

Brevard County Public Schools School Improvement Plan 2013-2014

Name of School:

Rockledge High School

Area:

Central

Principal:

Anthony Hines

Area Superintendent:

Jane Cline

SAC Chairperson:

Kevin Rhyne

Superintendent: Dr. Brian Binggeli

Mission Statement:

The goal of Rockledge High School, through input of students, staff, parents, and community is to provide an environment that is safe, conducive to learning, hospitable and open to the free interchange of ideas.

Vision Statement:

Contributing Excellence to our Community

Brevard County Public Schools

School Improvement Plan

2013-2014

RATIONALE – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: *(Needs assessment that supports the need for improvement- Examples may be, but are NOT limited to survey data, walk-through data, minutes from PLC's or Dept. Mtgs. Move away from talking about every single data source and determine your rationale. Much like the PGP, what is your focus and why?)*

For the 2012/13 school year RHS had many indicators it was interested in following. FCAT data is one major indicator that RHS has been tracking for years, especially the lowest twenty-five percent indicator in reading. Because of this focus on FCAT data, RHS has relied heavily on this data in forming its objectives and goals for the following year. For the 2012 year, RHS saw some interesting shifts in data scores which led to some very specific goal writing for the 2013 year.

In FCAT reading RHS saw a decrease in many areas but saw an overall reduction in the number of students scoring a level one from twelve percent to nine percent, and an increase in the number of students scoring a level four and five from thirty eight percent to forty percent. RHS also saw an increase in the number of students in the bottom quartile showing learning gains by two percent, which, while the number seems small, it is significant that RHS continues to show improvement despite the already high number. The number of students showing a learning gain remained the same. The leadership team and administration is not concerned by the numbers dropping in many categories when the overall picture still seems to reflect progress in the areas RHS intends to show its biggest improvements.

There was a significant decrease, however, in writing that RHS is very interested in addressing in this year's SIP goal. Our writing scores dropped this year for the first time in many years. It dropped below our 2011 increase to a three-year low seventy four percent. While this figure shows a drop RHS is not deterred by that number since our Cambridge scores which, are another data source RHS uses to address student performance, remained high. Almost all Cambridge tests for all grade levels are significantly heavy in their writing requirements and a drop in overall writing scores should be reflected on those tests as well. The RHS leadership team discussed qualitative data from last year including teacher input, classroom walkthroughs and PGP goals to address this during preplanning and decided that what RHS was experiencing was a lack of focus on small writing details. Teacher surveys and testing reports gathered indicated that simple items such as handwriting, spelling, and simple punctuation and grammar rules were hurting our students more than content related issues. As a result, the English department brought in research and real world example strategies to address this concern.

Overall, RHS is pleased with the current state of its PLC system. Through this system teachers are sharing goals, adopting new strategies and collaborating on ideas and data more than ever before. As a result of classroom walkthroughs and formal and informal observations, the administration is seeing the implementation of the PGP and SIP goals in classrooms. Student engagement is up and classrooms are more engaged. According to the student survey, nearly eighty percent of students feel as though they are given a chance to

collaborate with others, participate in the learning process, and demonstrate learning actively in classrooms. In addition, eighty nine percent of students feel as though the work they are doing is meaningful to them and at least fifty percent of students feel as though they are receiving 21st Century skills in the classroom. This shows that teachers are making connections and fulfilling their PGG goals of making their classrooms more interactive and participatory, which is a major goal of the districts goals, our school improvement goals, and teacher PGP goals.

Analysis of Current Practice: *(How do we currently conduct business?)*

Over the course of the last few years, RHS has made significant change implementing a system of constant improvement. The school improvement plan and the PGP process have taken a major place in the conversation and drive the improvement process. The faculty and staff now truly look at their practice in an introspective way, asking questions, doing research and growing their craft. Collaboration is now the norm, not the exception. Shared accountability is evident by the active role the leadership team and the administration take in looking at data and the academic environment.

Rockledge High School has decided to continue growing and supporting the PLC's it implemented a few years ago. The PLC's are active parts of the culture of RHS and provide an effective system for passing out information, supporting professional development, working on strategies, bringing early interventions to the awareness of the faculty and providing a system for shared, open collaboration. The PLC's are a constant part of the life and culture and faculty and administration have come to rely on the PLC's as the source for support and improvement.

As a result of the school improvement process, RHS has now created a culture focused on data and assessments and using genuine assessments to managing the learning environment and make instructional decisions. Data drives the conversation at all levels and directions and strategies emphasize the roll data plays in the environment. Professional Development, and PLC training focuses on teachers using data to make instructional decisions giving teachers the training they need to use the resources of the district and the school. Teachers are now much more aware of the data sources available to them and access them more regularly to monitor their students. Much of the success of these improvements can be traced to the marriage of the school improvement process with the teacher evaluation process, not to mention the active role the administration and leadership teams have taken in supporting both.

In the classrooms, teachers are using pre- and post-tests to monitor progress and track student performance. Teachers are regularly using more and more formative assessments to drive regular instruction. Daily activities, goals and objectives and lesson planning reflect the outcomes from those assessments. The students are engaged in the process as well, giving feedback through entrance and exit surveys and informal dialog. In our PLC's teachers are using their data to discuss students in the bottom quartile and their VAM group to outline intervention strategies for lower performing students.

Because of this atmosphere of shared and mutual collaboration, many resources are used on campus to share strategies and focus on student performance. The AVID program is active in providing strategies and resources to our PLC's and departments through their site team members. Teachers of AVID students support AVID strategies and provide feedback to the

AVID coordinator. The AVID site team is constantly working to recruit interested staff and new students to provide meaningful support.

Our Reading Leadership Team is also very active providing additional supports and professional development in a wide range of areas, not just reading. The reading leadership team conducts regular meetings where it discusses data from the various data tools available and address needs and concerns either in the form of informal professional development via email, department meetings, or PLC's or formal professional development.

Best Practice: *(What does research tell us we should be doing as it relates to data analysis above?)*

According to the research used last year from Queensland University, which provided evidence that formative and summative assessments play a key role in understanding the knowledge students have and the goal of the instruction, "the Gap" RHS is going to continue to focus its attention on assessments and data driven instruction.

Many practices are already in place with the appropriate buy-in to move beyond formative assessments and bring real attention, purpose and direction to summative assessments. This was the decision of the school leadership team last year and is part of the larger continued improvement goals. Teachers and students alike have seen the benefit of regular informal assessments can have on student achievement and the value of instruction in the classroom.

Taking the information from both formal and informal research, RHS will use the same strategies as last year to work with teachers to focus on creating valuable, specific, and directed assessments that reflect the exact standards the teacher is looking to reinforce. According to the research of Marzano and the chapters on summative assessment, the role of assessment should be less on scores and grades and more a reflection of the students understanding of the major objectives and themes. To that end, testing should be content performance based, not compulsory performance based.

RHS will work with BEST module four and "teaching with the end in mind" as well to continue its focus and professional development to provide teachers with as many resources as possible to bring into their own curriculum. Through our PLC's we will roll out the resources and training and allow teachers the opportunity to collaborate with their colleagues within their department meetings and cross curriculum through our PLC's to begin designing assessments that allow for better tracking of students' performance.

RHS is also going to use research from Richard Gentry and Steve Graham, which talks about direct and focused attention on small number of high impact items, such as handwriting, spelling, grammar, etc. across content areas to address our test scores. It asserts that doing so can dramatically increase student performance on writing based tests such as the ACT and other state standardize testing. According to the training and real world evidence of schools with similar strategies, schools that create small manageable lists of non-negotiable cross-curricular focus items can create a school-wide focus on student performance and empower teachers and students in all content areas to address those issues that the school believes needs to be addressed first. According to the work of our English department, AICE coordinators, and writing contact, many of our students are losing points and dropping levels simply because they are missing, ignoring, or losing focus on the basics of writing. Because of that evidence, the English department, along with the Reading Leadership Team, has adopted

a list and will provide training to teachers to highlight, instruct and grade students based on these non-negotiable items. As our unravel strategy has shown us, when the school focuses on a small number of high impact items students achievement will increase.

Rockledge is also following the guidance of AVID to improve the number of students and faculty members voluntarily joining the AVID program. According to AVID, having a high impact interest driven faculty group will help support the aims of the AVID program, and in turn reach more students with better fidelity. We are attempting to improve our school implementation with an active site team that meets monthly and has weekly email communication. A new AVID coordinator who is working to consistently update the site team on new strategies for student improvement leads the new site team. The coordinator is also working as part of the overall data focus at RHS to implement a more streamlined data collection process for the site team members and faculty.

CONTENT AREA:

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Math	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Parental Involvement	<input type="checkbox"/> Drop-out Prevention Programs
<input checked="" type="checkbox"/> Language Arts	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Arts/PE	<input type="checkbox"/> Other:		

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

RHS will continue to focus on assessments and how to use data tools to help teachers make better instructional decisions with a strong focus on writing across the curriculum.

Strategies: *(Small number of action oriented staff performance objectives)*

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
1. Teachers are still unclear as to all of the available data they can use to direct instruction.	1. Specific training using: a) A3 b) Desktop Student Data System	Administration, Reading Leadership Team, Peer Review Team, and Peer Mentoring Team	August – December	0.00	Training Meeting Minutes, PGP, Teacher Surveys
1. Teachers are still unclear as to how they can create data in their classroom through the use of formative and summative assessments.	1. Provide materials/training/research showing how instructional objectives can be turned into formative assessments which can also drive instruction.	Administration, Reading Leadership Team, Peer Review Team, and Peer Mentoring Team	September	0.00	Training materials, and PGP
	2. Use BEST strategies module 4 to discuss writing summative assessments with a purpose, using assessments to test content and skills, and how to use	Administration, Reading Leadership Team, Peer Review Team, and Peer Mentoring Team	October – May	0.00	Training Meeting Minutes, Teacher Tests, Teacher Surveys, Informal Observations

	results to drive instructional changes.				
	3. Use BEST strategies module 4 to discuss using the summative assessment data to make instructional changes.	Administration, Reading Leadership Team, Peer Review Team, and Peer Mentoring Team	January - May	0.00	Training Meeting Minutes, Teacher Data, Teacher Surveys, Informal Observations
1. Teacher struggle with teaching writing skills in the content areas.	1. Use Research to develop a list of non-negotiable writing standards for RHS	Leadership Team, English Department, Writing Contact	August	0.00	Non-Negotiable Writing Standards
	2. Discuss with faculty the data bringing about the change, and introduce the non-negotiable list.	SAC Chair and English Department	August	0.00	Meeting Agenda
	3. Provide training and assistance to faculty in understanding the skills driving the 8 non-negotiable list.	Curriculum AP, English Department, SAC Chair	September	0.00	Meeting Agenda, Training Documents
	4. Use PLC's to further discuss, support and train faculty on the use of basic reading skills to improve student writing	Administration, PLC's, English Department, SAC Chair	September - May	0.00	PLC Notes
	5. Use evaluations to discuss with teachers the effectiveness of strategy in classrooms	Administration	January - March	0.00	Administrator Notes
	6. Use a survey tool to ask teachers about the level of implementation and effectiveness in their classrooms	SAC Chair	May	0.00	Survey Results

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

Qualitative and Quantitative Professional Practice Outcomes: *(Measures the level of implementation of professional practices throughout the school)*

Through the course of this school year, RHS will measure the fidelity of implementation and use of the strategies and data in several ways. RHS administration will closely monitor the action steps and analyze the barriers to implementation constantly through our leadership team meetings. By doing this, the administration can keep a close eye on the direction of the improvement process and whether or not changes need to be made.

Quantitatively, RHS will be able to use the PGP and Evaluation process to measure the quality of implementation in each room. As a fundamental part of the PGP rubric and BEST module four, teachers are expected to be using formative and summative assessments, and data to drive content instruction and delivery in the classroom. As a measure of results, the training and support teachers are getting throughout the year should culminate in the practices being evident and measurable based on the criteria set forth in the appraisal system.

Qualitatively, teachers should become more and more comfortable with the use of additional formative assessments and begin incorporating them as a regular part of their instruction. RHS also expects more collaboration on the design and use of summative assessments. Additionally, RHS hopes to further change the environment and culture of the faculty to make using the data systems available to them a regular and comfortable practice. RHS also believes this school-wide focus on assessment will begin to show that assessment data, and instruction will become even more embedded in the culture of collaboration in the PCL groups.

Qualitative and Quantitative Student Achievement Expectations: *(Measures student achievement)*

Qualitatively, RHS expects that the focus on assessments through our faculty will be evident in the attention students pay to formative assessments, in class instruction, and summative assessments. Students should start seeing a connection between their understanding of the material and the teacher's expectations. For RHS, this achievement will show that students are more focused in class, have a clearer understanding of what's expected, and will be more prepared for assessments.

Quantitatively, RHS will administer to ninth through twelfth grade the Florida Assessment in Reading (FAIR) test three times a year: fall, winter, and spring. Students scoring a level one or two on the previous year's FCAT take the test through their reading class. Ninth and tenth graders who scored a level three on the previous year's FCAT take the FAIR test through their English classes. The Voyager Journey's class that serves our lowest level ninth and tenth grade reading students uses a benchmark test in the fall, winter, and spring to measure lexile and fluency growth. The eleventh and twelfth grade students who have to retake the FCAT also take a benchmark test through the Reading Plus curriculum, in the fall, winter, and spring to measure grade level growth.

Our ninth and tenth graders participate in the district writing assessment in their English classes in the fall and winter for progress monitoring prior to FCAT Writes in February.

This data is analyzed and utilized by individual classroom teachers and PLC teams to track student growth and weaknesses in an effort form intervention strategies as needed.

MTTS:

Rockledge High School utilizes many data resources to constantly monitor student achievement. Along with end of year testing, which generates a tremendous amount of data and defines much of our strategies, RHS uses many in-process measures to ensure student performance.

To monitor the fidelity of implementation of its various improvement goals/strategies RHS provides constant Professional Development leadership through professional development days, faculty meetings and PLC's. The leadership team uses these meetings and data to judge the fidelity of their strategies. In addition, the administration uses classroom walk-throughs and informal observations to see what is happening and what is working. Throughout the year, RHS collects data from FCAT, FAIR, EOC, Reading Plus, District writing prompts, and teacher-generated data to gain a clear picture of the progress of the classroom. RHS then uses the PMRN and A3 systems and teacher PGP's to analyze the statistics of the school. The leadership team is constantly looking to reevaluate the direction of strategies and make adjustments as needed. Through this data collection and analysis, the entire staff is somehow involved in the system of supports and those strategies are shared through EDLINE, parent nights, and School Advisory.

PARENT INVOLVEMENT:

For the 2012/13 school year, the parent survey indicated that there was a large number of parents unhappy with the use of EDLINE by the RHS faculty. As a result, RHS is working to address that problem this year and the administration is now actively monitoring the use of EDLINE by its teachers. During pre-planning, the administration worked with the leadership team on this topic and it was decided that much of the confusion over the use of EDLINE came from the parents' misunderstanding of what was expected of the faculty. During pre-planning faculty meetings, the expectations of RHS EDLINE use were explicitly covered by the administration and it is now a part of the observation process. At Back-to-School night, Mr. Hines discussed the use of EDLINE with parents, and teachers were urged to tell them how they utilize and update it.

RHS is also working to continue to grow its efforts to communicate with parents by utilizing the SYNERVOICE system, website and EDLINE pages, keeping calendars for RHS's various programs, promoting Back-to-School night, program and freshman nights, and parent newsletters. RHS is also working to better advertise the parent/client survey this year so that more parents can have a voice and RHS can better serve its parents' needs and requests.

EARLY WARNING SYSTEMS:

Rockledge High school has many programs in place to prevent and or intervene when students fall into dangerous situations.

In terms of academics, Rockledge High School has a very active and productive credit recovery program as well as a dropout prevention program "Genesis". When students find themselves failing classes, missing too many days because of medical or family problems, or low GPA's they can come to guidance or are identified by the guidance department and targeted for special assistance. For the 2012/13 school year, RHS served 181 in credit recovery with 165 completing at least one class. The Genesis program served 27 students with all 27 completing at least five classes and all 15 seniors graduating on time.

In terms of attendance, RHS actively works to report absences to parents daily through attendance records and phone calls home. Students who begin accumulating too many days are sent letters home by the dean's office alerting parents of the problem. RHS also works actively with discipline to reduce the number of suspensions by utilizing a Saturday school program, which keeps students in school.

The key to the early warning system at Rockledge is parent communication.

CTE/STEM:

Rockledge High School provides students with many high-level advanced program options. Through our CTE programs our students volunteer hundreds of hours in the local community with business partners. Our CTE programs offer our students rewarding activities that work to develop the school-to-work mentality and build business skills and experience in school.

The RHS Sports, Entertainment and Tourism Academy logs nearly 600 hours per year in various volunteering activities, and participates in almost 30 hours of academic related field trip activities, especially with our local tourism industry and our chamber of commerce.

The Law and Leadership Academy spends nearly the same with approximately 20 hours a year on academic related activities such as crime scene analysis and guest speakers.

The robotics team spends nearly 90 hours per student, 30 to 40 students per year, preparing for competitions, building and working with NASA engineers. This is in addition to the competitions that take our internationally recognized team all over the world. In all, our robotics team participates in nearly twenty activities each year.

The Cambridge program is also active. Our Biology classes travel to the University of Florida each year for a special program, our Environmental Science students collect water samples each week and report them to the Marine Resource Council and also collect recycled goods for the school as part of their regular curriculum.

For the 2012/13 school year, 153 students participated in an advanced science or math related course at RHS. Of those students, 64 passed their end of year college level course earning college credit. While that number sounds low, it is on par with other schools offering the same courses in the state.

For the 2012/13 school year, 555 students participated in a CTE program and 153 sat for an

industry certification test with an 83 percent pass rate.

The Academy programs for 2012/13 served approximately 150 students collectively. The programs have a 100 percent pass rate and 30 of 30 seniors were completers of their respective programs.

STUDENT SURVEY RESULTS (Required):

According to the 2013 Student Survey, RHS is in a good quality place. Starting with academics, 72 percent of RHS students feel as though they are dedicated to achieving success and 78 percent said they will attend college after high school. While in school, RHS students feel involved in the learning process with more than 50 percent of the student responses indicating they are involved in the learning process, are able to collaborate with classmates and teachers and are given opportunities to increase the use of projects and collaboration in the classroom. This number is not as high as RHS would like and will work to improve that number, however, with the growing success of the PGP many teachers are looking at this as an improved practice. Another indicator that RHS wants to work on for 2014 is the number of students seeing the connection between their work and their real world experiences. Only 67 percent felt as though their activities would help them later in life. The leadership team believes that this is simply a result of better communication with students and value of lessons not an indication that there is a problem with the type of instruction. Many departments are working to increase the amount of technology that is being used during instruction. One area where this is most important is through the academy programs and 56 percent of our academy students felt as though they were given many opportunities to use technology to create projects for class. RHS would like to see an increase for this percentage of academy students specifically.

In terms of safety, RHS students indicate that they do feel safe while here on campus or even using technology with 82 percent indicating they feel safe at school. 86 percent of RHS students feel as though they have been taught and feel comfortable with online safety as well. However, the numbers are interesting here because 63 percent of our students also indicate they have friended or given out personal information online, which might indicate RHS needs to focus on the use of technology and why safety is so important. One static that really stands out strong is the number of students who have been or feel bullied. Only 1.98 percent of the student body has ever felt they have been bullied or victimized and 51 percent indicate that they would tell an adult if something happened. This is a good start, but RHS would like to build relationships that would increase that number in the future. These numbers tell a good story but do indicate a couple of places RHS looks to improve.