

Brevard Public Schools

Titusville High School



2022-23 Schoolwide Improvement Plan

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Titusville High School

150 TERRIER TRL S, Titusville, FL 32780

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

Demographics

Principal: Jennifer Gonzalez L

Start Date for this Principal: 6/30/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	54%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (55%) 2020-21: (50%) 2018-19: B (58%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Brevard County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Titusville High School fosters the academic passion ("I Want It"), purpose ("I Know Why I Want It"), and perseverance ("I Will Work to Get It") that students need to be successful in the college or career of their choosing. (revised 2019)

Provide the school's vision statement.

Titusville High School will foster a high performing learning culture in which students, staff, and community members promote academic excellence, creativity, empathy, equity, and the pursuit of excellence. (revised 2019)

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Gonzalez, Jennifer	Principal	Serves as an instructional leader in the school by providing feedback on practices and professional development on research-based instructional strategies. Engages stakeholders through surveys, community events, and the School Advisory Committee. Collaborates in the school's decision-making process through school and community committees.
Connor, Jannette	Assistant Principal	Serve as an instructional leader by providing relevant, research-based instructional strategies and professional development to teachers. Collaborates in the school's decision-making process through leadership team meetings. Implements a systematic monitoring system of CMA groups and their work on instructional practices and implementation. Implements a school-wide tutoring calendar to offer extra interventions to struggling students.
Burgess, Barbara	Assistant Principal	Serve as an instructional leader by providing relevant, research-based instructional strategies to teachers. Engages stakeholders through school events such as parent open house and conferences. Collaborates in the school's decision-making process through leadership team meetings. Implement school safety measures and monitor effectiveness throughout the year. Engages stakeholders through school events and forums such as the school website and other social media forums.
Sanders, James	Assistant Principal	Serves as an instructional leader by providing relevant, research-based instructional strategies to teachers. Engages stakeholders by developing relationships with business partners. Collaborates in the school's decision-making process through leadership team meetings. Implements school-wide restorative practices to assist with school discipline. Leads the school-wide PBIS team to improve student attendance and engagement in learning.
Hulsizer, Lisa	Teacher, K-12	Teacher on Assignment Builds positive relationships with students, teachers, and parents through constructive conversations and mentoring practices. Collaborates in the school's decision-making process through leadership team meetings. Assists with the implementation of schoolwide restorative practices to assist with school discipline. Assists with the implementation of schoolwide PBIS to improve student attendance and engagement. Serves as the Partners in Education Contact to assist in connecting THS with community resources.

Name	Position Title	Job Duties and Responsibilities
Marovich, Jamie	Instructional Coach	Literacy Coach & Lead Mentor Teacher Serves as an instructional teacher leader by working with various teachers on classroom teaching strategies, specifically reading strategies. Assists with teacher data analysis and Performance Matters reports. Develops plans for students needing concordant testing scores to meet graduation requirements. Collaborates in the school's decision making process through leadership team meetings.
Dunham, Melisa	Teacher, K-12	Testing Coordinator Serves as an instructional teacher leader by supporting teachers with state testing and other mandated progress monitoring. Collaborates with teachers and administration on data and monitoring student deficiencies while providing opportunities for concordant testing.

Demographic Information

Principal start date

Thursday 6/30/2022, Jennifer Gonzalez L

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

75

Total number of students enrolled at the school

1,312

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

6

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

15

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	404	369	297	235	1305
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	132	64	48	22	266
One or more suspensions	0	0	0	0	0	0	0	0	0	0	85	42	42	17	186
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	51	67	20	17	155
Course failure in Math	0	0	0	0	0	0	0	0	0	0	33	42	34	20	129
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	108	79	48	24	259
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	145	86	51	11	293
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	108	66	62	19	255

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	51	70	38	24	183
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	42	46	35	24	147

Date this data was collected or last updated

Tuesday 9/6/2022

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	377	338	281	246	1242
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	65	33	23	13	134
One or more suspensions	0	0	0	0	0	0	0	0	0	0	39	34	18	11	102
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	76	93	45	26	240
Course failure in Math	0	0	0	0	0	0	0	0	0	0	82	66	70	26	244
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	53	46	34	31	164
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	41	58	44	16	159
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LEVEL 1 ON 2021 FSA ELA	0	0	0	0	0	0	0	0	0	0	70	51	57	31	209
LEVEL 1 ON 2021 FSA MATH	0	0	0	0	0	0	0	0	0	0	40	77	62	14	193
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	53	54	45	14	166

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	11	13	20	21	65
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	9	6	4	3	22

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	377	338	281	246	1242
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	65	33	23	13	134
One or more suspensions	0	0	0	0	0	0	0	0	0	39	34	18	11	102
Course failure in ELA	0	0	0	0	0	0	0	0	0	76	93	45	26	240
Course failure in Math	0	0	0	0	0	0	0	0	0	82	66	70	26	244
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	53	46	34	31	164
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	41	58	44	16	159
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LEVEL 1 ON 2021 FSA ELA	0	0	0	0	0	0	0	0	0	70	51	57	31	209
LEVEL 1 ON 2021 FSA MATH	0	0	0	0	0	0	0	0	0	40	77	62	14	193
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	53	54	45	14	166

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	11	13	20	21	65
Students retained two or more times	0	0	0	0	0	0	0	0	0	9	6	4	3	22

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	52%	53%	52%	53%			58%	59%	56%
ELA Learning Gains	46%	52%	52%	44%			47%	52%	51%
ELA Lowest 25th Percentile	31%	40%	41%	29%			32%	40%	42%
Math Achievement	36%	37%	41%	33%			43%	48%	51%
Math Learning Gains	44%	44%	48%	24%			49%	49%	48%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile	50%	46%	49%	23%			43%	45%	45%
Science Achievement	63%	63%	61%	60%			62%	66%	68%
Social Studies Achievement	69%	67%	68%	77%			83%	70%	73%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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
2022					
2019	66%	66%	0%	67%	-1%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	85%	71%	14%	70%	15%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	31%	61%	-30%	61%	-30%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	46%	60%	-14%	57%	-11%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	19	25	18	15	37	38	22	44		75	52
ELL	23	40		18	10			58			
ASN	73	38								100	100
BLK	32	37	26	19	38	48	37	43		87	51
HSP	41	41	26	25	31	30	47	62		80	64
MUL	59	56		41	38		52	66		85	73
WHT	59	48	35	45	50	61	74	78		86	79
FRL	43	42	32	26	37	44	51	61		80	62
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	18	27	23	17	26	31	35	52		67	10
ELL	30	50									
ASN	92	45								88	86
BLK	28	36	23	9	16	21	26	47		75	41
HSP	44	42	33	33	26	25	60	74		93	68
MUL	53	41	27	36	40	30	64	63		88	76
WHT	61	46	30	40	23	21	65	86		86	80
FRL	38	35	24	25	20	22	49	64		81	63
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	23	33	30	15	33	25	27	36		70	29
ELL	7	13	8	27	33		20				
ASN	72	46		82	50		82	82			
BLK	40	39	34	23	40	35	32	63		85	53
HSP	43	34	9	39	51	40	58	78		82	74
MUL	52	38	10	39	45		72	82		78	71
WHT	65	53	42	50	51	49	71	88		88	81
FRL	44	40	33	34	43	39	48	73		81	66

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	586
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
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	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	2
Asian Students	
Federal Index - Asian Students	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	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	45
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	59

Multiracial Students	
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	62
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	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
 Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In looking at 21-22 SY data, the African American subgroup improved drastically across 9 of the 10 school grade categories. Schoolwide math learning gains improved by 22% and our lowest 25% math learning gains increased by 27%. Overall grad rate for African American students increased by 12%. During the 2021 SY the African American subgroup had a 75% grad rate, in 2022 this subgroup increased to 87%.

Lowest 25% math learning gains increased by 27% - increasing from 23% to 50% in 21-22 SY.

Additional trends that have been identified as areas for improvement:

Grade 9, ELA pass rate remained the same from 20-21 to 21-22 SY = 54% pass rate

Grade 10, ELA pass rate declined by 3% in 21-22 = 48% pass rate (year prior 51% pass rate)

US History EOC pass rate declined by 9% in 21-22 = 67% pass rate (year prior 76% pass rate)

US History EOC pass rate for SWD declined by 18% = 34% pass rate (year prior 54% pass rate)

Geometry EOC pass rate declined by 1% in 21-22 = 38% (year prior 39%)

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

Based off the 21-22 state assessments, literacy across all core content areas at THS is the greatest need for improvement. While THS is trending in the right direction within Biology and Algebra 1 core content areas there is need to improve across all subjects as we strive to earn a grade of A in the 22-23 SY.

Dedicated focus will also be placed on ESSA subgroups of concern: SWD and ELL students.

SWD have been a subgroup of concern for 3 consecutive years. The 21-22 SY data reflects that SWD = 35% (need to be 41% or higher).

ELL students have been a subgroup of concern for 2 consecutive years. The 21-22 SY data reflects that ELL = 31% (need to be 41% or higher).

Lowest 25% for both ELA and Math will continue to be tracked through IPST and within CMA groups.

Math lowest 25% learning gains increased in 21-22 to 50% (year prior 23%)

ELA lowest 25% learning gains increased in 21-22 to 31% (year prior 29%)

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

In the aftermath of Covid, students moved away from e-learning, back to brick and mortar, and the rigor in instruction increased. This adjustment in rigor reflected in literacy data across all core content areas. Another factor relates to absenteeism due to teachers and students having to quarantine. When students were quarantined, they were forced to e-learn and teachers could not be present to teach therefore their classes were covered by substitutes.

During the 21-22 school year, 6 teachers left THS. Substitutes had to help cover classes due to teacher shortages. The students that were impacted by these teachers leaving did not receive rigorous instruction across several core content areas.

Math achievement levels continue to be of concern however, 3/4 of our Algebra and Geometry teachers have less than 5 years teaching experience. THS leadership team will continue to work with these teachers by offering PD focusing on instructional delivery and facilitation in addition to behavior management strategies. Our Lead Mentor Teacher, Ms. Marovich will work closely with these teachers in completing the New Teacher Induction Program and New Teacher Academy.

New actions to help improve areas of focus include math boot camp sessions, before, after, and during school tutoring through Office Hours provided by every teacher, and small group pull-out sessions for our lowest 25% in both ELA and math. Increased ESE push-in teacher support will help improve in the SWD ESSA subgroup of concern. Our new ESOL IA will place dedicated focus on our ELL ESSA subgroup of concern.

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

Lowest 25% math learning gains increased by 27%.

- 21-22 SY = 50%

- 20-21 SY = 23%

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

Throughout the 21-22 SY the math department ensured boot camp sessions were held prior to each test window. In addition, THS incorporated mandatory office hours in which classroom teachers offered before, after, or during school tutoring. This schoolwide schedule is advertised on the THS website and students may access their teacher for additional help during these designated office hour times. During the 21-22 SY the only ESE push in support was accessible in designated math classrooms. In addition, the math department has an ESE certified teacher that places dedicated focus on struggling math students through an intensive math elective in the fall followed by Algebra 1 in the spring. Finally, the math department has a teacher leader that tracks data closely for the department. Placing dedicated focus on data and how their department can improve quarterly has helped strengthen the confidence of this young department.

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

Throughout the 22-23 SY, professional development will be specifically targeted toward literacy across all core content areas, SWD, and ELL students. CMA groups have been assigned by department so that regular discussion surrounding department performance takes place with fidelity as each teacher works toward accomplishing their individual goal for the year. An ESE push in schedule has been created using 3 ESE teachers in which these individuals will visit all core subjects.

At THS, our IPST team will continue placing dedicated focus on the lowest 25% in math and ELA. Through their biweekly meetings the IPST team will identify the lowest 25% of students so that a tiered system of support can be established through their academics, behavior, and social areas of concern.

F.A.S.T., Read 180, and MAP progress monitoring results will be shared once available at monthly Pack Meetings (faculty). Being more transparent with faculty on how our students are performing schoolwide and identifying specifically who those students are so that support can be established across all curriculars is necessary in order to accelerate learning schoolwide.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Throughout the 22-23 SY the following professional development opportunities will be provided at THS to support teachers and leaders.

1. Schoolwide Literacy across all core content areas focusing on SWD and ELL
2. Surveying teachers on what they need more assistance with and creating a rotation to shadow one another
3. Social Emotional Learning (SEL)

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

In an effort to ensure sustainability of improvement in the next year and beyond, THS has adopted the following additional services to better serve our students and all stakeholders.

1. Office Hours is now part of the THS culture - tutoring across all courses offered is required by teachers.
2. Communication log of call home attempts is tracked with fidelity. Social worker, Mrs. Warrick will assist in following up with home visits and truancy concerns.
3. Ms. Connor, AP of Curriculum will track teacher certification status with fidelity.
4. Administration will place dedicated focus on teacher retention by identifying teacher leaders and encourage additional certifications for areas of future need within THS.
5. Administration will provide in-person feedback to teachers after each classroom observation to ensure quality Tier 1 instruction is taking place.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: When analyzing the student achievement data from 21-22 SY to previous school years, there was a significant decline with regards to learning gains for ELA and US History EOC content areas. The pass rate is concerning as the data reflects a decline in instructional practice specifically relating to literacy.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

ELA level 3 or higher pass rate:
 18-19 = 58%
 20-21 = 53%
 21-22 = 51%

US History EOC level 3 or higher pass rate:
 18-19 = 81%
 20-21 = 76%
 21-22 = 67%

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In reviewing THS data, the following measurable outcome goals will align us with district and state core content area averages.

1. ELA Achievement will increase from 52% to 56%
2. ELA Learning Gains will increase from 46% to 51%
3. ELA L25% Percentile will increase from 31% to 42%
4. Social Studies Achievement will increase from 69% to 73%

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

F.A.S.T., Read 180, and FSA ELA progress monitoring data will be reviewed regularly with faculty at monthly PACK meetings. After data review, teachers will address literacy across all content areas using differentiation while also collaborating within their CMA groups by department to plan aligned curriculum and benchmarks that support our literacy initiative. Administration will meet with teachers following informal and formal observations to ensure wrap around conversations are taking place to help support quality tier 1 literacy instruction. Literacy coach will visit department meetings across all subjects to provide ELA resources and to support teachers in identifying their level 1 and 2 students. During biweekly IPST meetings the lowest 25% in ELA that are showing academic, behavior, and social areas of concern, will be tracked with fidelity by administration. The IPST team will consider tiered intervention supports for students that may need a BIP, 504, IEP, home visit etc.

Person responsible for monitoring outcome:

Jennifer Gonzalez (gonzalez.jennifer@brevardschools.org)

Evidence-based Strategy: Describe the evidence-based

In addition to monthly PACK meetings where teachers will collaborate within CMA groups, all ELA students that earned a level 1 or 2 score on the FSA ELA in 21-22 SY will participate in intensive reading as an elective. Through requiring students to take ILA they will be progress monitored through Read 180. The use of support facilitation will take place across all core content areas ensuring students with disabilities receive small group and one to one literacy content related instruction.

strategy being implemented for this Area of Focus.

Teachers will be notified if a level 1 or 2 student's parent has opted them out of ILA. Through notifying teachers of their students that opted out additional check ins will take place through the literacy coach, school counselors, and the college and career specialist to ensure those students are making learning gains across all subjects.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Assisting teachers in identifying their level 1 and 2 ELA students will better support our schoolwide literacy goal. Teachers will be provided dedicated time at monthly PACK meetings to work collectively in CMA groups to define reading strategies and benchmarks to help students improve across all subject areas. THS will rely on progress monitoring data through the use of F.A.S.T., Read 180, and FSA ELA to determine benchmark improvement goals for students. Through placing focus in this area of need, THS will have a clear understanding of how we can collectively improve so that our measurable goals align more closely with the district and state as we strive to become an A school in the 22-23 SY. In being transparent with our teachers about what students are level 1 and 2 in ELA, it will also support our teachers as they implement tier 1 quality instruction.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

All teachers will be informed of their students reading levels so that a clear focus can be placed on those who are still striving to earn a level 3 or higher.

Person Responsible Jennifer Gonzalez (gonzalez.jennifer@brevardschools.org)

At monthly PACK meetings, progress monitoring data will be reviewed with teachers through the use of F.A.S.T., Read 180, and FSA ELA. Teachers will break into CMA groups by subject to collaborate together on their individual and schoolwide goals as it pertains to ELA improvement across all core content areas.

Person Responsible Jennifer Gonzalez (gonzalez.jennifer@brevardschools.org)

At THS this year, an equitable support facilitation schedule has been created across all core content areas. Three ESE certified teachers will push into classrooms to ensure small group and one to one instruction is taking place with fidelity. These ESE teachers will support this schoolwide goal by providing literacy support across all core subjects.

Person Responsible Jennifer Gonzalez (gonzalez.jennifer@brevardschools.org)

Professional development will take place during fall semester with a focus on instructional practice specifically relating to ELA. Instructional techniques relating to literacy will be reviewed with teachers by literacy coach while also placing dedicated focus on how we can best support ELL students through the use of our ESOL contact. Teachers will be monitored by administration through informal and formal observations followed by meetings where feedback will be provided. Finally, through this years new CMA goal setting, teachers will also be monitored by completing and submitting their monthly CMA implementation plan at PACK meetings. CMA implementation plans will be separated by evaluator and closely monitored by administration.

Person Responsible Jennifer Gonzalez (gonzalez.jennifer@brevardschools.org)

#2. ESSA Subgroup specifically relating to Students with Disabilities

In comparing the SWD subgroup from the 21 SY to 22 SY across the 10 school grade categories our SWD improved across 5 categories and declined across 5 categories. While THS did see gains with SWD, we have identified the areas we need to place dedicated focus. It is important to note that the last three school years SWD has been an ESSA subgroup of concern hence all the more reason as to why this subgroup has been identified as a critical need for improvement.

**Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Below is the SWD subgroup data from 21 SY to 22 SY:

- ELA Achievement = increased from 18% to 19%
- ELA Learning Gains = declined from 27% to 25%
- ELA Learning Gains L25% = declined from 23% to 18%
- Math Achievement = declined from 17% to 15%
- Math Learning Gains = increased from 26% to 38%
- Math Learning Gains L25% = increased from 31% to 38%
- Science Achievement = declined from 35% to 22%
- Social Studies Achievement = declined from 52% to 44%

Below is the SWD subgroup data from 20 SY to 21 SY:

- Graduation Rate = increased from 67% to 75%
- C & C Acceleration = increased from 10% to 52%

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

At THS we would like to see a 5% increase in each of the school grade categories mentioned above.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

SWD students will be monitored by school counselors, case managers, classroom, and push in support teachers across all subjects. Administration will monitor the progress of teachers and SWD by completing informal and formal observations. Following classroom visits, administration will meet with teachers to provide feedback and instructional support. Scheduling with fidelity will also take place through ensuring SWD have equal opportunity and access to the Learning Strategies elective and accelerated courses such as CTE.

To ensure teachers are trained to work together our classroom and push in teachers will partake in co-teaching training. Finally, at THS this year, a new strategy we are implementing is providing our push in teachers the time to work on IEP's and collaborate on the progress of their assigned SWD each Friday. This new expectation will be monitored by administration by completing walk throughs and tracking IEP completion status.

Person responsible for monitoring outcome:

Jennifer Gonzalez (gonzalez.jennifer@brevardschools.org)

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

This year at THS, the IPST/PBIS team will place dedicated focus on our SWD subgroup. Biweekly IPST/PBIS meetings will take place to discuss the academic, behavior, and social areas of concern for SWD. THS is committed to ensuring SWD receive evidence based tier 1, 2, 3 interventions so that all students have equal opportunity.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Tier 1 - Parents will be informed of Office Hours teachers are available for tutoring, every student received a student handbook to reinforce behavior expectations, parent conference night, open house, college and career evening events will be shared on a more consistent basis through the use of Focus, Blackboard, and social media platforms.

Tier 2 - WIN time scheduled by cohort where SWD have an ESE teacher, PAWS, our new Tier 2 classroom is supported by an ESE teacher, push in schedule across all core subjects will allow for small group instruction, check in's with school counselor and college & career specialist.

Tier 3 resources include: Administration will attend IPST/PBIS meetings to ensure SWD are being monitored with fidelity. Should a student show severe or repeat concerns in an academic, behavior, or social area, the IPST/PBIS team will consider implementing a BIP or IEP re-eval to better support the SWD child.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

This year THS has scheduled three ESE teachers to push in to classrooms across all core content areas. Through providing both teachers and students with additional instructional support we hope to see performance levels increase across all content areas.

Person Responsible

Jennifer Gonzalez (gonzalez.jennifer@brevardschools.org)

Scheduling with purpose will be an action THS takes as we strive to see improvement with our SWD subgroup. Through equitably scheduling students, SWD will have ESE teacher supported access to taking Learning Strategies, Intensive Math, and Intensive Reading. SWD will also be tracked closely to challenge them in a more rigorous setting through the three graduation pathways: CTE, Honors/AP, or EFSC Dual Enrollment.

Person Responsible

Jennifer Gonzalez (gonzalez.jennifer@brevardschools.org)

Math and ELA boot camps will be offered after school to provide access to study sessions prior to F.A.S.T., MAP, and or FSA ELA or Algebra 1 EOC. Before and after school tutoring is also available to students across all core subjects both in person or online. Credit Recovery is also offered after school to help SWD retrieve any core credit they have not earned toward graduation. At THS our Credit Recovery classrooms will also have an ESE teacher assigned to them to ensure the SWD child receives ESE instructional support.

Person Responsible

Jennifer Gonzalez (gonzalez.jennifer@brevardschools.org)

In the fall semester a SWD professional development opportunity will be held for teachers to attend where instructional strategies will be reviewed to help support teachers in quality tier 1 instruction. The importance surrounding instructional strategies will include differentiation, higher order thinking, social

emotional learning etc. will be main focal points of this SWD PD. Administration will monitor the implementation of quality tier 1 instruction through frequent informal and formal observations. Feedback will be provided to teachers following classroom visits.

Person Responsible Jennifer Gonzalez (gonzalez.jennifer@brevardschools.org)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

According to the 21-22 Youth Truth student survey, THS needs to improve relationships with students. This category fell from 39% to 29%. Specifically, students want all staff to make dedicated effort to understand what life is like outside of school for them. To tackle this concern, THS has made certain student voice is represented during SAC meetings, incorporated more student led activities, and placed dedicated focus on SEL in the classroom. Additionally, all teachers will take part in Social Emotional Learning professional development which will provide strategies to teachers on how they can celebrate diversity and connect with students on a more personal level. This year, THS has created a clothing closet and food pantry for all students to have easy access to what they may need. Our social worker is housed in this area to create an inviting experience for students. Staff have donated clothing and food items to show students that we care about understanding what life is like outside of school for them. Our hope is that creating this space for students to feel safe and cared for will help them connect with staff and feel their lives outside of school are recognized.

According to the 21-22 Teacher Insight Survey, THS needs to improve the learning environment. This area of concern declined from 67% to 31%. Teachers would like administration to provide additional support so they can maintain high standards for students in their classrooms. Administration is committed to discussing discipline data at monthly PACK meetings with teachers. THS administration is placing dedicated focus on tiered interventions which will consist of the following support measures.

Tier 1 - Administration will ensure expectations and non-negotiables are consistently reinforced to students and parents. In an effort to support THS non-negotiables, every student was provided a student handbook which states the updated discipline policy. This information was reviewed with each cohort during class meetings at the start of school. These rules are also highlighted every week in the PAWS newsletter and through morning announcements. PBIS schoolwide "PACK" expectations are a part of the THS positive culture initiative. All staff are expected to embody the "PACK" motto.

P - Positive Relationships
 A - Accountability
 C - Culture of Respect
 K - Kindness

Tier 2 - During homeroom, students report to "What I Need" - "WIN Time". Students are divided into small groups by cohort. WIN Time reinforces student behavior expectations. Lesson plans and interactive videos are created by administration, school counselors, and other stakeholders to support teachers with resources that reinforces high standards for academic, behavior, and social areas. Teachers serve as mentors to their assigned WIN Time students where they complete a check-in form every 9 weeks ensuring their students are on track to graduate.

Additionally, when students are showing behavioral concerns, THS administration now has access to placing students in PAWS as an alternative setting. PAWS is taught by an ESE teacher allowing students to benefit from learning and behavioral strategies. This intervention keeps students focused and in school while meeting IEP minutes.

Tier 3 - This year, Administration will attend biweekly IPST meetings to ensure school counselors, teachers, and school psychologist are considering intensive interventions for students presenting academic, behavior, or social concerns. The IPST will consider intensive interventions including: BIPs, IEP/504s, etc. Data and discussions from these meetings will be saved via Google spreadsheet and revisited at every meeting. Teachers are reminded at monthly Pack Meetings to submit student names if they have concerns about a student. Through the MTSS Behavior Site on launchpad, all IPST members and teachers have access to behavior resources.

The 21-22 Parent Survey indicated that THS needs to improve instructional communication with parents. 55% of parents feel they never receive information from their child's teachers on how they can help their child's learning at home. THS has a school-wide policy for teachers to call parents whenever a student is in danger of failing. Additionally, teachers are required to update FOCUS at least 1 time per week with grades, and they are required to maintain their FOCUS webpages with a course syllabus and resources for student success. All teachers have office hours before or after school to assist students. Finally, the new College & Career Specialist will support parents by inviting them to evening events where information will be provided on how parents can better support their students learning from home along with post secondary plans.

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

At THS we recognize that it will take all stakeholders to collectively improve on our positive culture and environment. Through continuing with the implementation of our Culture Climate Committee (CCC) which is organized and led by a group of teachers, we will work together as we make strides to improve in how we relate and connect both as a faculty and with our students. This year administration has been included in CCC meetings to work collectively alongside teachers which will ultimately build capacity and assist in identifying potential new leaders in the school. The CCC meetings take place monthly where all motions discussed only include the positive things THS is accomplishing and/or wants to implement. Through supporting one another and building relationships outside of our buildings and departments, THS will undoubtedly make improvement as we continue to build on our positive school culture.

THS administration is committed to helping our teachers with classroom management support through the implementation of our newly defined Tier 1, 2, and 3 interventions. By placing dedicated focus on our areas of need and closely monitoring student academic, behavior, and social areas of concern we will be more aware of student needs and in turn we will better support our teachers by maintaining high expectations in the classroom. Teachers will also be held accountable to ensure parents receive important information how they can better support their child's learning at home. This includes the monitoring of teacher webpages for information shared with parents and providing time throughout the year for parents to come on campus and meet with teachers, counselors, and administrators regarding expectations, instructional supports, and other relevant information to assist their students at home.