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# 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: 10/10/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	52%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: C (51%) 2020-21: (47%) 2018-19: B (55%) 2017-18: B (54%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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**

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
Clark, Buster	Principal	<p>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.</p> <p>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.</p>
Feronti, Lauren	Assistant Principal	<p>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.</p>
Waller, Michael	Assistant Principal	<p>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.</p>
Cross, Ashley	Assistant Principal	<p>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.</p>

Name	Position Title	Job Duties and Responsibilities
Perry, Sarah	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.
Beiderman, Kimberly	Reading Coach	Provides teachers with instructional strategies to promote student academic success through modeling research based literacy instruction. Coaches and mentors teachers to review reading data to make instructional decisions throughout all disciplines. Coordinates and assist with administration and analysis of district-required reading assessments.
Katz, Jennifer	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**

Thursday 10/10/2019, Buster Clark B

**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.*

1

**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.*

19

**Total number of teacher positions allocated to the school**

92

**Total number of students enrolled at the school**

1,568

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

14

**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	439	429	382	318	1568
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	82	75	54	48	259
One or more suspensions	0	0	0	0	0	0	0	0	0	80	71	32	19	202
Course failure in ELA	0	0	0	0	0	0	0	0	0	20	48	25	4	97
Course failure in Math	0	0	0	0	0	0	0	0	0	47	33	41	18	139
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	96	101	44	32	273
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	70	67	32	28	197
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	9	11	2	4	26

**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	61	58	35	16	170

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	38	49	45	11	143
Students retained two or more times	0	0	0	0	0	0	0	0	0	28	39	31	14	112

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	412	444	404	316	1576
Attendance below 90 percent	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	56	36	24	13	129
Course failure in ELA	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	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
Level 1 on 2019 statewide FSA Math assessment	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
LEVEL 1 ON 2021 FSA ELA	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	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	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	15	48	47	13	123
Students retained two or more times	0	0	0	0	0	0	0	0	0	16	33	18	13	80

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	412	444	404	316	1576
Attendance below 90 percent	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	56	36	24	13	129
Course failure in ELA	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	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
Level 1 on 2019 statewide FSA Math assessment	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
LEVEL 1 ON 2021 FSA ELA	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	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	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	15	48	47	13	123
Students retained two or more times	0	0	0	0	0	0	0	0	0	16	33	18	13	80

**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	51%			50%			58%	59%	56%
ELA Learning Gains	52%			44%			51%	52%	51%
ELA Lowest 25th Percentile	39%			36%			36%	40%	42%
Math Achievement	28%			27%			41%	48%	51%
Math Learning Gains	31%			19%			42%	49%	48%
Math Lowest 25th Percentile	30%			18%			47%	45%	45%
Science Achievement	57%			53%			56%	66%	68%
Social Studies Achievement	55%			65%			64%	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	54%	66%	-12%	67%	-13%

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	61%	71%	-10%	70%	-9%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	32%	61%	-29%	61%	-29%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	42%	60%	-18%	57%	-15%

## 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	18	41	38	14	29	28	30	28		80	43
ELL	15	36	28	11	26	18		43		80	
ASN	93	93									
BLK	31	44	38	14	17	25	35	31		93	56
HSP	43	45	28	29	36	37	44	41		87	71
MUL	48	37	9	19	30		60	62		89	64
WHT	64	58	49	41	40	36	72	69		94	77
FRL	41	45	37	19	26	31	45	45		88	60
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
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

## 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	49
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	36

<b>ESSA Federal Index</b>	
Total Points Earned for the Federal Index	541
Total Components for the Federal Index	11
Percent Tested	96%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
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
<b>English Language Learners</b>	
Federal Index - English Language Learners	29
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
<b>Asian Students</b>	
Federal Index - Asian Students	93
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
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
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	

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	60
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	43
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?**

Trends are difficult to observe due to the fractured data available over the past three years. However, just comparing SY21 to SY22, RHS demonstrated growth in every measurable category except, Social Studies achievement, and grad rate. A few subgroups, most notably ESOL/ELL subgroup did not seem to mirror the school-wide trends of growth from SY21 to SY22. Grade rate dropped 2%, but that could have been impacted by testing waiver changes at the state level between SY21 to SY22.

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

Despite showing growth in most areas in SY22, RHS suffered a 10% drop in Social Studies achievement. This 10% drop was after sustained performance in this category over time, including SY20, which saw drops in most other measurable categories.

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

The only internal factor that we have been able to identify that may have contributed to the drop was a first year teacher in US History. That teachers individual numbers were way off the rest of the classes.

That teacher has subsequently left, but in an effort to prevent it from happening again we have put an emphasis on collaboration and common assessments in the US History classes.

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

Two components demonstrated substantial growth from SY21 to SY22 and they are College and Career Readiness and Math Learning Gains and L25th Math Learning Gains. CCR showed a jump from 60% to 70% and Math LG and L25 Math LG each showed a 12% increase.

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

For the CCR jump our school made to concerted efforts that directly impacted the improvement. One was targeted purposeful scheduling and tracking by the guidance department. This maximized the number of opportunities for students to take a rigorous course or complete a career track and certification. We also added a College Success Strategies class on campus for students interested in College who have not already taken a Dual Enrollment course. This gave them the opportunity to be exposed to college level course work and equip them with the skills to be successful in college.

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

The first 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 teacher-facilitated professional development will be delivered in three key areas to provide teachers with tools to raise rigor in their classroom and provide strategies for all students to be able to access grade-level content, those areas are: Higher order thinking skills and questioning, AVID focused note taking, and Cambridge Learner Attributes.

**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 continually model what we want done in the classrooms, we will be utilizing strategies learned in PD with our teachers during whole-group and small-group meetings.

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

Despite an increase in Learning Gains from SY20 to SY21 we did not attain our SY22 goal of returning to a 60% proficiency rate for ELA.

**Measurable Outcome:**  
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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:**  
 Describe how this Area of Focus will be monitored for the desired outcome.

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

**Person responsible for monitoring outcome:**

Kimberly Beiderman (beiderman.kimberly@brevardschools.org)

**Evidence-based Strategy:**  
 Describe the evidence-based strategy being implemented for this Area of Focus.

WICOR strategies tied specifically to reading comprehension and evidenced based writing. Teachers across all content areas will continue to have students read and analyze multiple texts and assign evidenced based writing assignments and provide target feedback to all students.

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

Based on data analysis of the SY22 ELA FSA it was determined that a targeted focus in analyzing multiple texts and evidenced based writing in response to those texts will positively impact all students.

**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.

Provide teachers with planning day to analyze data and develop common questions and writing tasks to be used by teachers teaching the same texts.

**Person Responsible**

Buster Clark (clark.buster@brevardschools.org)

In-time progress monitoring through FAST and Read180 of all students to ensure learning loss is being addressed and targeted interventions are being delivered to students who are performing at or below grade-level.

**Person Responsible**

Kimberly Beiderman (beiderman.kimberly@brevardschools.org)

Train teachers on using the new ELA curriculum to it's full potential.

**Person Responsible**

Lauren Feronti (feronti.lauren@brevardschools.org)

**#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

**Area of Focus Description and**

**Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** Although Math Learning Gains showed substantial growth from SY21 to SY22, 50% of RHS students scored a Level 1 on the Algebra I and Geometry EOC assessment. That number in itself is cause for concern, but when subgroups are examined it is even more alarming. 68% of ESE students scored a Level 1, 70% of African-American students scored a Level 1 and 78% of our ELL students scored a Level 1 on their math EOC assessment.

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

RHS will implement targeted strategies to reduce the percentage of Level 1 scores for the three subgroups mentioned above to within 10% of the school average.

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

Progress toward this goal will be monitored through MAPS. Item analysis will be conducted by sub-group so that classroom interventions can be tailored to the area of greatest need.

**Person responsible for monitoring outcome:**

Sarah Perry (perry.sarah@brevardschools.org)

**Evidence-based Strategy: Describe the evidence-based strategy being**

After a comprehensive quantitative and qualitative review of the student performance data by subgroup two areas stood out for intense intervention. There is a glaring deficiency in basic math skills and it is also evident that comprehension of word problems is a major challenge. Considering these two opportunities, classroom teachers will immediately begin targeted intervention through intense skills practice during bell work, and a focused approach to solving word problems to include explicit vocabulary instruction, contextual development and procedural decoding of word problems.

**implemented for this Area of Focus.**

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

Teacher feedback supported that students making up these at-risk subgroups were behind their peer in their ability to use basic math skills which put them at a major disadvantage. Choosing to build capacity for those skills during bell work will alleviate over remediation during the lesson and strengthen abilities to access grade level content. More often than not, the math required to solve a math word problem is not any more complex than other standard problems. Students in general, and especially in our at-risk subgroups, struggle to decode word problems and assess what skills are need to answer the question and also, at times struggle with the context due to a lack of background knowledge. Using literacy strategies to decode and explicit vocabulary instruction will help eliminate barriers to solving word problems that are tied only to comprehension.

**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.

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** Sarah Perry (perry.sarah@brevardschools.org)

Common skill-based bell work will be implemented in all Algebra 1, Geometry and Math for Liberal Arts classes. Teachers will give the problem, check for understanding, and provide feedback to the class.

**Person Responsible** Sarah Perry (perry.sarah@brevardschools.org)

Literacy coach will provide tools to math teachers for explicit vocabulary instruction and decoding strategies for word problems. She will model lessons, observe instruction and provide feedback to teachers. She will also pull small groups of our at-risk subgroups and provide targeted interventions in vocabulary and decoding.

**Person Responsible** Kimberly Beiderman (beiderman.kimberly@brevardschools.org)

**#3. Instructional Practice specifically relating to Social Studies****Area of Focus****Description and****Rationale:**

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

Despite showing growth in most areas in SY22, RHS suffered a 10% drop in Social Studies achievement. This 10% drop was after a sustained level performance for several years in this category, including SY21, which saw drops in most other measurable categories.

**Measurable****Outcome:**

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

We expect to eliminate the 10% drop in proficiency on the US History EOC and return to a proficiency rate of at 65% or better.

**Monitoring:**

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

An analysis of the US History results showed that the students of one particular teacher scored substantially lower than the other two teachers. That particular teacher was brand new, but that shouldn't have contributed to that big of a discrepancy. What that exposed was a lack of uniformity in content being covered and assessments. Evaluating administrator will monitor implementation through classroom walk-throughs.

**Person**

**responsible for monitoring outcome:**

Ashley Cross ([cross.ashley@brevardschools.org](mailto:cross.ashley@brevardschools.org))

**Evidence-based Strategy:**

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

We have added two new teachers to US History this school year, so they will be given planning time to work on common lessons, assessments, and pacing guides.

**Rationale for Evidence-based Strategy:**

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

Through the use of common lessons and assessments teachers will be able to collaborate, share feedback and best practices as well as perform item analysis to ensure consistency across different classes. Teachers benefit from common assessments because they are more efficient, and children benefit from equity. Common assessments facilitate teacher collaboration and when teachers effectively communicate about the topic they are teaching, all students are more likely to have a similar learning experience.

### 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.

Common planning time to create common standards-based lessons, common assessments and pacing guides will be provided and facilitated by administration.

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

The use of common lessons and common assessments will be assessed through data gathered during classroom walk-throughs by the evaluating administrator. Common assessment data will be reviewed during department meetings and teachers will share feedback with colleagues and administrator. Actions will be taken to address disparate data.

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

**#4. Positive Culture and Environment specifically relating to Belonging**

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

Upon review of our Youth Truth student voice survey one particular data point jumped out to our stakeholders. Only 36% of our RHS student felt like they were a part of their school community. At a school that prides itself on being a family and inclusive of all students, this was not a result we anticipated seeing.

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

The highest score that RHS has received in this measurable on the Youth Truth survey has been 43%. This year we aim to hit at least 50% of RHS students will feel like they are a part of their school community.

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

In progress monitoring will be conducted through regular check-ins with students and in monthly student voice round table discussion. A yearly review will be assessed when the SY23 Youth Truth Survey is implemented.

**Person responsible for monitoring outcome:**

Buster Clark (clark.buster@brevardschools.org)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Freshman Orientation - "Rock Rookies," to make connections and introductions for all Freshman students. Celebrate students and staff through ROCK Positivity and establish a safe space where all feel welcome and valued.

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

Research has also shown that academic outcomes, such as motivation, dropout rates and academic performance, were correlated with feelings of belonging in school.

**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.

Plan and implement a Freshman Orientation where freshman will get the opportunity to meet staff members, learn about the school, take a campus tour and be paired with an upperclassmen mentor. This will provide opportunities for freshman to make connections with adults and peers on campus.

**Person Responsible**

Buster Clark (clark.buster@brevardschools.org)

Expand our ROCK positivity program to recognize and celebrate students and their growth and achievements.

**Person Responsible**

Sarah Perry (perry.sarah@brevardschools.org)

Establish and promote our school safe space where all students can feel welcomed and valued.

**Person Responsible**

Debra Stagman (stagman.debra@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.

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. 90% of 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.

62% 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.

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 school culture and environment.

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.