Satellite Senior High School

2021-22 Schoolwide Improvement Plan

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Satellite Senior High School

300 SCORPION CT, Satellite Beach, FL 32937

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

Demographics

Principal: Robert Pruett

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	21%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (68%) 2017-18: A (71%) 2016-17: A (70%)
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	
* 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.](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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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	No	22%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	18%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Satellite High School, a professional learning community, will create and maintain an academic and interdependent atmosphere through on-going self reflection and personal improvement, teaming, measurable and attainable goal-setting, student-centered learning, and collaboration among all stakeholders.

Provide the school's vision statement.

Satellite High School students will graduate with the academic excellence and intellectual curiosity necessary for college success, career readiness, character development, responsible citizenship, and life-long 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	Position Title	Job Duties and Responsibilities
Pruett, Robert	Principal	Serves as an instructional leader, collaborates with all stakeholders, supports students and teachers, analyzes data on an ongoing basis and strives for student learning.
Hamed, David	Assistant Principal	Serves as an instructional leader, collaborates with all stakeholders, supports students and teachers, analyzes data on an ongoing basis and strives for student learning.
Baez, Jasmin	Assistant Principal	Serves as an instructional leader, collaborates with all stakeholders, supports students and teachers, develops corrective strategies for student needs, analyzes data on an ongoing basis, supports facilities usage and maintains facilities and strives for student learning.
Connor, Jannette	Assistant Principal	Serves as an instructional leader, collaborates with all stakeholders, supports students and teachers, develops corrective strategies for student needs, analyzes data on an ongoing basis, supports facilities usage and maintains facilities and strives for student learning.
Sargeant, Jane	School Counselor	Collaborates with all stakeholders, supports students and teachers, develops corrective strategies for student needs, analyzes data on an ongoing basis, supports and strives for student learning.
Kamlet, Rebecca	Reading Coach	Collaborates with all stakeholders, supports students and teachers, develops corrective strategies for student needs, analyzes data on an ongoing basis, supports and strives for student learning.

Demographic Information

Principal start date
Sunday 7/1/2018, Robert Pruett

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.*
2

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.*
8

Total number of teacher positions allocated to the school
78

Total number of students enrolled at the school
1,519

Identify the number of instructional staff who left the school during the 2020-21 school year.
14

Identify the number of instructional staff who joined the school during the 2021-22 school year.
16

Demographic Data

Early Warning Systems

2021-22

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	379	397	409	292	1477
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	23	29	24	20	96
One or more suspensions	0	0	0	0	0	0	0	0	0	21	14	10	12	57
Course failure in ELA	0	0	0	0	0	0	0	0	0	6	13	9	4	32
Course failure in Math	0	0	0	0	0	0	0	0	0	34	29	14	2	79
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	17	22	18	16	73
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	14	10	8	0	32
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	10	2	8	5	25
Level 1 on 2021 FSA ELA	0	0	0	0	0	0	0	0	0	42	31	41	18	132
Level 1 on 2021 FSA Math/AlgEOC	0	0	0	0	0	0	0	0	0	56	46	46	22	170

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	37	38	31	15	121

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	11	22	37	10	80
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	9	11	4	30

Date this data was collected or last updated
Tuesday 9/7/2021

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	360	410	342	298	1410
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	56	72	54	57	239
One or more suspensions	0	0	0	0	0	0	0	0	0	56	45	32	36	169
Course failure in ELA	0	0	0	0	0	0	0	0	0	36	35	26	23	120
Course failure in Math	0	0	0	0	0	0	0	0	0	17	57	27	21	122
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	5	4	8	17
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	14	14	6	2	36
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	43	51	29	28	151

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	3	29	14	19	65
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	2	1	1	6

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	360	410	342	298	1410
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	56	72	54	57	239
One or more suspensions	0	0	0	0	0	0	0	0	0	56	45	32	36	169
Course failure in ELA	0	0	0	0	0	0	0	0	0	36	35	26	23	120
Course failure in Math	0	0	0	0	0	0	0	0	0	17	57	27	21	122
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	5	4	8	17
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	14	14	6	2	36
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	43	51	29	28	151

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	3	29	14	19	65
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	2	1	1	6

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				69%	59%	56%	73%	58%	56%
ELA Learning Gains				53%	52%	51%	60%	53%	53%
ELA Lowest 25th Percentile				44%	40%	42%	51%	44%	44%
Math Achievement				69%	48%	51%	77%	50%	51%
Math Learning Gains				61%	49%	48%	67%	46%	48%
Math Lowest 25th Percentile				47%	45%	45%	65%	43%	45%
Science Achievement				82%	66%	68%	77%	67%	67%
Social Studies Achievement				87%	70%	73%	84%	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	66%	62%	4%	55%	11%
Cohort Comparison						
10	2021					
	2019	70%	59%	11%	53%	17%
Cohort Comparison		-66%				

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	81%	66%	15%	67%	14%
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	87%	71%	16%	70%	17%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	56%	61%	-5%	61%	-5%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	74%	60%	14%	57%	17%

Grade Level Data Review - Progress Monitoring Assessments

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

For English Language Arts (9-12), Reading Plus is used for progress monitoring. Mathematics (9-12) is progress monitored by using MAP testing. Biology and US History are not progress monitored and only have an End of Course Exam (EOC).

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	64%	65%	64%
	Economically Disadvantaged	56%	49%	56%
	Students With Disabilities	34%	27%	24%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	55%	71%	62%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	63%	67%	63%
	Economically Disadvantaged	52%	48%	44%
	Students With Disabilities	31%	20%	18%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43%	58%	49%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	52%	47%	53%
	Economically Disadvantaged	39%	30%	75%
	Students With Disabilities	17%	.06%	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13%	35%	15%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 12				
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	100%	0%	0%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

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	29	41	31	26	30	31	38	42		97	47
ELL	42	27									
ASN	80									100	80
BLK	58	55		31							
HSP	55	45	35	54	39	50	61	70		97	63

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	84	74		64	46		81	88		100	44
WHT	72	61	48	68	40	35	75	80		94	68
FRL	53	50	43	50	28	25	60	65		85	53

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	29	32	35	34	39	25	70	70		86	43
ASN	83	70		91							
BLK	42	38	30	62				70			
HSP	65	56	58	71	58		74	88		90	61
MUL	70	56	60	63	92		69	85		81	94
WHT	70	52	41	69	60	46	84	88		95	73
FRL	58	46	47	60	58	58	72	88		81	46

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	31	43	37	56	59		31	73		77	30
ASN	60										
BLK	33	30								87	46
HSP	63	57	45	74	66		77	86		85	61
MUL	67	61		96	94		79	75		86	63
WHT	76	61	55	77	64	61	78	85		91	70
FRL	67	62	48	68	62	52	72	74		78	59

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)	
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	631
Total Components for the Federal Index	10
Percent Tested	95%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	

Asian Students	
Federal Index - Asian Students	87
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

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

Multiracial Students	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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%	

White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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?

According to the data, our proficiency percentages dropped in ELA for Economically Disadvantaged, Students With Disabilities, and English Language Learners. Right now, without the mathematics data for our subgroups, we are assuming a decrease in proficiency for these groups as well due to historical trends.

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

Lowest 25th percentile for both ELA and Math, while higher that the state and district averages, still need to see improvements as both are lower than 50%.

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

Some of the contributing factors that show our need for improvement include e-Learning, quarantining of students, teachers, and staff due to Covid, as well as a general decline caused from moving to full-time e-learning during the spring of the 2019-20 school year.

New actions to help improve include EOC Boot Camps, before, after, and during school tutoring, small group pull-out sessions with our at-risk and ESE struggling students.

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

Science and Social Studies achievement data were not higher than the previous year 's data but remained in the 70 percentile.

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

Common planning for teachers, department professional development and planning days, prioritizing scheduling for at-risk and ESE students.

Mini pullout sessions with a current substitute who is a retired teacher who will work with at-risk, ESE, and other struggling students. Department-specific PD Planning Days.

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

Scaffolding intentionally, prioritizing standards, progress monitoring, diagnosing essential gaps in learning, and building knowledge and vocabulary.

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.

Pre-planning professional development to teach all teachers about prioritizing standards, scaffolding and Department-Specific Professional Development Days for planning, prioritizing standards and to teach scaffolding techniques.

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

Leadership team will create and maintain a growth mindset and campus-wide commitment to academic growth even though our students may be behind. Provide before and after school tutoring through in-person or virtual settings.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	When analyzing our MAP and Reading Plus progress monitoring scores for math and english, our students with disabilities (SWD), economically disadvantaged students and English language learners (ELL) saw scores that were lower than our regular education students.
Measurable Outcome:	At the end of the school year, our subgroups will have achieved learning goals of 5% or more as compared to last year's data.
Monitoring:	Progress monitoring will take place during the Fall, Winter, and Spring. This data will be analyzed and presented to the departments to diagnose what is working and what is not.
Person responsible for monitoring outcome:	David Hamed (hamed.david@brevardschools.org)
Evidence-based Strategy:	According to Hattie's Visible Learning, scaffolding has an .82 effect size on student learning. This combined with teachers mapping out their student's learning processes and having common assessments will allow teachers to compare what is working and what is not. Because of this, they can share best practices to increase learning.
Rationale for Evidence-based Strategy:	Collaborative planning will benefit all students but especially our subgroups that are under performing shown from our progress monitoring data. If teachers are given time and resources to better their instructional techniques and time to collaborate with each other as well as with their Literacy Coach and Assistant Principal of Curriculum, our overall instructional practices will improve.

Action Steps to Implement

- Collaborative planning provided for each department.
- Teachers will work with Reading Coach Rebecca Kamlet, Assistant Principal of Curriculum David Hamed, and their subject area colleagues.
- Teachers will work on common assessments, scaffolding techniques, prioritizing standards, diagnosing missed learning from previous years.
- Teachers are required to provide a plan of action to help their students succeed to Mr. Hamed and Mrs. Kamlet.
- Mr. Hamed and Mrs. Kamlet will monitor teachers (quarterly) action plans and provide feedback to teachers as needed. Progress monitoring will also take place 3 times a year.
- Specific scaffolding training provided to teachers of ELL students. They will focus on text-based writing as this strand is where our students score the lowest.

Person Responsible	David Hamed (hamed.david@brevardschools.org)

#2. Culture & Environment specifically relating to Early Warning Systems	
Area of Focus Description and Rationale:	At-Risk graduation rate in the past has been lowest in the county. In the past 2 years, we have seen increases in our graduation data for this group. We are focused on continuing an upward data trend for our At-Risk students.
Measurable Outcome:	At-Risk Graduation rate of 100%.
Monitoring:	Students will check-in 2-3 times a month to monitor their progress. Periodic progress monitoring of MAP data and Read 180 data will help ensure that these students are on track and ready to graduate. Other areas that will be monitored include any deficient areas such as, grades, conduct, or attendance.
Person responsible for monitoring outcome:	David Hamed (hamed.david@brevardschools.org)
Evidence-based Strategy:	At-Risk students will be pulled out of non-core classes 2-3 times a month so they can work directly with a current substitute that is also a retired teacher. During these sessions, students will work one-on-one with this retired teacher to look at their grades, discuss any issues with their classes or assignments, and complete any assignments that need to be completed. At-Risk students will also be assigned a teacher or staff member mentor. They will meet with the student, contact the parents, and check in with the student 2-3 times a month.
Rationale for Evidence-based Strategy:	According to Hattie's research, student-teacher relationships have an effect size of .52. By pulling the students regularly and checking on their academic progress, it will allow the students to keep track of how they are doing, keep an eye on their grades and missing assignments, and make sure that their assignments are completed, and the student is learning the material. Additionally, the mentor-mentee relationship will help students feel welcome at school and know that they have adults looking after them that care for their well-being. Thus, we should also see an increase in positive mental health as well.

Action Steps to Implement

- Mr. Hamed will dissect student schedules. Students will be pulled out of a non-core class 2-3 times a month to meet with retired teacher (Mr. Robinson) to review the student's progress in all of their classes as well as their attendance and conduct.

- Assistant Principal Baez will oversee the At-Risk mentor program. She will get each At-Risk student a mentor. These will be chosen by the teachers and staff and not assigned to ensure that students and adults have familiarity before the mentoring program even starts.

- Mr. Hamed will provide mentor teachers data specific to each student's deficient areas. Teacher mentors will work with at-risk students in these areas of need.

Person Responsible	David Hamed (hamed.david@brevardschools.org)

#3. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	In regards to Math learning gains for our subgroups, we have seen a decrease from 2018 to 2019 to 2021in most of our subgroups.
Measurable Outcome:	By the end of the school year, all subgroups will see an increase in math learning gains of 5-7%.
Monitoring:	MAP progress monitoring will be conducted multiple times this year. Also, data chats in Math Department meetings after pulling MAP data will also be used to monitor progress. Students in subgroups will be focused on during these data chats.
Person responsible for monitoring outcome:	David Hamed (hamed.david@brevardschools.org)
Evidence-based Strategy:	Making the master schedule with the idea that some students need specific teachers in order to create relationships and maximize learning is our first step. Second, after determining which students of the subgroups needs academic assistance, we will start tutoring programs with either a math teacher or a peer. These sessions will continue until the student no longer requires them. Sessions will be offered before, after, or during school. They will also be offered virtual or in-person to make sure there is every opportunity for the tutoring sessions to take place. Zero Period will be offered to students in need for Math and/or English.
Rationale for Evidence-based Strategy:	According to Hattie's Visible Learning, teacher estimates of achievement has an effect size of 1.29. By scheduling with a purpose and pairing students with teachers that will believe in their students and work with them to achieve academic success for all students, we will see learning gains. Additionally, peer tutoring has an effect size of .53. Students teaching students is a great way for students to learn from one another to obtain learning gains as well.

Action Steps to Implement

- Our careful and selective scheduling process took into consideration our lowest 25% and our subgroups. The goal was to select the best fit for our students when considering which of our teachers to assign the students.

- We have allocated money to pay math teachers to tutor students before, after or during school hours. These tutoring sessions will be offered in-person or virtual to increase the likelihood of students attending.

- Zero Period will be offered to students before school to help students get back on track to graduate. A certified Math teacher will run Zero Period.

- Upper-level math students will provide peer to peer tutoring for students that need assistance.

Person Responsible	David Hamed (hamed.david@brevardschools.org)

Additional Schoolwide Improvement Priorities

Using the 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.

According to SafeSchoolsforAlex.org, Satellite High School's primary area of concern is nicotine use. This is primarily caused by an increase in the popularity of vaping. In order to combat the increase usage of tobacco, we plan to educate our students on the dangers of tobacco, especially from vaping due to the additional chemicals that are used to make the substances that are vaped. We have placed posters in high traffic areas that explain about the use of tobacco and how it affects the human body. Our Hope class also teaches the dangers of tobacco use in more detail.

Our secondary area of concern is bullying. Working with our School Resource Officer and Dean of Students, we want to increase awareness of bullying and its effects on students and their friends and families. Depending on availability, we would like to have an assembly for specific grade levels to address bullying prevention strategies. If this option is not available due to COVID restrictions, we are planning to have a short video that can be shown during the day that will educate our students about bullying and its negative effects on not only the person being bullied, but also people who are close to them.

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.

Satellite High School (SHS) makes it a priority to work with all its stakeholders on building a positive school culture and environment. Including business partners from the community is a great way to involve the community, especially because making school decisions ultimately affect the community. During the school year and even in the summer, Mr. Pruett and his administrative team work with the local business partners to address concerns, highlight areas that needs support, and find ways to make SHS a better school. Another way that SHS provides a quality learning experience and keeps the culture positive and upbeat for both students and staff is the inclusion and participation of many clubs and activities that take place on campus. Sources of Strength is one example that is very involved in keeping the school climate positive and upbeat.

As noted in our parent survey, 86% of parents feel welcome at SHS even during an abnormal year plagued with COVID restrictions. The survey provided positive results from parents about many programs at SHS including its Fine Arts Program, welcoming office staff, and caring teachers that help student strive for

academic success. The parent survey also described the need for more communication from the guidance department and more information on post-secondary educational opportunities. In our Youth Truth Survey, students reported in the 51 percentile for positive school culture, while students ranked only in the 27th percentile for Belonging & Peer Collaboration. Additionally, most students feel safe while attending SHS.

According to our Teacher Insight Survey, SHS ranked highest in Leadership, Peer Culture, and Professional Development categories. Teachers have a strong understanding of how their actions contribute to the school's priorities and goals. They use this knowledge, along with the school's mission and vision statement to provide a quality education for the students of SHS. One area that school leaders will work to improve is getting more involved by regularly reviewing student work from all classes.

In the guidance department, we have planned to open better lines of communication with our stakeholders. Many parents and students were not satisfied with the communication during the 2019-20 school year. Guidance is working to increase information about post-secondary school information to students as this was another aspect that parents wanted to increase in the 2021-22 school year. To help increase this information, informational sessions for applying and choosing the right college are planned both after school and during school hours to achieve the maximum amount of attendance. The goal of SHS is to provide as much information as possible for all its students who are planning to attend college.

Finally, the faculty and staff of SHS is laser focused on providing the best education to all its students by building positive relationships with all stakeholders. There is great value in working not only with the students, but also their families and the community as well. With the implementation of Social Emotional Learning in schools, our faculty and staff will have the opportunity to help our students maintain a positive mental health as well as help them learn academically.

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

Satellite High School (SHS) works with many stakeholders to provide the best educational experience for all students. For instance, teachers are held to the highest expectations but give opportunities to be the best they can be. They are given the opportunity to work within their department to plan and work collaboratively so the education that is presented to students is of the highest rigor and pushes their students to work through the learning process. At the beginning of each school year, new teachers to SHS are provided a new teacher training that gives them an opportunity to get aquatinted with the school, its staff, administration, buildings, and their individual classrooms. This valuable information allows the new teachers to hit the ground running when pre-planning and the first day of school arrives. During textbook adoption years, departments are brought in for a dissection and planning of how the teachers will utilize the new textbooks to maximize learning. In the classroom, teachers provide clear expectations and classroom procedures, and provide frequent feedback to students, teach students to be caring and respectful to one another as our teachers model such interactions in the classroom.

School leaders work to ensure that teachers have what they need to help their students be successful. Providing teachers with common planning and resources when possible, constructive feedback, and training are just some of the ways that the SHS administration assists its teachers. School leaders also include teachers in decision making processes to provide a chance for teachers to voice their concerns, wants, and needs.

The School Advisory Committee (SAC) is another great way to bring in voices of all stakeholders. Parents, teachers, business owners, students, and administration meet once a month to discuss a multitude of ways to improve the school. It is also a great way for information to be passed from school administration to families and other community stakeholders.

Finally, SHS has a district aligned discipline code that allows equal implementation of discipline when

evidence-based alternatives to exclusionary discipline cannot be used like positive behavioral supports. This clear code of conduct provides students the knowledge of what behaviors are allowed, and which are prohibited.