

Brevard Public Schools

# Space Coast Junior/Senior High School



2020-21 Schoolwide Improvement Plan

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# Space Coast Junior/Senior High School

6150 BANYAN ST, Cocoa, FL 32927

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

## Demographics

Principal: Joseph Flora C

Start Date for this Principal: 1/7/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 7-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	49%
<b>2019-20 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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (60%) 2017-18: B (60%) 2016-17: B (57%) 2015-16: B (58%)
<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.

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<b>Planning for Improvement</b>	<b>16</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Space Coast Junior/Senior High School

6150 BANYAN ST, Cocoa, FL 32927

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>High School 7-12</p>	<p><b>2019-20 Title I School</b></p> <p>No</p>	<p><b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>52%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>25%</p>

## School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	B

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<https://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.

Ensure that every student graduates from Space Coast college, career, or military ready.

#### Provide the school's vision statement.

Provide each student with every opportunity to succeed.

PRIDE: Prepared to learn. Respect for school and community. Integrity. Dedicated to safety. Engaged in learning.

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Flora, Joseph	Principal	As Principal Mr. Flora serves as the Instructional and Operational Leader of the school.
Felker, Stephanie	Assistant Principal	Student Behavior and School Climate
Lenhart, Jake	Assistant Principal	Student Behavior and School Climate
Papczynski, Peter	Assistant Principal	Curriculum Contact
Williams, Jennifer	Assistant Principal	Facilities Contact
Baldrige, Jocelyn	Instructional Coach	Responsible for Literacy on campus plus key contributor to our MTSS process
Williams, Amy	School Counselor	Ms. Williams works with our English Language Learners

### Demographic Information

#### Principal start date

Tuesday 1/7/2020, Joseph Flora C

**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.*

16

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

91

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 7-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	49%
<b>2019-20 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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
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<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, <a href="#">click here</a> .	



**Early Warning Systems**

**Current Year**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	287	268	259	288	258	153	1513
Attendance below 90 percent	0	0	0	0	0	0	0	42	18	18	28	16	7	129
One or more suspensions	0	0	0	0	0	0	0	26	28	32	31	16	5	138
Course failure in ELA	0	0	0	0	0	0	0	12	1	6	6	1	0	26
Course failure in Math	0	0	0	0	0	0	0	18	3	7	15	3	1	47
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	50	26	33	42	35	11	197
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	64	10	29	34	18	10	165

**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	60	20	38	38	19	4	179

**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	22	3	13	24	15	4	81
Students retained two or more times	0	0	0	0	0	0	0	2	1	1	9	5	0	18

**Date this data was collected or last updated**

Tuesday 9/15/2020

**Prior Year - As Reported**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	306	264	309	311	203	201	1594
Attendance below 90 percent	0	0	0	0	0	0	0	33	8	24	25	19	13	122
One or more suspensions	0	0	0	0	0	0	0	24	36	57	42	18	9	186
Course failure in ELA or Math	0	0	0	0	0	0	0	12	38	70	49	39	32	240
Level 1 on statewide assessment	0	0	0	0	0	0	0	51	55	65	69	39	30	309

**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	30	44	74	60	37	25	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	12	10	20	33	28	9	112	
Students retained two or more times	0	0	0	0	0	0	0	4	2	9	12	6	2	35	

**Prior Year - Updated**

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	306	264	309	311	203	201	1594	
Attendance below 90 percent	0	0	0	0	0	0	0	33	8	24	25	19	13	122	
One or more suspensions	0	0	0	0	0	0	0	24	36	57	42	18	9	186	
Course failure in ELA or Math	0	0	0	0	0	0	0	12	38	70	49	39	32	240	
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**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	12	10	20	33	28	9	112	
Students retained two or more times	0	0	0	0	0	0	0	4	2	9	12	6	2	35	

**Part II: Needs Assessment/Analysis**

**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	55%	59%	56%	54%	57%	53%
ELA Learning Gains	50%	52%	51%	52%	51%	49%
ELA Lowest 25th Percentile	42%	40%	42%	42%	42%	41%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	63%	48%	51%	57%	48%	49%
Math Learning Gains	62%	49%	48%	45%	43%	44%
Math Lowest 25th Percentile	53%	45%	45%	35%	35%	39%
Science Achievement	58%	66%	68%	63%	67%	65%
Social Studies Achievement	76%	70%	73%	69%	67%	70%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019	55%	58%	-3%	52%	3%
	2018	46%	56%	-10%	51%	-5%
Same Grade Comparison		9%				
Cohort Comparison						
08	2019	57%	63%	-6%	56%	1%
	2018	63%	65%	-2%	58%	5%
Same Grade Comparison		-6%				
Cohort Comparison		11%				
09	2019	58%	62%	-4%	55%	3%
	2018	55%	60%	-5%	53%	2%
Same Grade Comparison		3%				
Cohort Comparison		-5%				
10	2019	54%	59%	-5%	53%	1%
	2018	59%	61%	-2%	53%	6%
Same Grade Comparison		-5%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019	68%	62%	6%	54%	14%
	2018	56%	62%	-6%	54%	2%
Same Grade Comparison		12%				
Cohort Comparison						
08	2019	53%	43%	10%	46%	7%

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
	2018	39%	41%	-2%	45%	-6%
Same Grade Comparison		14%				
Cohort Comparison		-3%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2019	47%	53%	-6%	48%	-1%
	2018	57%	55%	2%	50%	7%
Same Grade Comparison		-10%				
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	69%	66%	3%	67%	2%
2018	70%	67%	3%	65%	5%
Compare		-1%			

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	76%	74%	2%	71%	5%
2018	77%	73%	4%	71%	6%
Compare		-1%			

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	73%	71%	2%	70%	3%
2018	74%	70%	4%	68%	6%
Compare		-1%			

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	59%	61%	-2%	61%	-2%
2018	56%	62%	-6%	62%	-6%
Compare		3%			

<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	65%	60%	5%	57%	8%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	66%	60%	6%	56%	10%
Compare		-1%			

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	42	40	31	50	44	25	45	27	81	36
ELL	30	50		9							
BLK	47	53	35	49	51	30	47	63	69		
HSP	49	51	55	49	65	59	56	67	25	85	61
MUL	49	46	42	68	62	40	62	70	71	96	48
WHT	58	50	41	66	63	55	59	79	54	85	57
FRL	49	47	42	59	60	52	53	69	49	79	51
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	19	40	41	32	48	48	29	53	29	77	5
BLK	39	50	41	43	45	35	59	58		90	39
HSP	49	53	44	46	46	48	50	70	40	96	50
MUL	51	55	39	49	50	36	53	75	50	82	71
WHT	59	55	49	60	57	50	68	78	62	84	60
FRL	49	49	42	51	50	44	57	71	55	79	45
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	14	27	26	23	29	24	37	29		67	58
ELL				20							
BLK	34	40	33	21	26	11	48	47		93	69
HSP	56	58	30	46	36	19	51	64	50	88	70
MUL	58	51	30	56	51	38	59	68		94	73
WHT	55	52	46	61	46	41	67	72	61	87	57
FRL	49	51	46	50	44	33	54	64	48	81	56

**ESSA Data**

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO

<b>ESSA Federal Index</b>	
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	655
Total Components for the Federal Index	11
Percent Tested	99%

<b>Subgroup Data</b>	
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<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	40
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	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1

<b>Native American Students</b>	
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

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

<b>Black/African American Students</b>	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

<b>Hispanic Students</b>	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial 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	61
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	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

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

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

ELA lowest 25% it is our lowest performance indicator. ESA lowest 25% is fairly flat from year to year at Space Coast, but also somewhat below statewide performance. Among the reasons for this is that the use of complex text in instruction had not been emphasized to the degree that it could have been.

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

Science fell more than any other indicator. Last year the science department experience turnover with the loss of several experienced teachers who were replaced with newer teachers. This turnover particularly impacted Biology and 8th grade science, the subjects that have the most impact on the science accountability scores.

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

Science had the greatest gap compared to the state average. The gap is the result of a large single-year decline in science accountability scores. This single year decline was the result turnover of several experienced teachers in the science department, particularly in Biology and 8th grade.

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

Math Learning gains showed the most improvement of all data components this year. The math department placed high emphasis on identifying and remediating learning gaps from among their students. Three of our Algebra 1 teachers participated in the North Brevard Cohort, where curriculum, materials, and lessons learned were shared with other secondary schools in North Brevard. Expanded tutoring efforts were also positive factors.

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

Potential areas of concern revealed in the EWS data included students with one or more suspensions. Also among the areas of concern was the number of FSA level 1 scores in both ELA and Math.

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

1. ELA achievement - all grades
2. ESE achievement - ELA
3. ELL Achievement - ELA

## Part III: Planning for Improvement

### Areas of Focus:



**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** Literacy impacts all learning and carries over into all other subjects. It is essential to yield maximum results from not just ELA, but all core subject as all other subject assume literacy. While supports are available for struggling readers, students must be literate in order for the material to be fully accessible, particularly for more rigorous coursework. ELA achievement at Space Coast falls slightly below state averages.

**Measurable Outcome:** With our intentional focus on literacy skills (reading, writing and speaking) and deliberate use of grade level text, we will increase our ELA achievement from 55 to 65%.

**Person responsible for monitoring outcome:** Joseph Flora (flora.joseph@brevardschools.org)

Providing feedback to teacher is an integral part of student growth and achievement. In the 2020-2021SY, the administrator overseeing the ELA and ILA department will conduct frequent walkthroughs of both subjects to provide support to teachers and to ensure the curriculum is aligned to standards. Space Coast’s literacy coach has developed a checklist that will be used when conducting classroom walk-throughs. The checklist will help identify benchmarks and strands included within the collections units.

**Evidence-based Strategy:** In our effort to increase literacy skills( reading, writing, and speaking) Space Coast's literacy coach will hold common planning sessions that will occur with each grade level to ensure staff have an adequate understanding of the resources available to them.

In addition, Dr. Baldrige will be using data analyzed from the past three years FSA, along with Reading Plus data, to pull a weekly rotation of students for remediation. Each group was populated based on Reading Plus data taken during the first month of school. Student performance data will be monitored through the two remaining Reading Plus assessments leading up to the FSA in May.

**Rationale for Evidence-based Strategy:** Through observation and discussion, it is noted that ELA staff members are using a variety of instructional material when teaching literacy skills to students. Each ELA teacher has access to the HMH Collection's guides which are aligned to our standards and appropriate grade level resoruces. To better align with our standards, we will be making a concerted effort to use our district aligned Collections guides in our ELA classrooms. Space Coast’s literacy coach, Dr. Baldrige, will hold semester planning sessions with each grade level to support our staff with the implementation of Collections as well as working on the writing process with an interdisciplinary focus.

**Action Steps to Implement**

All students grades 7-11 will be progress monitored three times in the 2020-2021 school year through Reading Plus. Reading Plus data will be shared with student's ELA teachers and those that are in intensive language arts classes. Data chats will occur within ILA classes after each benchmark and students will develop an understanding of where they currently sit and how far away they are from being on grade level.

**Person Responsible** Jocelyn Baldrige (baldrige.jocelyn@brevardschools.org)

Literacy coach will support ELA teachers in planning lessons using Collections curriculum that aligns with standards and implements appropriate text complexity. Space Coast's literacy coach will hold half day planning sessions with each grade level. The collections guide will be at the core of training and time will

be permitted to plan for the remainder of this semester. As part of the coaching cycle, our literacy coach will also go into ELA classrooms and model the delivery of instruction.

**Person Responsible** Jocelyn Baldrige (baldrige.jocelyn@brevardschools.org)

Deliberately addressing student's writing abilities at an early grade level is another focus for this school year. Our literacy coach will conduct writing workshops with all middle school students through social studies classes. Middle school social studies teachers will allow our literacy coach to model the writing process for them and their classes. In the first semester, all middle school students will take part in an essay contest demonstrating proficiency in writing.

**Person Responsible** Jocelyn Baldrige (baldrige.jocelyn@brevardschools.org)

Classroom walkthroughs of ELA and ILA classrooms will be conducted by the evaluating administrator. Feedback will be given to teachers on the implementation of instruction and student engagement. Biweekly, the administrator evaluating the ELA and ILA department and the literacy coach will use the standards checklist to evaluate the instruction of standards alignment for that given day and provide feedback to teachers where appropriate.

**Person Responsible** Joseph Flora (flora.joseph@brevardschools.org)

**#2. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:** Our focus this year will be on ELA Achievement Levels for our Students with Disabilities. Our students with disabilities make up approximately 40% of our lowest 25%. In the 2019 school year, the ELA achievement for our SWD population was our lowest achieving subgroup, additionally achievement for this subgroup fell from 18% from 19% the previous year. In 2019-2020 school year, we implemented a resource model to serve students with disabilities. This year we are shifting to a support facilitation model with emphasis on IEP goal progress monitoring.

**Measurable Outcome:** We expect our ESE ELA achievement rate to rise from 18% to 30%

**Person responsible for monitoring outcome:** Peter Papczynski (papczynski.peter@brevardschools.org)

**Evidence-based Strategy:** Space Coast will be utilizing the support facilitation model. That model includes a strong emphasis on weekly consultation with ESE students to better engage them and to foster their ownership of their own learning needs. Teachers, both General Education and ESE, are collaborating and conferring on a bi-weekly basis. The purpose of this teacher collaboration is planning for engaging and relevant service delivery for our SWD students. Our learning strategies classes are being restructured to increase their overall effectiveness at addressing students' individual needs and goals. We are using both Reading Plus and MAP testing to create more data-informed goals for our students. Those IEP goal will be progress monitoring weekly during collaboration periods.

**Rationale for Evidence-based Strategy:** The previously implemented resource room model inefficiently applied available resources for our ESE students, as resources were tied more to rooms than to students. That model was also ineffective at addressing the unique needs of each student. Based on feedback from teachers, there was little collaboration occurring between ESE and General Education teachers last year. There was also little input provided by students of their own learning needs when IEP goals were created . With more student input into goals, and more data-informed goal creation thanks to Reading Plus and MAP data, the relevancy of IEP goals to each individual student will increase. Through regular collaboration, teachers will be able to plan instructional strategies and interventions that will maximize student achievement. IEP Goal progress monitoring, which will be performed weekly, will inform dynamic supports and remediation activities and decisions for each student.

**Action Steps to Implement**

At the start of the 2020-2021 school year, administration met with all staff to share ESE performance data and to share with staff the new model for serving ESE students. This year, ESE students are being serviced through a support facilitation model in the general education class setting. With purposeful scheduling and intentional staff allocation, the master schedule is created to maximize the amount of support in the general education setting to ensure all students with disabilities would be served.

**Person Responsible** Joseph Flora (flora.joseph@brevardschools.org)

Professional Development will be provided to both General Education and ESE teachers on the implementation of support facilitation. This training will increase teachers understanding of the role of the support facilitator and how they need to work together to ensure the needs of their ESE students are being met. In addition, all support facilitators will bring with them their support facilitator notebook that contains the IEP goals and accommodations for each of the students they serve to the classroom daily. This resource will help support facilitators stay organized and focused on the specific needs of their ESE

students. Space Coast's ESE support specialist will work the support facilitators to create the teacher notebook.

**Person Responsible** Joseph Flora (flora.joseph@brevardschools.org)

ESE student data will be monitored and tracked. Relevant data from Reading Plus and MAP testing will be obtained three times throughout the year. This data will be shared with the appropriate teachers and will allow for remediation to occur, if needed. In addition, administration will work with Space Coast's support specialist to create a google form that staff who write IEP's will be able to complete weekly and track student success towards meeting their IEP goals.

**Person Responsible** Peter Papczynski (papczynski.peter@brevardschools.org)

We will have two additional staff members trained on how to be an LEA bringing our on campus total to three. In addition, all staff members who write IEP's and progress monitor them will attend Quality IEP training prior to January if they have not done so within the past year. This will increase both the quality and measurability of IEP goals.

**Person Responsible** Peter Papczynski (papczynski.peter@brevardschools.org)

Administration will work with Space Coast's learning strategies teachers to ensure that the class is providing the appropriate supports for ESE students. The format of the course will change from a "study hall" mentality to focus on three specific areas of need for ESE students. Those areas include: working to meet the social and emotional needs in the IEP, increased focus on literacy skills and specific support for academics. Space Coast's literacy coach will model instructional delivery of literacy skills frequently and will share Reading Plus data with our learning strategies teachers.

**Person Responsible** Jocelyn Baldrige (baldrige.jocelyn@brevardschools.org)

**#3. ESSA Subgroup specifically relating to English Language Learners**

**Area of Focus Description and Rationale:** We will maintain a focus on raising ELA achievement for our ELL population. Language acquisition and mastery directly impacts the individual ELL learners success in all academic areas. ELL students will be regularly monitored and assessed to ensure that all necessary supports are in place for unfettered student achievement.

**Measurable Outcome:** The learning index for the ELL subgroup will rise from 30% to 41%.

**Person responsible for monitoring outcome:** Jake Lenhart (lenhart.jacob@brevardschools.org)

**Evidence-based Strategy:** At the beginning of the school year, WIDA test scores from spring of 2020 will be analyzed to produce a "can-do" list for each student, which are then given to each teacher of ELL students. The "can do" lists serve as a guide to teachers for helping them provide appropriate accommodations. This tool will also assist them in lesson planning to consistently meet the learning needs of each ELL student. Teachers are also responsible for documenting those ELL strategies that were employed to maximize student learning potential. This documentation is brought to ELL committee meetings where the group determines whether or not language acquisition and proficiency has been an impediment to a student's success. If a student struggles in any of their core academic areas, tutoring opportunities are provided free of charge to the student and their family. All teachers are required to maintain ESOL accreditation as part of their certification.

**Rationale for Evidence-based Strategy:** The WIDA scores measure listening, speaking, reading, and writing proficiency. The "can-do" lists provided to teachers are based on WIDA test scores and are crafted with the intention of challenging student to improve their English language acquisition while maintaining accessibility for academic success. District resources are readily available for each content area that aid teachers in providing those accommodations most appropriate for ELL students.

**Action Steps to Implement**

Review data of all ELL students and provide "can-do " lists to all teachers. The most recent FSA ELA scores are reviewed and student achievement levels are identified. The WIDA scores are then cross referenced against FSA ELA scores to determine the relevant "can do" descriptors for each student which in turn is shared with staff.

**Person Responsible** Amy Williams (williams.amynorton@brevardschools.org)

Determine eligibility to remain in or be exited from ELL program by reviewing current grades, FSA scores, and WIDA Scores. For those students who remain in the ELL program, provide word-to-word dictionaries for use in class and grant access to Rosetta Stone for ELL students to improve fluency.

**Person Responsible** Amy Williams (williams.amynorton@brevardschools.org)

All students grades 7-11 will be progress monitored three times in the 2020-2021 school year through Reading Plus. Reading Plus data will be shared with the ELL committee to help form progress monitoring goals and FSA ELA target scores as well as graduation requirements. Data chats will occur with students so they have a better understanding of their current proficiency level and what it will take to accomplish their FSA ELA target scores.

**Person Responsible** Amy Williams (williams.amynorton@brevardschools.org)

After each grading period, the ELL committee will hold meetings to review student academic performance and teacher-provided ELL strategies. If student performance drops, remediation supports, including tutoring and Space Coast's success zone, will be administered. Additional professional support will be provided to teachers of ELL students exhibiting academic struggle. The ELL committee will hold individualized meetings with ELL families of struggling students and provide them with resources available to support acquisition at home.

**Person Responsible** Amy Williams (williams.amynorton@brevardschools.org)

### Additional Schoolwide Improvement Priorities

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

**We have 2 identified needs in 2.E - level 1 scores and suspensions.**

**Our efforts to address ELA, ESE, and ELL achievement will improve accountability scores. Proactive work in discipline and culture will improve our suspension rates. These include positive referrals, student reflection forms, culture building, and MTSS tracking that includes behavior components.**

**\*\*\*\*\*CONTINUED FROM "POSITIVE CULTURE & ENVIRONMENT SECTION" DUE TO WORD LIMITS\*\*\*\*\***

**Inspired by our mission statement, we have adopted a variety of changes. We are now hosting College 101 nights for both students and their parents. These events are to guide both our students and parents through the admissions process, and area that our families feel they need support with. On Mondays, faculty, staff, and students are encouraged to dress in attire from their favorite college or military branch. During class changes, college fight songs are now played over the loudspeakers in the minute preceding the tardy bell. All of these changes help remind students of the future they are preparing for while they are here at Space Coast. Throughout the year, we will be continuing to work with students to inform them of the various post-secondary options available. We will continue to highlight student academic performance on industry certification exams, state-assessments and advanced placement. Creating a positive culture grounded on student success and opportunity is consistently echoed throughout Space Coast.**

**The TNTP Insight Survey was given to teachers in the winter of 2019, teachers cited peer culture as one of the strengths of Space Coast. A culture of collaboration and support is strong amongst staff. It is not uncommon to see teachers in different disciplines working together on strategies to help improve not only student success but also teacher efficiency. With our recent move to distance learning last spring and now e-learning in the fall, teacher leaders have risen to the task of supporting those colleagues who lack the understanding and skills to use technology in new and innovative ways.**

**Space Coast did not rate well in the leadership category. The specific question: "when my school leadership commits to a program or priority, they follow through" rated particularly poorly. There has since been a change in leadership at Space Coast and thus, a change to our mission and vision. Space Coast has since revisited both its mission and vision statements to be more inclusive of the importance of post-secondary success and school culture. The new mission statement is to "Ensure that every student graduates from Space Coast college, career, or military ready" . This statement is now proudly displayed in all classrooms and proudly serves as the focus and anchor for all new initiatives.**

## **Part IV: Positive Culture & Environment**

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

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

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

In the Spring of 2020, students at Space Coast participated in the Youth Truth Survey. Space Coast fared well in the category "teachers believe you can do well if you try", exceeding both national and district averages for this question. The category in which Space Coast ranked the lowest was school culture. Among the sub-categories within school culture, the lowest score given by students was "The students in my school treat the adults with respect". Countless comments reinforced that students are frustrated with the disrespectful behavior of their peers. Another issue that students mentioned frequently among the comments in the Youth Truth Survey was concerns about bullying.

These findings were shared with teachers during pre-planning where teachers were encouraged to model respect. We have increased our anti-bullying messaging and PSAs to raise awareness and help address this problem. Positive referrals are now being generated by teachers for students who model correct behavior in classes. Students who receive positive rewards get both a call home as well as a small reward during lunch.

Other students, after seeing their peers receive positive referrals, are asking how they can earn them, too. For those students who are sent to the Dean's office, they are now required to complete our reflection forms that were created over the summer before they speak with a dean. Those reflection forms through a series of questions, help students recognize and own their own behavior and leads to productive conversations with our administrators. Our deans then help our students explore more positive alternative choices and behaviors as well as understanding how their behavior impacts others.

Per the Brevard Public Schools Parent Survey for the 2019-2020 school year, parents stated they would be most interested in participating in informational meetings and activities related to preparing for college and career above all other offered topics. This topic is at the heart of our school mission as well. By using video productions, social media, and in person meetings, once again permitted, we can better inform our students and their parents of the various paths available here at Space Coast and how to best prepare for college, career, and military.

In the same parent survey, approximately one-third of parents indicated that teachers never communicate their child's progress. Many teachers feel by keeping grades updated in Focus, they are communicating student progress. Administration is consistently reinforcing the importance of two-way communication between school and home. We also consistently encourage our parents to reach out to our teachers if they have any additional questions or concerns. Not all parents have Focus accounts and many families struggle with using it. We will make a concerted effort to publish resources for parents that will teach the benefits of FOCUS and how to use it to monitor their students academics and communication. This will help our staff and parents to effectively bridge the communication gap.

### **Parent Family and Engagement Plan (PFEP) Link**

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