Brevard Public Schools

Astronaut High School

2020-21 Schoolwide Improvement Plan

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Astronaut High School

800 WAR EAGLE BLVD, Titusville, FL 32796

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

Demographics

Principal: Krista Miller K

Start Date for this Principal: 8/26/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	55%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: C (50%) 2017-18: C (52%) 2016-17: C (50%) 2015-16: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
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

Astronaut High School will provide a safe, supportive learning environment that empowers students to become capable, independent, informed, and contributing citizens who can succeed in an ever changing world.

Provide the school's vision statement

Pride in community; Passion in learning.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Cantaloupe, Lori	Assistant Principal	Assistant Principal of Curriculum and Instruction Duties and Responsibilities include but are not limited to: -utilizing student data to support teachers in making course recommendations for students and scheduling the specific courses that student need based on their academic ability and ordering materials/textbooks. -overseeing the IPST process for our students and parents -supervising ESE student scheduling and push-in services -tracking student data/grades to share with families -supervising the school counselor to support sharing student progress, graduation data including the numbers that affect our grad rate and school grade.
Russell, Jamie	Assistant Principal	Assistant Principal of Facilities Duties and Responsibilities include but are not limited to: -overseeing tracking of senior graduation status, planning of interventions, and progress monitoring -overseeing custodial services, maintenance, and upkeep of the school facility -overseeing student activities, athletics, and supervision -administrative contact for 11th and 12th grade students: discipline, grades, attendance, communication -supervises Social Emotional Learning initiatives and student mental health protocols -second in command for COVID related procedures -creates processes and procedures for Summer School instruction and facility use
Hanson, Jerry	Assistant Principal	Assistant Principal of Discipline Duties and Responsibilities include but are not limited to: -primary contact for student discipline implementation -overseeing administrative hearings related to discipline, threat assessments, and complaint investigations -administrative contact for 9th grade students: discipline, grades, attendance, communication -Title IX contact -Partners in Education community liaison -administrative mentor lead for aspiring leaders -Social Committee chair
Miller, Krista	Principal	Oversee the daily operations of the school including student safety, instructional leadership and staff development, student achievement (progress monitoring and interventions), school budget, family and community engagement, school culture, and learning environment.

Demographic Information

Principal start date
Wednesday 8/26/2015, Krista Miller K

Number of teachers with a 2019 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.*
2

Number of teachers with a 2019 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.*
10

Total number of teacher positions allocated to the school
69

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	55%
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2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
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.	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	329	315	245	193	1082
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	37	8	15	9	69
One or more suspensions	0	0	0	0	0	0	0	0	0	69	24	22	6	121
Course failure in ELA	0	0	0	0	0	0	0	0	0	59	57	41	14	171
Course failure in Math	0	0	0	0	0	0	0	0	0	30	67	29	10	136
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	74	46	56	43	219
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	41	46	40	37	164

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	105	88	58	24	275

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	0	0	18	8	44	32	102
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	7	0	2	14

Date this data was collected or last updated

Thursday 10/29/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	299	271	248	239	1057
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	34	18	18	16	86
One or more suspensions	0	0	0	0	0	0	0	0	0	55	25	21	20	121
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	34	72	66	58	230
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	59	58	58	26	201

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	83	87	75	49	294

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	0	0	0	25	55	38	118
Students retained two or more times	0	0	0	0	0	0	0	0	0	8	0	5	10	23

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	299	271	248	239	1057
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	34	18	18	16	86
One or more suspensions	0	0	0	0	0	0	0	0	0	55	25	21	20	121
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	34	72	66	58	230
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	59	58	58	26	201

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	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	25	55	38	118
Students retained two or more times	0	0	0	0	0	0	0	0	0	8	0	5	10	23

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	50%	59%	56%	41%	58%	56%
ELA Learning Gains	49%	52%	51%	45%	53%	53%
ELA Lowest 25th Percentile	40%	40%	42%	37%	44%	44%
Math Achievement	35%	48%	51%	45%	50%	51%
Math Learning Gains	46%	49%	48%	53%	46%	48%
Math Lowest 25th Percentile	32%	45%	45%	50%	43%	45%
Science Achievement	48%	66%	68%	44%	67%	67%
Social Studies Achievement	64%	70%	73%	57%	70%	71%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	53%	62%	-9%	55%	-2%
	2018	39%	60%	-21%	53%	-14%
Same Grade Comparison		14%				
Cohort Comparison						
10	2019	48%	59%	-11%	53%	-5%
	2018	46%	61%	-15%	53%	-7%
Same Grade Comparison		2%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	45%	66%	-21%	67%	-22%
2018	43%	67%	-24%	65%	-22%
Compare		2%			

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	62%	71%	-9%	70%	-8%
2018	56%	70%	-14%	68%	-12%
Compare		6%			

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	22%	61%	-39%	61%	-39%
2018	28%	62%	-34%	62%	-34%
Compare		-6%			

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	41%	60%	-19%	57%	-16%
2018	45%	60%	-15%	56%	-11%
Compare		-4%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2016-17**	**C & C Accel 2016-17**
SWD	20	29	24	18	50		20	40		78	23
BLK	26	37	42	22	52		33	38		75	52
HSP	40	41	43	30	58		33	73		81	40
MUL	54	53	36	26	29		50	75		69	55
WHT	56	52	39	40	45	31	53	68		84	63
FRL	41	45	39	27	42	29	40	54		79	54

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	30	32	21	38		19	30		56	33
BLK	18	36	41	28	33		15	34		69	52
HSP	35	45		35	57		30	53		82	71
MUL	39	50		44	53		27	39		83	73
WHT	47	46	39	50	56	53	53	64		78	71
FRL	34	43	40	41	48	48	36	49		65	63

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	504
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	49
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	53
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	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

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

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

Because schools had to close face-to-face learning in the Spring of 2020, our students were not able to participate in statewide assessments. Therefore, using our 2018-2019 lowest performance level, our Math scores dropped from 45% proficiency to 35%. Consequently, our math learning gains dropped by 7% and our lowest 25th percentile students dropped from 50% to 32% proficiency. In 2017-18, our learning gains in math increased 12% and the lowest 25% group increased from 30% to 50%.

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

The greatest decline was our lowest 25% math group in 2018-2019. It has been our practice to place students who score level 1 or 2 on the FSA Math EOC in 8th grade in Algebra 1A and 1B in 9th and 10th grade. Ability grouping our students in math created an atmosphere that was not conducive to learning for all students. We also did not have formative assessments or means for progress monitoring, and we had one teacher in charge of all of the EOC courses, so we also did not have a collaborative teaching environment for the subject area.

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

Our Biology Achievement proficiency score was 48% in comparison to the state score of 68%. While our greatest gap is in the area of science, our scores actually increased by 4%, which could be a result of the AVID strategies and district science resource teachers that collaborated and modeled with our teachers last year.

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

ELA Achievement improved by 9%. Astronaut High School became an AVID School and worked diligently to increase the use of WICOR strategies across all disciplines. We focused on interventions and connected students to SAT and ACT prep sites as well. Additionally, we held curriculum nights to explain testing requirements to parents and students, along with other graduation information, and we took steps to create a culture of college and career readiness on our campus. Additionally, we used Reading Plus benchmark assessments throughout the year to progress monitor in 9th and 10th grade English classes, and we used the full program in 9-12 Intensive Language Arts Classes. Small group instruction was given, especially to the lowest 25th percent of our students as well as with our African American students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Our current 9th grade population had the highest number of students with attendance below 90% and 69 had at least one day of suspension last year. Additionally, there were 51 students who failed English and 10 that failed Math.

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

1. Increase proficiency of SWD and African American students to increase ELA proficiency
2. Increase Student achievement in Algebra 1.
3. Acceleration success.
4. Consistent technology integration.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Increase ELA achievement scores in multiple subgroups - Students with Disabilities (SWD) and African American students. The achievement gaps for our SWD and African American students are grossly disproportionate to their like peers in other subgroups. While we have seen growth from 2018 (13% SWD and 18% African Americans proficiency) to 2019 (20% SWD and 26% African American proficiency) we realize additional focused supports need to be put into place to close the achievement gap (50% over all ELA proficiency, 56% White proficiency). Increasing student expectations with teacher support is an essential component to achieving our goals.
Measureable Outcome:	Through increased supports and progress monitoring, we will increase the ELA proficiency for SWD by 8% to 28% and we will increase the ELA proficiency for African American students by 8% to 34%.
Person responsible for monitoring outcome:	Lori Cantaloupe (cantaloupe.lori@brevardschools.org)
Evidence-based Strategy:	Place students in classes that are appropriate to engage and challenge students based on multiple data points (Assessment history, course performance, progress monitoring). Engage and challenge students in grade level appropriate texts and tasks through the use of AVID strategies based on WICOR. Provide ELA supports in both first and second semester on a block schedule through ELA and IELA courses. Provide supports for SWD in the ELA and Math classrooms four times a week (vs 2 times per week previously). Utilize small group, strand specific instruction with our Reading coach targeting African American students in the area of ELA.
Rationale for Evidence-based Strategy:	Over the past two years we have modified the method for which students are placed into future courses. Rather than teachers and students determining what course they should be placed in based off of work habits, behavior, or preference, our counselors, teachers, and administration review multiple years of assessment history, course performance, and student potential to place them in a course that will provide a challenging and engaging culture. We also include case managers and staffing specialists in our conversations for SWD to ensure we can set goals that align with the students IEP. Now that our students are correctly placed, we have collective commitments on high yield WICOR strategies that provide support in Writing, Inquiry, Collaboration, Organization, and Reading. Student structures, instructional fidelity, and progress monitoring are providing opportunity and preparation for success in high school and preparation for college.

Action Steps to Implement	
Place students in classes based on their maximum potential success based on assessment data, course success, and progress monitoring.	
Person Responsible	Lori Cantaloupe (cantaloupe.lori@brevardschools.org)
Increase organization through the utilization of binders that will hold course contents across each grade level.	
Person Responsible	Krista Miller (miller.krista@brevardschools.org)

Provide professional development on the use and implementation of the 5-phases of focused note-taking.

Person Responsible Krista Miller (miller.krista@brevardschools.org)

Utilize and model the structures of collaboration as tools to increase the rigor of the standards.

Person Responsible Krista Miller (miller.krista@brevardschools.org)

Utilize the Reading Coach to schedule regular progress monitoring and small group interventions, specifically targeted for SWD and African American students.

Person Responsible Lori Cantaloupe (cantaloupe.lori@brevardschools.org)

Recognize students through our Renaissance program who make gains in progress monitoring, grades, and behaviors.

Person Responsible Jamie Russell (russell.jamie@brevardschools.org)

Provide planning time for push-in teachers and subject area teachers to plan challenging curriculum that can be presented to multi-level students with support for mastery.

Person Responsible Lori Cantaloupe (cantaloupe.lori@brevardschools.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Student achievement in Algebra 1, based on the FSA EOC has dropped significantly in the past two years. Students who are enrolled in Algebra 1 traditionally fall into the lowest 30% of 9th grade students performance wise. Due to students' inability to access previously learned knowledge and/or lack of understanding, students tend to act out with negative behaviors which results in loss of instructional time. Additionally, time for student practice and "doing" is overshadowed by lecture in an attempt for teachers to control classroom behavior.
Measureable Outcome:	Algebra 1 proficiency will increase from 22% to 37% on the Algebra 1 EOC.
Person responsible for monitoring outcome:	Jamie Russell (russell.jamie@brevardschools.org)
Evidence-based Strategy:	Engage and challenge students in grade level appropriate tasks through AVID/SIMS strategies, including the five phases of note taking, questioning, and discussion in order to increase the conceptual math knowledge as well as procedural aspects. Teachers will utilize the MAPS progress monitoring tool and create small groups for tier 2 instruction.
Rationale for Evidence-based Strategy:	Students taking Algebra 1 in high school typically have difficulties with the concepts of math and teachers spend a lot of time addressing how to solve math problems. Consequently, teachers are not able to allot the necessary time on the conceptual part of problem solving as it pertains to math, which is a majority of the Algebra 1 EOC. With frequent progress monitoring, teachers/math coach/administration will have the data they need to create small groups with focused instruction. Based on our current data, statistics showed the largest gap in learning and, thus, will be the first focus area.

Action Steps to Implement	
Utilize district curriculum maps and resources based on standards for Algebra Nation with fidelity.	
Person Responsible	Krista Miller (miller.krista@brevardschools.org)
Develop lesson plans that incorporate at least 70% student practice and discover.	
Person Responsible	Krista Miller (miller.krista@brevardschools.org)
Develop small group, targeted lessons, on Statistics modeled after "skills days" at least 8 times during the school year with 4-5 targeted Math teachers. Identify and close the learning gap for targeted students.	
Person Responsible	Jamie Russell (russell.jamie@brevardschools.org)
Incorporate AVID strategies, specifically the 5-phase process of focused note-taking and structures of collaboration (with social distancing) to increase the rigor of the standards.	
Person Responsible	Krista Miller (miller.krista@brevardschools.org)

#3. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale:	Acceleration success is a key component to our school grade as well as our mission at Astronaut High School. In our third year of AVID school-wide, we share the AVID mission to close the achievement gap by preparing all students for college readiness and success in a global society. We provide open access to our Advanced Placement courses and our counselors are specifically targeting all students that have potential to be successful in a college level course with rigorous material enroll in our Advanced Placement courses vs Dual Enrollment. Our Advanced Placement numbers have doubled in size, however, the percentage passing has decreased. Our focus has been on success in coursework versus testing. Our Career and Technical Education programs have declined in Industry Certification pass rates, as our enrollment has declined in those courses and we have lost teachers and programs all together.
Measureable Outcome:	Acceleration success of our graduating seniors, as measured by Advanced Placement pass rate, Dual Enrollment C or above, and Industry Certification pass rate, will increase from 63% to 70%.
Person responsible for monitoring outcome:	Jerry Hanson (hanson.jerry@brevardschools.org)
Evidence-based Strategy:	Engage and challenge students in grade level appropriate texts and tasks through AVID strategies based on WICOR. Enroll students in appropriate courses that will magnify their opportunity to earn college credit and/or industry ready certifications and skills.
Rationale for Evidence-based Strategy:	AVID is a researched based system for preparing students for college and career. By giving our students the skills to be successful based on writing, inquiry, collaboration, organization, and reading, they are prepared for taking Advanced Placement and Dual Enrollment courses that are more rigorous. They are also able to better prepare for industry certifications offered in our CTE courses that they are able to use post-secondary. Through deliberate instruction utilizing AVID strategies, our students are prepared for post-secondary options. When given options, students and families are intimidated by college and industry level coursework in high school. Relationships, education, and opportunity for our students allow for a smooth transition and success in rigorous classes.

Action Steps to Implement	
Students will be given open access to and guidance for enrollment in Advanced Placement and Dual Enrollment courses that meet the students maximum potential and post-secondary goals.	
Person Responsible	Lori Cantaloupe (cantaloupe.lori@brevardschools.org)
Counselors will be provided with a list of students who have not yet enrolled in an Advanced Placement course, a Dual Enrollment course, or Career and Technical Education program where they will qualify for College and Career Readiness status. They utilize this list to match them to a course meeting one of those criteria based on their potential, goals, and interests.	

Person Responsible	Lori Cantaloupe (cantaloupe.lori@brevardschools.org)

CTE teacher will attend professional development with their district resource teacher, utilize district adopted pacing guides and certification preparations during instruction.

Person Responsible	Jerry Hanson (hanson.jerry@brevardschools.org)

Advanced Placement teachers will utilize College Board student and teacher portal as part of their regular instruction with both face-to-face learners and eLearners.

Person Responsible	Lori Cantaloupe (cantaloupe.lori@brevardschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Technology integration and usage in the classroom daily has been the cornerstone of professional development for instruction during the 2020-2021 school year as students are learning both face-to-face and virtually. All teachers have received training in developing a Google Classroom with consistent topics for clear understanding across the entire school. Students can access each of their classes' Google Classroom, whether at home or face-to-face, at the beginning of each week to find the outline and assignments for the coming week. This teaches the students to prioritize their time and adds an additional layer of preparation for each course. Additionally, feedback and collaboration is built in for students and teachers to communicate among and with one another while utilizing Google Drive.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Parent Feedback:
The parent survey revealed a need and desire to participate in meetings that focus on planning for college and careers, college entrance resources (SAT/ACT), financial aid, and high school graduation requirements and options. We will provide virtual informational meetings

hosted by our guidance and administrative team to better inform families on these “hot topics” in a safe and accessible format with the health and safety of our families and students as a top priority. Not only will these meetings provide live interaction and discussion with families, students, counselors, and administration, they will also be recorded and available online for viewing later if they cannot attend live. Providing both live and recorded access to these “hot topics” will meet the needs of the 43% of parents who are unable to play an active role in their child’s educational decisions due to inconvenient meeting times. We will host the meeting during the evening on a weekday, however, as 83% of our families noted Monday-Friday evenings as the best opportunity to attend meetings.

Teacher Feedback:
The Insight Survey demonstrates that our commitment to professional development has assisted our teachers with meeting more students’ academic needs. Using purposefully planned professional development centered around the use of AVID strategies and WICOR, our ELA students showed a 9% improvement. Feedback from teachers through the insight survey further proves that they believe in these strategies and feel confident in implementing them after such focused training. We are continuing with the workshop style of professional development, our focus being technology, presenting tools and resources that can be directly implemented into the classroom.

Student Feedback:
According to the Youth Truth Survey, our greatest area for growth is in the areas of Culture and Academic Rigor, areas that we have been working on for the past five years. Under culture, the students were asked if students were treating adults with respect and only 19% agreed, while 47% of them agreed that most adults treat students with respect. We continue to work with our staff to ensure that they are building relationships to establish mutual respect. As far as Academic Rigor, our school has worked diligently to become an AVID school. AVID strategies are put into place to help students with organization and deeper learning. We are asking students to use the Five Phases of Note-taking to increase their knowledge of a subject, which includes the use of a formal note-taking system, processing those notes, connecting their thinking through questioning, summarizing, and applying what they have learned. Student perception of these activities is possibly the reason that they feel like the work they are doing does not make them really think, when in fact it is teaching them to slow down and think through the subject at hand, practicing it in many ways before being asked to apply the knowledge. It is notable that students agreed that their teachers do not let them give up when the work gets hard, the statement that scored the highest in this category.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

1	**III.A.**	**Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**	**$0.00**
2	**III.A.**	**Areas of Focus: Instructional Practice: Math**	**$0.00**
3	**III.A.**	**Areas of Focus: Instructional Practice: Graduation**	**$0.00**
		Total:	**$0.00**