

Brevard Public Schools

Rockledge Senior High School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	10
Planning for Improvement	19
Positive Culture & Environment	24
Budget to Support Goals	0

Rockledge Senior High School

220 RAIDER RD, Rockledge, FL 32955

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

Demographics

Principal: **Buster Clark B**

Start Date for this Principal: 10/30/2019

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	52%
2020-21 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	2020-21: (47%) 2018-19: B (55%) 2017-18: B (54%) 2016-17: B (54%)
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	[not available]

* 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.

Guided by input from students, staff, parents, and community, Rockledge High School aspires to provide a safe, inclusive, and student-centered learning environment which thrives on the free interchange of ideas.

Provide the school's vision statement.

Contributing Educational Excellence to our Community

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Clark, Buster	Principal	Responsible for leading the school's staff and students with a clear vision. Collaborates with stakeholders to establish a positive and safe environment for all. Provides instructional data to school leaders to provide focus for student success. Promotes a school climate to provide high expectations and student engagement for all students. Manages the operation and organization of the school. Communicate with all stakeholders.
Feronti, Lauren	Assistant Principal	Responsible for supporting principal in leading the school's staff and students with a clear vision. Communicates achievement data to promote academic success with all stakeholders. Supervises instruction and evaluates staff to provide support for student achievement. Creates master schedule for all students and staff to provide the best opportunities for academic success. Reviews academic information with guidance and families to support the graduation plan.
Waller, Michael	Assistant Principal	Responsible for supporting principal in leading the school's staff and students with a clear vision. Communicates achievement data to promote academic success with all stakeholders. Supervises instruction and evaluates staff to provide support for student achievement.
Cross, Ashley	Assistant Principal	Monitors student attendance to provide purposeful conversations with families. Reviews disciplinary action to provide support for student behavior. Communicates with families to ensure student safety and promote student academic success. Evaluates teacher instruction to provide meaningful feedback to enhance student achievement. Participates in the development and implementation of school goals.
Zeiler, Mark	Assistant Principal	Monitors student attendance to provide purposeful conversations with families. Reviews disciplinary action to provide support for student behavior. Communicates with families to ensure student safety and promote student academic success. Evaluates teacher instruction to provide meaningful feedback to enhance student achievement. Participates in the development and implementation of school goals.
Smith, Christina	Reading Coach	Provides teachers with instructional strategies to promote student academic success through modeling research-based literacy instruction. Coaches and mentors teachers

Name	Position Title	Job Duties and Responsibilities
		to review reading data to make instructional decisions throughout all disciplines. Coordinates and assist with administration and analysis of district-required reading assessments.
Joca, Deborah	Staffing Specialist	Manages ESE caseload to provide instructional decisions to provide academic plan for students. Supports teachers and students through dialogue to ensure student's services are accurately met. Advocates for ESE students and teachers during I.E.P. meetings.
Stagman, Debra	Attendance/ Social Work	Supports students and their families to ensure basic needs are being met. Works closely with administration and guidance to address attendance concerns and academic performance. Leads student lessons and staff trainings in the areas of mental health and social emotional learning.

Demographic Information

Principal start date

Wednesday 10/30/2019, Buster Clark B

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.*

1

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

89

Total number of students enrolled at the school

1,574

Identify the number of instructional staff who left the school during the 2020-21 school year.

11

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

12

Demographic Data

Early Warning Systems

2021-22

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	0	412	444	404	316	1576
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	49	32	21	20	122
One or more suspensions	0	0	0	0	0	0	0	0	0	0	56	36	24	13	129
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	5	49	48	13	115
Course failure in Math	0	0	0	0	0	0	0	0	0	0	24	39	43	14	120
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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	91	111	78	42	322
LEVEL 1 ON 2021 FSA MATH	0	0	0	0	0	0	0	0	0	0	93	125	82	33	333

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	85	95	58	32	270

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	15	48	47	13	123
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	16	33	18	13	80

Date this data was collected or last updated

Friday 9/3/2021

2020-21 - 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	401	414	379	323	1517
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	49	86	89	60	284
One or more suspensions	0	0	0	0	0	0	0	0	0	37	75	49	21	182
Course failure in ELA	0	0	0	0	0	0	0	0	0	5	5	1	0	11
Course failure in Math	0	0	0	0	0	0	0	0	0	2	10	2	0	14
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	86	73	56	41	256
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	77	44	41	40	202

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	77	79	53	38	247

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	8	35	0	0	43
Students retained two or more times	0	0	0	0	0	0	0	0	0	15	7	7	1	30

2020-21 - 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	401	414	379	323	1517
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	49	86	89	60	284
One or more suspensions	0	0	0	0	0	0	0	0	0	37	75	49	21	182
Course failure in ELA	0	0	0	0	0	0	0	0	0	5	5	1	0	11
Course failure in Math	0	0	0	0	0	0	0	0	0	2	10	2	0	14
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	86	73	56	41	256
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	77	44	41	40	202

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	77	79	53	38	247

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	8	35	0	0	43
Students retained two or more times	0	0	0	0	0	0	0	0	0	15	7	7	1	30

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	50%			58%	59%	56%	56%	58%	56%
ELA Learning Gains	44%			51%	52%	51%	54%	53%	53%
ELA Lowest 25th Percentile	36%			36%	40%	42%	43%	44%	44%
Math Achievement	27%			41%	48%	51%	37%	50%	51%
Math Learning Gains	19%			42%	49%	48%	31%	46%	48%
Math Lowest 25th Percentile	18%			47%	45%	45%	36%	43%	45%
Science Achievement	53%			56%	66%	68%	64%	67%	67%
Social Studies Achievement	65%			64%	70%	73%	61%	70%	71%

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
09	2021					
	2019	60%	62%	-2%	55%	5%
Cohort Comparison						
10	2021					
	2019	56%	59%	-3%	53%	3%
Cohort Comparison		-60%				

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
2021					
2019	54%	66%	-12%	67%	-13%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	61%	71%	-10%	70%	-9%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	32%	61%	-29%	61%	-29%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	42%	60%	-18%	57%	-15%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Our district progress monitoring tool for ELA was Reading Plus Benchmark assessments and for Math it was MAPS progress monitoring. Biology - N/A, US History - N/A

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

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	9	26	26	11	18	11	19	28		77	20
ELL	12	30	31	4			22	17		92	36
ASN	77	70									
BLK	30	34	31	11	17	21	32	51		93	38
HSP	46	43	36	20	14	7	47	61		94	66

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
MUL	52	59		21	19		48	62		86	52
WHT	60	47	37	40	23	19	69	75		95	74
FRL	42	40	35	20	18	19	43	58		89	43
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	24	31	24	14	48	44	32	33		75	31
ELL	36	50					40			80	
BLK	35	40	31	24	36	40	34	48		79	41
HSP	64	60	44	41	47	62	55	62		92	72
MUL	68	52	20	56	35		62	70		83	55
WHT	68	54	44	52	45	59	71	74		94	74
FRL	46	44	33	33	40	45	47	53		81	48
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 2016-17	C & C Accel 2016-17
SWD	15	33	37	22	33	30	19	37		74	19
ELL	27	45		30	27						
ASN	87	86					80				
BLK	31	44	42	24	22	27	40	43		83	46
HSP	56	48	19	30	29	53	59	70		89	59
MUL	64	60	50	39	31		65	50		71	76
WHT	70	61	54	47	38	43	83	73		91	78
FRL	43	50	42	28	27	34	49	50		82	49

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	518
Total Components for the Federal Index	11
Percent Tested	90%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	25
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	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	74
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	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
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	54
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	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

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 SY21, both 9th and 10th grade ELA saw similar drops in percentage proficient with 9th grade falling 11% and 10th grade falling 7% both to a pass rate of 49%. Trend data prior to SY21 suggests that this large drop could be the result of many external factors tied to the impact of COVID. The percent of level 1's also increased by a large amount to coincide with the drop in proficient students. In a similar fashion both Algebra I and Geometry EOC's saw drops in proficiency of 15% and 8% respectively. On a positive note, the proficiency level of our students taking the Biology EOC dropped only 1% and US History actually increased by 1%. In the terms of subgroup performance, our ESE students are still performing well below our learning targets.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our data suggests that a school-wide focus on reading comprehensions and evidenced-based writing in response to text is an urgent priority. In addition, while over the past few years LG of the bottom quartile students in Algebra 1 have been improving, the pass rate on the Algebra 1 EOC remains a major concern as it directly impacts graduation and many of the concordant scores are becoming much more difficult to attain.

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

As stated above, based on trend data, the extreme drop in proficiency and potential learning loss could likely be tied to factors tied to COVID impacts, such as school closures, eLearning and quarantines. Progress monitoring and in-time supports to include, re-teaching, remediation and acceleration will be implemented as needed. Also, staff-wide professional development in reading comprehension strategies and evidence-based writing in response to text will be delivered.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on trend data and district and state comparisons, both Biology and US History managed to defy the negative impacts of COVID with Biology only dropping 1% and US History Improving 1%.

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

We feel these results are tied to two different factors. First, prior to COVID these departments worked extensively to unpack the standards and align the work to include identifying priority standards and designing lessons with a focus on argument driven inquiry and common assessments. Additionally, we have hypothesized that the content in these courses were more tailored to be able to be delivered with fidelity in a hybrid learning setting.

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

The first and most important step is to accurately and efficiently diagnosis essential missed learning. This will ensure that time is not wasted on remedial work that is non-essential. Next, targeted and purposeful scaffolding will be used to provide in-time supports to allow students to access the desired learning. These scaffolds will be slowly removed as students demonstrate proficiency. In all courses and contents, a focus will be placed on building background knowledge and vocabulary which will aid students in being able to access grade level texts. Finally, prioritizing the most essential standards so that clear plans can be implemented on the appropriate time to be spent on each standard.

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.

Targeted professional development through AVID - WICOR strategies tied to working within a text, to include pre-reading strategies, annotating texts, pre-writing strategies and evidenced-based writing in response to multiple texts. Teachers in all content areas will be trained and will implement the strategies and then will collaborate through CMA groups.

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

Since our PD focus will be tied to AVID strategies with a WICOR focus, there will a huge push to get as many teachers AVID trained as possible. Our first staff-wide AVID training was held this past June and we will continue to train on-site as well as look for opportunities to send teachers to off-site AVID trainings and AVID Summer Institute.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale: 9th and 10th grade ELA proficiency dropped substantially. 9th grade down 11% and 10th grade down 7%. The % of students scoring a Level 1 increased in a corresponding manner.

Measurable Outcome: Our goal is to fully recover from the learning loss experienced due to COVID impacts. This would see our 9th grade ELA FSA proficiency return to 60% and 10th grade return to a 56% pass rate.

Monitoring: This area of focus will be monitored through school-wide progress monitoring through Read180 as well as in-class evidenced-based writing opportunities and formative assessments.

Person responsible for monitoring outcome: Christina Smith (smith.christinae@brevardschools.org)

Evidence-based Strategy: WICOR strategies tied specifically to reading comprehension and evidenced based writing. Teachers across all content areas will be trained in pre-reading strategies, working within and text and evidenced based writing. Teachers will then implement the strategies and bring student work samples to debrief during CMA meetings.

Rationale for Evidence-based Strategy: Based on an analysis of strand data from the 2021 ELA FSA and the results from the writing portion of the state assessment it was determined that a targeted focus in pre-reading strategies, working within a text, and evidenced based writing in response to multiple texts will positively impact all students.

Action Steps to Implement

Provide teachers with planning time to collaborate with departments and CMA groups and to create common lessons and tasks.

Person Responsible Buster Clark (clark.buster@brevardschools.org)

Deliver targeted PD for pre-reading strategies, working within a text and evidenced based writing in response to texts.

Person Responsible Buster Clark (clark.buster@brevardschools.org)

In-time progress monitoring through Read180 of all students to ensure learning loss is being addressed and the proper scaffolding is being implemented.

Person Responsible Lauren Feronti (feronti.lauren@brevardschools.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Our Algebra 1 proficiency rate was at the bottom of the district and also experienced an alarming 17% drop. While much of this we hypothesize was tied to learning loss due to COVID impacts, trend data still suggests that changes need to be made.

Measurable Outcome: We intend to return to a proficiency level of 35% for our Algebra 1 students and lower our percentage of students scoring a Level 1 to less than 50%.

Monitoring: All students who are deficient in Algebra or currently enrolled in Algebra I will be progress monitored through MAPS. Evaluating administrators will go over the MAPS results with the instructors to develop targeted intervention plans.

Person responsible for monitoring outcome: Buster Clark (clark.buster@brevardschools.org)

Evidence-based Strategy: After essential unfinished learning is diagnosed intentional scaffolding will be planned and implemented in all Algebra 1/1A/1B and Liberal Arts Math Classes. This will provide in-time supports and assist the students with tackling the rigor of grad-level content.

Rationale for Evidence-based Strategy: Evidence suggests that spending time solely on remedial course work does not support student success. Therefore, it is essential to diagnosis essential missed learning and target all supports in those areas while still introducing grade-level material. This learning acceleration has shown to dramatically improve student success.

Action Steps to Implement

Detailed progress monitoring reports will be gathered from MAPS. Evaluating administrator will meet with instructors to go over reports and develop scaffolding plans to provide in-time supports for students.

Person Responsible: Buster Clark (clark.buster@brevardschools.org)

Standards will be prioritized based on their impact on essential learning and the percent composition on the EOC to ensure that the appropriate amount of time is being spent on each priority standard.

Person Responsible: Buster Clark (clark.buster@brevardschools.org)

An in-depth analysis will be performed on the effectiveness of our current Algebra 1 pathway to plan for course offerings moving forward. Whether or not both Algebra 1 and 1A/1B will be offered and what course will be offered sequentially after Algebra 1 if the students does not demonstrate proficiency in Algebra.

Person Responsible: Lauren Feronti (feronti.lauren@brevardschools.org)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: The proficiency gap between our SWD and student body is the largest of all subgroups in every single measurable academic performance category. This trend has continued despite ample efforts in staffing, teacher training and data tracking.

Measurable Outcome: Due the varying levels of proficiency across the different assessments we intend to see a 5% improvement in proficiency in all measurable academic areas and an increase in learning gains based on SY19 metrics.

Monitoring: All SWD will be progress monitored by their teachers, case manager and ESE support specialist. This redundancy will increase the likelihood that our SWD receive the targeted supports that are need to improve their learning and proficiency levels.

Person responsible for monitoring outcome: Ashley Cross (cross.ashley@brevardschools.org)

Evidence-based Strategy: In-depth progress monitoring through school-wide systems like MAPS and Read180 as well as classroom performance tasks and formative assessments.

Rationale for Evidence-based Strategy: This in-depth progress monitoring will not only provide information to the general education teacher to help formulate in-time supports in the classroom and can also aid the support facilitator in the room in regards to more intensive supports that may be needed as well as provide data to the IEP team to assess how the student is progressing toward their IEP learning goals.

Action Steps to Implement

Progress monitoring through MAPS, Read180 and classroom performance tasks and formative assessments.

Person Responsible Ashley Cross (cross.ashley@brevardschools.org)

General education teacher training for targeted and intentional scaffolding, implementing accommodations with fidelity and data tracking.

Person Responsible Deborah Joca (joca.deborah@brevardschools.org)

Systems analysis in regards to access to rigorous course work for all SWD as appropriate.

Person Responsible Lauren Feronti (feronti.lauren@brevardschools.org)

#4. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale: An analysis of our early warning systems data suggests that over 17% percent of Rockledge High School students exhibit more than one early warning indicator. Almost 1 in 5 students are at an elevated risk to not graduate.

Measurable Outcome: We intend to cut the percentage of students who exhibit two or more early warning system indicators to 12% of the student body, or a decrease of 5%.

Monitoring: We are going to focus in two major areas: Increasing attendance rate and lowering the number of course failures.

Person responsible for monitoring outcome: Mark Zeiler (zeiler.mark@brevardschools.org)

Evidence-based Strategy: Consistent monitoring, data tracking and communication with all stakeholders will be used to positively impact the early warning system indicators.

Rationale for Evidence-based Strategy: Accurate data and clarity through communication will help to involve all stakeholders in student success.

Action Steps to Implement

Attendance reports will be run weekly and students with attendance concerns will be contacted. Dean team will work with the attendance office and teachers to ensure accurate attendance data. Students and families will be offered supports and interventions as necessary and MTSS referrals will be made if the problem persists.

Person Responsible Mark Zeiler (zeiler.mark@brevardschools.org)

D/F reports will be run Bi-weekly. Evaluating administrators will consult with teachers regarding D/F concerns and the class level as well as the individual student level.

Person Responsible Lauren Feronti (feronti.lauren@brevardschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Out of school suspensions continue to be of concern. OSS incidents are particularly high in the SWD subgroup. The implementation of PBIS as well as regular review of BIP's are aimed at reducing the OSS rate.

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.

Rockledge High School utilizes multiple sets of stakeholder survey data to include parent feedback survey, Youth Truth student voice survey, teacher insight survey, and frequent communication with Rockledge community members and the School Advisory Council. Historical data suggests that RHS stakeholders prefer email communication so the principal will continue emailing out his weekly newsletter and emails will accompany all Blackboard Connect automated phone messages. 68% of parents also stated that text messages were also a welcomed form of communication and very helpful for short quick reminders for important dates and events. Blackboard Connect will be used to send out text messages to stakeholders to keep them up-to-date on important dates and events. Recent efforts to increase the number of active parent accounts in FOCUS has yielded a 9% increase so that now 71% of our parents frequently use FOCUS to monitor grades and communicate with teachers. Ensuring that all stakeholders have a voice in the collaborative decision making process builds a positive and nurturing school culture. Proactive two-way communication provides transparency and builds trust between school leadership and school stakeholders. RHS continues to improve stakeholder communication through social media platforms and a weekly newsletter sent out by the principal that informs, asks for feedback and shares accomplishments of students and staff. To further foster the positive school culture at RHS we have added and student and staff recognition program called ROCK Positivity. It is a robust school recognition initiative in which all stakeholders have the ability to contribute positive feedback into our students, staff, and school community. It is quick and easy to share positive feedback about a student, a teacher, or a staff member who has inspired, supported, or earned the respect of you and/or your child. Recognition criteria will largely revolve around but not be limited to our PBIS ROCK acronym:

- Resilient: Raiders are resilient in the face of challenges.
- Open-minded: Raiders are open to ideas and opportunities.
- Connected: Raiders are connected to our community.
- Kind: Raiders are kind to ourselves and others.

ROCK Positivity is less a recognition program and more an extension of our already rich culture to foster conditions in which students and adults, alike, enjoy more moments to celebrate the plethora of incredible accomplishments, deeds, and efforts that are already happening around campus, but don't always get the attention they deserve. In addition to inspiring and motivating students, we envision the development of this recognition culture to create opportunities for student/adult peer groups to recognize, celebrate, and encourage one another.

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

At Rockledge High School all stakeholders have a voice. Students share their insights through multiple opportunities like the Youth Truth Survey, The RHS Student Voice Committee, student leadership groups such as SGA and Key Club, and serving on the School Advisory Committee. In addition, this year 4 RHS students will serve on the City of Rockledge Student Advisory Council where they can also share their ideas and concerns with the Rockledge City Manager and City Council People. Teacher and staff share their thoughts through the anonymous Insight Survey and through regular staff meetings. Parent can serve on the School Advisory Council Board or simply attend meetings and are always welcome to share praises, thoughts, ideas and concerns to administration through their preferred method of communication. RHS also has a tremendous partnership with the local community and community leaders. Several community members serve as members on the School Advisory council and Mr. Clark regularly communicates with the Rockledge City Council, Rockledge PD and Fire, as well as many of the local faith based organizations. RHS is excited about an up coming partnership with Endeavor Elementary to provide support to them as well as service opportunities for our students.