establish procedures and guidelines related to meeting schedules for Grade-Level Teams
- 3 - Determine intervention/assessment/monitoring processes regarding staffing, meeting space, and frequency
- 4 - To serve as "check and balance" for Grade-Level Teams relating to continuation of intervention/assessment implementation and tier services placement
- 5 - To be final authority regarding Child Study Team placement issues

The School Leadership Team meets weekly, Teacher Data Teams meet bi-weekly, or as often as necessary. The Individual Problem Solving Team meets as needed, although time is set aside on a weekly basis.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem Solving process is used in developing and implementing the SIP?

The RtI Leadership Team designated a working group consisting of the Assistant Principal and the RtI Coach to represent the team in development and implementation of the school improvement plan. This working group provided data on RtI Tier procedures and goals as well as input regarding academic and social/emotional areas that need to be addressed.

Jefferson utilizes a school-wide system of tiered interventions to assist struggling students.

Tier I Interventions (All Students):

1. Outstanding, research-based daily instruction.
2. Homeroom/Study Hall -20 minutes/day
 - a. All students expected to study or work on class assignments after Jefferson News program.
3. Meeting daily with faculty advisor during Homeroom
 - a. Teacher consults with every student every week to motivate, encourage, and determine problems.
 - b. Teacher refers social issues via email to guidance counselor. Disciplinary issues referred to administration.
4. The day after each common assessment is used as a re-teaching & enrichment period based on student performance.
 - a. Assessment data are reviewed in next department meeting to determine efficacy of instruction.
5. Progress reports at 3-6-9 week intervals pulled by Guidance Services Professional
 - a. All students on failure list are automatically assigned to Tier II interventions by teacher.

ALL TIER 2 AND 3 INTERVENTIONS ARE RECORDED IN THE A3 SOFTWARE DURING TEAM MEETINGS

Tier II Interventions (Some Students): Teachers complete RtI Forms 1, 2, 3A, & Appendix 5

1. Before/after school tutoring
 - a. Schedule posted in each team member's classroom and promoted regularly
2. No Zero Zone
 - a. Students receive No Zero Zone assignment/intervention from their homeroom teacher.
 - b. Students take their make-up assignments to the media center during the period assigned.
 - c. Students supervised by media center staff.
 - d. Students that fail to report for No Zero Zone will be considered out of area and subject to disciplinary consequences. Teacher reports these students to the Dean's office.
 - e. Academic team makes notes in A3 program regarding the intervention prescribed, duration, and results.
3. Meeting with counselor
 - a. Counselor meets with students during available period and calls parents
4. Failing students report for mandatory tutoring every Wednesday during FLEX.
 - a. Team Leader assigns all failing students to the team's tutoring room for 45 minutes
5. Academic Support Program
 - a. Letter mailed to parents with program schedule
6. Team conference with parent
 - a. Team Leader calls to schedule conference and invites any necessary school personnel

Tier III Interventions (Individual students still failing a course after 6 weeks of a marking period):

1. No Zero Zone **plus:**
2. Failing students pulled from elective by academic team one day per week for three weeks and assigned to intervention room to make up missing assignments and/or work on Classworks and/or re-teaching assignments.
3. Teacher Data Team (TDT) meets to problem solve issue(s) facing the student and create specific, measurable intervention. Team ensures that RtI forms are complete.
4. Students still failing after 9+ weeks of a semester are referred to the Individual Student Problem Solving Team (IPST)
 - a. IPST reviews collected data and designs specific intervention for student, including diagnostic assessment.
 - b. IPST determines eligibility for ESE services.

RtI Implementation

Describe the data sources(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior

The district-provided A3 software package (including PMP, Vision, and RtI sections) will be used to manage data collection and analysis, progress monitoring, and intervention/assessment management.

Baseline data: Florida Comprehensive Assessment Test (FCAT), Florida Assessments for Instruction in Reading (FAIR)

Progress Monitoring: Curriculum Based Measurement (CBM), FCAT Simulation

Midyear: Florida Assessments for Instruction in Reading (FAIR)

End of year: FAIR, FCAT

Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on RtI.

We train the faculty annually on the RtI process. Topics covered include Brevard County's response to intervention manual, tier system, school-wide intervention model, paperwork, and technology available to assist in documentation of teacher efforts.

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 1

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

Jefferson Middle School will improve academic achievement for all students by using professional learning communities to understand student learning issues and drive classroom instruction.

- Reading Math Writing Science Parental Drop-Out
Involvement Programs
- Language Social Arts/PE Other
Arts Studies

Operational Expectations

Goal 1: Student Achievement

- 1. Maximize student potential in core area achievement.
- 2. Close achievement gaps.
- 3. Deliver quality non-core area learning opportunities that provide students with a well-rounded education.
- 4. Promote student acquisition of 21st century skills.

Goal 2: Safe, Healthy and Productive Work and Learning Environment

- 1. Provide adequate and appropriate facilities.
- 2. Maintain a safe work and learning environment.
- 3. Foster shared purpose and collaboration throughout the organization.

Goal 3: Capable and Engaged Workforce

- 1. Recruit and retain the highest quality staff.
- 2. Build leadership and job-related capacity at every level of the organization.
- 3. Promote continual learning and innovation through reasonable levels of autonomy, accountability and ownership.

Goal 4: Fiscal Responsibility and Organizational Effectiveness

- 1. Maintain effective and efficient resource management.
- 2. Utilize strategic planning that provides organizational focus and fosters continuous

improvement.

- 3. Maintain effective school/community communication and partnerships.

RATIONAL

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

&READING &

&Based on the 2011 A+ Plan for Florida, JMS received an A grade for the 12th straight year but did not make adequate yearly progress under No Child Left Behind. Jefferson needs improvement in three areas:

&White Students: & Seventy-eight percent of White students were at Level 3 or higher in 2011, whereas 79% proficiency was required to meet Adequate Yearly Progress (AYP). This is the first year this subgroup has not met proficiency requirements. At the same time we also experienced a 5% increase in the percentage of White students below grade level in reading which helps to explain the drop in this subgroup.

&Students with Disabilities: & Forty-five percent of students with disabilities were proficient in 2011 compared to 56% in 2010. This represents an 11% decline in the number of proficient students in this subgroup in one year and a 13% decline from 2009. Analysis of the past three years shows improved performance from 2008 to 2009 (46% to 58%), but a steady decline each of the last two years. This comes while our population of students with disabilities in reading has fallen from 127 students tested three years ago, to 106 students tested in 2011.

&Economically Disadvantaged: & 2010 was the first year that Jefferson did not meet proficiency requirements for this subgroup. Sixty-five percent of economically disadvantaged students were proficient in 2011 compared to 69% in 2010. This is the second year that Jefferson has failed to meet proficiency targets with this subgroup. This performance demonstrates a 4% decline in proficient students over the past two years.

&Overall, students made learning gains in reading at a rate of 60%. We also saw 60% of our lowest 25% in reading making a learning gain.

&Seventh grade students scoring level 4 or 5 in reading dropped by 2% from last year to 43%. This is in line with the rest of the district and 9% better than the state.

&Eighth grade students scoring level 4 or 5 in reading increased by 4% from last year to 29%. This is 3% better than the district and 8% better than the state.

&The percentage of seventh grade students scoring a level 1 in reading stayed the same from last year at 5%. This was better than both the district and state. The percentage of eighth grade students scoring level 1 dropped to 4%. This was a 2% reduction in level 1 students and markedly better than the district or state.

&Student scores on the Florida Assessment In Reading (FAIR) in 2011 were lower than in 2010 through the first assessment period. This can be attributed to a change in the FAIR test to reflect the new FCAT 2.0, which was more difficult. Student performance on FAIR improved through the second and third assessment periods. FAIR data indicated that 61% of 7th grade students had a high probability of success on the FCAT reading test. Thirty-five percent of 7th grade students demonstrated a moderate probability of success. In the 8th grade 61% of students had a high probability of success on FCAT reading, whereas 35% demonstrated a moderated probability of success. Only 4% of the student body demonstrated a low FCAT success probability. Combined results on the FAIR test indicated that 96% of students in both 7th and 8th grade had a moderate or better probability of success on FCAT.

&Results from the FAIR subtests were congruent with results from FCAT reading strands in 2011. Jefferson students struggled most in 7th and 8th grade with reading application on FCAT. Maze and word analysis

subtest results from FAIR reflect the same issues at the sentence and word level.

Although Jefferson has areas needing improvement we compare favorably with other middle schools in Brevard County. In 2011 Jefferson ranked as follows out of twelve middle schools:

7th grade reading: 3rd in Brevard with 82% proficient

8th grade reading: 5th in Brevard with 68% proficient

MATH

Overall, performance in mathematics was excellent. Students were proficient in mathematics at a rate of 85%, which was the same rate as the previous year. Jefferson ranked as follows out of twelve middle schools:

7th grade math: 2nd in Brevard with 83% proficient

8th grade math: tied for 1st in Brevard with 85% proficient

Jefferson saw 78% of students make a learning gain in math. We also saw 75% of our lowest 25% in math make a learning gain.

The percentage of students scoring level 1 in math fell in both seventh and eighth grade. Seventh grade experienced a 3% reduction from last year, while eighth grade had a 2% reduction. Both were well ahead of the district and state.

Similar results were seen in the percent of students scoring level 4 or 5 in math. In the seventh grade we experienced a 6% improvement over last year. Eighth graders had a 7% improvement. Both were well ahead of the district and state.

Data from common assessments given in our math classes reflect the overall excellent performance seen on FCAT.

Data from differentiated accountability assessments was not reflective of our FCAT performance, as our students tended to score markedly lower than on a comparable assessment given by their teacher. All subgroups scored lower on the DA assessments. This may be attributed to the seriousness with which they took the DA assessment rather than a lack of ability.

Analysis of 2011 FCAT strand data reveal that 7th grade students struggled most in Ratios/Proportional Relationships. Eighth grade students struggled most in Expressions, Equations, & Functions.

Jefferson needs improvement in two areas:

Students with Disabilities: In 2009, 51% of the students with disabilities were at Level 3 or higher in Math. In 2010 Jefferson improved to 59% of students with disabilities meeting proficiency, reflecting a 10% reduction in the number of non-proficient students in math. This reduction allowed Jefferson to make Adequate Yearly Progress in math. Achievement in math overall increased each year from 2008-2010. However, in 2011 Jefferson experienced a 3% decline in proficient students in this subgroup. The number of students in this subgroup was smaller than in 2010.

Economically Disadvantaged: Seventy-five percent of students in this subgroup were proficient in 2011. This is a 1% increase from the previous year, but not enough for Jefferson to meet AYP for this subgroup in math. This is the first year since 2004 that Jefferson has failed to make AYP with this group of students. Coincidentally, 2011 marks the highest percentage of economically disadvantaged students Jefferson has had, with 32% on free or reduced lunch. With the continued difficulty in the local economy our free or reduced lunch number has jumped to 39.6% for the 2011-2012 school year.

&SCIENCE &

&Progress in science has been inconsistent over the past three years. In 2007-2008 we had 73% of students meeting proficiency in science. That number fell to 66% in 2008-2009, but increased 7% in 2009-2010 to 73% at proficiency. A number of factors contributed to the resurgence in science including effective inclusion programs for our students with disabilities, differentiated instruction, increasing use of inquiry based instruction, data meetings, and common assessments. In 2011 we witnessed another increase in science achievement for our 8th grade students. 76% of Jefferson students were proficient on the 2011 FCAT science test. This represents a 3% increase.

&Progress in science is demonstrated by the significant reduction of students scoring level 1. We had a 50% reduction in the percentage of students at the lowest level. Jefferson reduced our non-proficient students from 10% to 5% in one year. This was well ahead of the district and state.

&Black and Hispanic students made the largest gains of any subgroup in science. The percent of Black students on grade level in science jumped by 18% compared to 2010. Hispanic students improved by 14%.

&The percentage of students scoring level 4 or 5 in science stayed steady from last year with no improvement.

&As a whole Jefferson 8th grade students struggled most in the Life and Environmental Science strand.

&Jefferson was ranked as follows out of twelve middle schools in science:

&8th grade: 2nd in Brevard with 76% proficient.

&Data from our common assessments in science showed growth over the previous year and was reflective overall of 8th grade science FCAT performance.

&

Best Practice:

(What does research tell us we should be doing? Benchmark your results)

Best practice indicates that a variety of research-based instructional techniques should be utilized in the classroom. Robert Marzano's high-yield instructional strategies of summarizing & note-taking, reinforcing effort & recognition, non-linguistic representations, cooperative learning, generating & testing hypothesis, questions, cues & advance organizers, & homework & practice, & identifying similarities & differences have been found to produce results with students. These instructional strategies are useful in all academic areas and can be customized to the individual teacher's taste and preference.

Carol Tomlinson's work in differentiated instruction indicates that classroom instruction should be targeted to the individual student. This is accomplished through differentiation in lesson content for different groups of students, allowing students choices in the product they show for lesson assessment, and the process through which the lesson is taught. Differentiation represents a practical strategy that can be used with students of all ability levels to teach them at their level of preparedness. This strategy tends to be time-intensive for the teacher, as significant planning is sometimes required. It also tends to be a "stretch" area for most teachers since they are often reluctant to try a differentiated lesson.

Rick Dufour's work in professional learning communities shows that having teachers act as sole proprietors with a "silo" mentality is not an effective or efficient use of teacher resources

in a school building. In this scenario teachers are denied the opportunity of exposure to the collective wisdom of the faculty. Similarly, students are denied the most effective teaching practices as shared by the teachers on campus who use them. Ideally, teachers would work in a collegial atmosphere that is free from fear or intimidation on the topics of teaching and learning. Teachers would learn from one another in their professional learning community about what is working in their classroom and what is not. They would have the opportunity to share experiences with fellow teachers and gain useful information about how they might teach a lesson or concept more effectively. Additionally, teachers would have the opportunity to design and create common assessments based on an agreement of which concepts are important to teach. This would allow teachers to measure student performance and benchmark it against instructional practice. Over time patterns would emerge demonstrating the efficacy of classroom instruction.

A companion idea to professional learning communities is the reflective practice of teachers. Effective schools provide time for teachers to evaluate their classroom performance and instructional techniques. Jennifer York-Barr's work indicates that the act of reflection allows teachers to better understand their strengths and weakness on an individual level. This practice can be expanded to the team, grade level, department level, or PLC level to allow teachers to share their experiences and learn from one another. Reflective practice, combined with the collaborative atmosphere of PLCs, can be a powerful strategy for teacher improvement.

Analysis of Current Practice:

(How do we currently conduct business?)

&Students scoring Level 1 on FCAT Reading will have Progress Monitoring Plans (PMP's) developed for them by their language arts teacher. Parents must sign the plan and return it to the school.

&

&Level 1 and 2 students will be placed in year-long intensive reading classes.

&Level 1, tier 2 (non-fluent) students will have 1 language arts class and 1 reading class.

&Level 1, tier 3 (non-fluent) students will have 1 language arts class and 2 reading classes.

&Level 2, tier 1 (fluent) students will have a language arts class and a reading class.

&

&All students taking Reading are taught with research-based curriculum materials. Level 2 students use the Voyager Journeys curriculum. Level 1 students use either Read 180 or Language!

&

&Students struggling in reading are supported with remediation opportunities during the school day and an academic support program before and after school. In school remediation will focus on Language Arts, Reading, and Math strands each week leading up to the FCAT test. Our academic support program will be more targeted this year, whereas in the past it has been open to all students regardless of proficiency level. We will focus only on non-proficient students, work to increase participation in the program &through phone calls and mailings, and work on specific reading goals set by each student. Our Literacy Coach will provide tutoring to non-proficient reading students in the Academic Support Program.

&

&Students that fail a course first semester are offered the opportunity of a virtual instruction lab. This allows the student to make up the course so he or she can stay on track for promotion.

&

&Language Arts instruction has suffered from a lack of horizontal curriculum alignment. Teachers tend to act as sole proprietors rather than working collaboratively. The result has been inconsistent results in FCAT reading scores. Our teachers understand the standards and what must be taught, but do not have broad agreement on sequence or scope. This is

particularly true in literature where each teacher has favorite novels. The lack of alignment has made it difficult to design common assessments so that our teachers can evaluate the effectiveness of their instruction. We are working to correct these issues and have required the development of common assessments in language arts.

&

&Students are assigned to math classes based on course grades, two years of test scores, and teacher recommendation. We offer Algebra I Honors to 7th grade students, but do not push the course aggressively during registration. We tend to be more concerned with student preparedness and skill acquisition than in pushing an advanced course too soon. We require all 7th graders interested in taking Algebra I Honors to take the Orleans-Hanna screening exam. This typically results in a solid group of 7th grade students in Algebra that do very well over the course of the year. Eighth grade students are eligible to take Geometry if they performed well in Algebra in the seventh grade. Jefferson also offers Math 2, Math 3, and Intensive Math for students below grade level.

&

&Math teachers utilize common summative assessments. A few of their formative assessments are also common. We require the teachers to post the percent proficient on each assessment in our data room. This becomes the basis for discussion on instructional technique in their professional learning community.

&

&Science students are placed in courses by their course grades, FCAT reading scores, and teacher recommendations. Fifth grade FCAT science scores tend not to be the most reliable data point for course placement. Our science teachers have worked closely together over the past two years to develop common summative assessments. They conduct item analysis after each assessment and meet as a group to decide if the assessments need to be modified. They are also required to post their percent proficient on each assessment in our data room. Again, this becomes the basis for discussion in their professional learning community. The science department has also begun to use lesson study as a technique to evaluate instructional effectiveness.

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GOAL 1

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

Jefferson Middle School will improve academic achievement for all students by using professional learning communities to understand student learning issues and drive classroom instruction.

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	IN-PROCESS MEASURE
Use student data sheets to help students identify strengths and weaknesses on FCAT strands and to track progress on the FAIR assessment.	Classroom teachers	September, December, and March		FAIR assessment results
Align the school curriculum horizontally and vertically to eliminate gaps in instruction.	Language Arts teachers	Ongoing		Bi-weekly department meetings
Utilize common summative assessments to evaluate teacher effectiveness and student learning.	Classroom teachers	Ongoing		Proficiency results posted in our data room.
Utilize B.E.S.T. instructional strategies to improve classroom instruction.	Classroom teachers	Ongoing		Classroom walkthrough data
Create and administer common formative assessments to evaluate student learning and instructional effectiveness.	Science teachers	Ongoing		Proficiency results posted in our data room.
Target non-proficient students for remediation in our academic support program	Administration	December 1, 2011	\$8,40...	Attendance logs from ASP sessions
Utilize hands-on inquiry based instruction to promote student engagement.	Science teachers	Ongoing		Classroom walkthrough data

Require teachers to meet in their professional learning community to discuss teaching and learning issues

Administration

Ongoing

Bi-weekly meeting agendas

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 1

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Writing:

Total
Population: From % in 2011 to % in 2012.

Math:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Science:

Total
Population: From % in 2011 to % in 2012.

ADDITIONAL OUTCOME INDICATORS:

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PROGRESS MONITORING:

Florida Assessment in Reading (FAIR) Common summative assessment data	
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Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 1

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>
	Professional Learning Communities;
<i>District Request - OTHER</i>	<i>School Based - OTHER</i>

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 1

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
Salaries	Academic Support Program	ASP	\$8,400.00
Materials	Language Arts textbooks	Textbook Funds	\$10,700....
		TOTAL:	\$19,100.00

- 3. Maintain effective school/community communication and partnerships.

RATIONAL

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

&Performance in FCAT Writing for 8th grade students improved from 2010 to 2011 by 6%. In 2010, 83% of students scored 4.0 or better. In 2011, 89% of students scored 4.0 or better. Mean essay scores improved by 0.1%.

&

&Eighth grade performance by level:

&1.0 score: 0 students

&2.0 score: 8 students (2.2%)

&3.0 score: 31 students (8.6%)

&4.0 score: 144 students (40.3%)

&5.0 score: 152 students (42.5%)

&6.0 score: 21 students (5.8%)

&

&Jefferson has been able to close the achievement gap for minority students in writing. Black students have improved their mean essay score by 0.5 point since 2003 and now stand at 4.1. This is only 0.2 point from White students. Economically disadvantaged have shown 0.6 point growth since 2003. Students with disabilities have shown 0.1 point growth in the same span. More work remains to be done with our Hispanic population, which has seen their mean essay score decline by 0.9 point.

&

Best Practice:

(What does research tell us we should be doing? Benchmark your results)

Writing should be incorporated in every academic area as a key part of instruction. All subjects benefit from this instructional focus. Teachers should plan to include opportunities for writing so that students become accustomed to the writing and editing process. The repetition of this process, combined with the use of rubrics for grading and peer review, ingrain the proper conventions of the English language. Language Arts teachers should use anchor papers as exemplars. A focus on writing should also be supported by a strong culture of literacy within the school. Books should be readily available in a variety of levels to meet the needs of all students. By reading a variety of good authors, students will gather tools to assist in their own writing.

Analysis of Current Practice:

(How do we currently conduct business?)

&The instructional focus in writing is on the Six Traits of writing. Teachers utilize anchor papers to demonstrate the differences in the various levels of writing. Teachers promote the use of rubrics for grading, and peer review to encourage the re-writing process. Language Arts instruction supports this effort with a year-long study of grammar and syntax, including common summative assessments.

&

&The language arts department administers a mock FCAT writes test in September and analyzes the results to drive writing instruction.

&

&We require all content areas, except math, to use writing as a routine part of their curriculum. This is supported by three excellent resources provided by the language arts and writing resource teachers at the district level, "Mastering Editing & Revising," "Writing with Pattern Artistry," and "Mastering the Artistic Writing Voice."

&

&We have encouraged language arts teachers to share their students' writing samples with other teachers so they can be scored by a second person. This effort has been only moderately successful because of teacher time constraints. We also encourage teachers to have brief meetings with individual students to discuss their writing progress and set goals for improved performance.

&

&

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 2

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

Jefferson Middle School will increase achievement for all students in writing by utilizing Six Traits of writing instructional strategies to promote student engagement and learning.

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	IN-PROCESS MEASURE
Utilize Six Traits of Writing strategies in all language arts classrooms to improve instruction.	Language Arts teachers	Ongoing		Classroom Walkthrough data
Use rubrics to evaluate student writing	Classroom teachers	Ongoing		Classroom walkthrough data
Utilize "Mastering Revising & Editing", "Writing with Pattern Artistry," and "Mastering the Artistic Writing Voice" resources to improve writing instruction	Language Arts teachers	Ongoing		Teacher lesson plans
Promote reading as a strategy to help students understand the author's voice and effective writing transitions	Classroom teachers	Ongoing		Classroom walkthrough data
Use anchor papers as exemplars of effective writing to provide students writing targets.	Language arts teachers	Ongoing		Teacher lesson plans

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 2

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Writing:

Total
Population: From % in 2011 to % in 2012.

Math:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Science:

Total
Population: From % in 2011 to % in 2012.

ADDITIONAL OUTCOME INDICATORS:

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PROGRESS MONITORING:

District writing assessments Student writing samples in language arts classes Classroom walkthrough data to check for writing in content area classrooms	
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Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 2

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>
<i>District Request - Other</i>	<i>School Based - Other</i>

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 2

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
	N/A		
		TOTAL:	\$0.00

- 3. Maintain effective school/community communication and partnerships.

RATIONAL

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

Best Practice:

(What does research tell us we should be doing? Benchmark your results)

Analysis of Current Practice:

(How do we currently conduct business?)

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 3

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	IN-PROCESS MEASURE

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 3

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Writing:

Total
Population: From % in 2011 to % in 2012.

Math:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Science:

Total
Population: From % in 2011 to % in 2012.

ADDITIONAL OUTCOME INDICATORS:

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PROGRESS MONITORING:

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Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 3

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>
<i>District Request - Other</i>	<i>School Based - Other</i>

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 3

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
		TOTAL:	\$0.00

- 3. Maintain effective school/community communication and partnerships.

RATIONAL

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

Best Practice:

(What does research tell us we should be doing? Benchmark your results)

Analysis of Current Practice:

(How do we currently conduct business?)

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 4

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	IN-PROCESS MEASURE

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 4

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Writing:

Total
Population: From % in 2011 to % in 2012.

Math:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Science:

Total
Population: From % in 2011 to % in 2012.

ADDITIONAL OUTCOME INDICATORS:

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PROGRESS MONITORING

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Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 4

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>
<i>District Request - Other</i>	<i>School Based - Other</i>

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 4

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
		TOTAL:	\$0.00

Brevard County Public Schools School Improvement Plan 2011-2012

Parental Involvement

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve the level of parent satisfaction as delineated in parent survey?)

Jefferson Middle School will increase the level of parent satisfaction by actively promoting our parent organization, fostering open communication, encouraging a cooperative relationship, and structuring a welcoming atmosphere in our building.

- Parental Involvement

Operational Expectations

Goal 1: Student Achievement

- 1. Maximize student potential in core area achievement.
- 2. Close achievement gaps.
- 3. Deliver quality non-core area learning opportunities that provide students with a well-rounded education.
- 4. Promote student acquisition of 21st century skills.

Goal 2: Safe, Healthy and Productive Work and Learning Environment

- 1. Provide adequate and appropriate facilities.
- 2. Maintain a safe work and learning environment.
- 3. Foster shared purpose and collaboration throughout the organization.

Goal 3: Capable and Engaged Workforce

- 1. Recruit and retain the highest quality staff.
- 2. Build leadership and job-related capacity at every level of the organization.
- 3. Promote continual learning and innovation through reasonable levels of autonomy, accountability and ownership.

Goal 4: Fiscal Responsibility and Organizational Effectiveness

- 1. Maintain effective and efficient resource management.
- 2. Utilize strategic planning that provides organizational focus and fosters continuous improvement.
- 3. Maintain effective school/community communication and partnerships.

RATIONAL

Data Analysis from multiple data sources:

(Utilize results from the Parent Client Survey to develop this Needs Assessment) Click Here for Parent Client Survey Results - <http://parentsurvey.brevardschools.org/menus.html>

According to the parent survey Jefferson parents are attending an athletic or informational event at the school during the year at a 95.1% rate. Of those that attended an informational event, 92% felt the session was useful. Many parents that did not attend cited inconvenient times as the cause.

Parents overall (74.9%) felt that they were encouraged to participate in school decisions. Those that did not cited lack of time to participate as their primary reason.

Parents were generally pleased with the quality and quantity of information coming from the school. Progress reports & report cards received high marks. Information about testing received the lowest marks, with only 49% responding that they felt well informed about the school testing calendar.

As a source of information, Edline received a 71% excellent mark. We have 72 unactivated accounts for the 2011-12 school year.

Parents gave favorable marks to questions regarding classroom instruction, instructional materials, and availability of tutoring. However, 17% indicated that their child was poorly prepared in the area of real-world issues.

Parents responded favorably to questions about customer service, with 80% or better giving a good or excellent mark in these areas.

Best Practice:

(What does research tell us we should be doing?)

Parent involvement is a key component in student and school success. There is a direct correlation between the activity of parents as stakeholders and the success of the school overall. Active parents indicate a willingness to promote education at home, to work with teachers, and to support the school mission. Schools should partner with parents to improve student engagement and student achievement. Schools should also actively promote an open and inviting culture where parents are encouraged to volunteer.

Analysis of Current Practice:

(How do we currently conduct business?)

&

& Jefferson is privileged to have a very active parent organization, the Jefferson Parent Organization (JPO). JPO participates in numerous school activities throughout the year. They also sponsor and fund a number of these activities for our students. JPO are active in volunteerism in our school and with our School Advisory Council. They contribute approximately 10000 hours each year in the school and are a major reason that Jefferson earns the Five Star School award annually. The JPO sponsors min-grants for our faculty and staff in \$500 increments. Faculty apply for these min-grants to support classroom activities. Our JPO chairperson maintains an email distribution list that she uses to communicate campus activities to our parents. Administration also meets with the JPO on campus at their monthly meetings. We communicate with our parents through quarterly newsletters, Synervice calls, email distribution lists, and EdLine. One hundred percent of our faculty are required to use

EdLine to keep parents informed about student progress. We make every effort during fall registration to have our families activate their EdLine accounts.

&

& We are on track this year to double the number of business/community partners we had in 2009. Jefferson is supporting these partnerships with in-kind donations of advertising on campus and at campus activities.

&

& Jefferson's only issue with parental involvement is in the area of Individual Program of Study (SSNP) meetings. We normally have less than 50% of our parents participate in these meetings, which are required of every student in the building.

&&

&

& Jefferson reaches out to parents in an number of ways. We promote our parent organization, the Jefferson Parent Organization (JPO) during fall registration. It is during this time that we register many parents to be school volunteers. We continue to promote the JPO throughout the year. JPO parents work closely with the school to coordinate a number of family friendly events throughout the school year. These events are mailed weekly on a mass distribution list to all JPO members and to parents that leave us their email addresses. JPO helps to coordinate parent volunteers for the front office and for all school events. As a consequence, we have a high number of volunteer hours each year.

&

& School administration meets monthly with the JPO and discusses campus activities and any & issues confronting students. Parents are provided an opportunity for input at these meetings & directly with the school principal. Jefferson involves parents as stakeholders in the school improvement process as members of our School Advisory Council. We also mail home quarterly newsletters, post frequently to our school website, and use EdLine to keep parents and teachers in contact.

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 5

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve the level of parent satisfaction as delineated in parent survey?)

Jefferson Middle School will increase the level of parent satisfaction by actively promoting our parent organization, fostering open communication, encouraging a cooperative relationship, and structuring a welcoming atmosphere in our building.

STRATEGIES:

<i>ACTION STEPS</i>	<i>PERSON RESPONSIBLE</i>	<i>TIMETABLE</i>	<i>BUDGET</i>	<i>IN-PROCESS MEASURE</i>
Encourage parents to activate Edline accounts	Administration	October 15, 2011		EdLine activation report
Provide a link to the Jefferson Parent Organization on Jefferson's school website	Technology associate	October 1, 2011		School website
Pursue community and business partnerships	Administration & school program sponsors	Ongoing		Business partner records

Brevard County Public Schools School Improvement Plan 2011-2012

Parental Involvement

EVALUATION:

OUTCOME INDICATORS:

(Should be directly connected to the parent client survey results.)

Five Star School Award Golden School Award	
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PROGRESS MONITORING:

School volunteer logs Jefferson Parent Organization logs	
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Brevard County Public Schools School Improvement Plan 2011-2012

Parental Involvement

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request - Other</i>	<i>School Based - Other</i>

Brevard County Public Schools School Improvement Plan 2011-2012

Parental Involvement

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
	N/A		
		TOTAL:	\$0.00

