Brevard Public Schools

West Shore Junior/Senior High School

2021-22 Schoolwide Improvement Plan

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West Shore Junior/Senior High School

250 WILDCAT ALLEY, Melbourne, FL 32935

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

Demographics

Principal: Eric Fleming T

Start Date for this Principal: 8/1/2006

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 7-12
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)	12%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (91%) 2017-18: A (91%) 2016-17: A (92%)
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.

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 7-12	No	15%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

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

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SIP Authority

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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.

West Shore Junior/Senior High School, a center for excellence, creates a nurturing secondary learning environment (grades 7-12) that provides students with unique experiences for intellectual development, academic achievement, and preparation for life's work.

Provide the school's vision statement.

Excellence Achieved

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
Fleming, Rick	Principal	
Franco, Amy	Instructional Media	
Orton, Susan	Teacher, K-12	
Webb, Glenn	Assistant Principal	

Demographic Information

Principal start date
Tuesday 8/1/2006, Eric Fleming T

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.*
0

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.*
1

Total number of teacher positions allocated to the school
59

Total number of students enrolled at the school
950

Identify the number of instructional staff who left the school during the 2020-21 school year.
4

Identify the number of instructional staff who joined the school during the 2021-22 school year.
4

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	176	173	155	150	143	151	948
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	1	0	5	0	0	1	7
Course failure in Math	0	0	0	0	0	0	0	0	5	6	0	0	2	13
Level 1 on 2019 statewide FSA ELA assessment	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	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	1	1	1	0	0	3
Level 1 on 2021 FSA ELA	0	0	0	0	0	0	0	0	1	1	1	0	0	3
Level 1 on 2021 FSA Math/ALG	0	0	0	0	0	0	0	0	1	0	2	0	0	3

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 7/12/2021

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	181	173	174	144	155	140	967
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	0	0	0	0	

The number of students identified as retainees:

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

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	181	173	174	144	155	140	967
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	0	0	0	0	

The number of students identified as retainees:

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

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				97%	59%	56%	96%	58%	56%
ELA Learning Gains				73%	52%	51%	75%	53%	53%
ELA Lowest 25th Percentile				77%	40%	42%	83%	44%	44%
Math Achievement				98%	48%	51%	99%	50%	51%
Math Learning Gains				85%	49%	48%	82%	46%	48%
Math Lowest 25th Percentile				85%	45%	45%	75%	43%	45%
Science Achievement				95%	66%	68%	96%	67%	67%
Social Studies Achievement				98%	70%	73%	100%	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
07	2021					
	2019	94%	58%	36%	52%	42%
Cohort Comparison						
08	2021					
	2019	96%	63%	33%	56%	40%
Cohort Comparison		-94%				
09	2021					
	2019	99%	62%	37%	55%	44%
Cohort Comparison		-96%				
10	2021					
	2019	98%	59%	39%	53%	45%
Cohort Comparison		-99%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
07	2021					
	2019	99%	62%	37%	54%	45%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-99%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2021					
	2019	90%	53%	37%	48%	42%
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	100%	66%	34%	67%	33%

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	98%	74%	24%	71%	27%

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	99%	71%	28%	70%	29%

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	99%	61%	38%	61%	38%

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	98%	60%	38%	57%	41%

Grade Level Data Review - Progress Monitoring Assessments

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

For the 2020-2021 school year, West Shore Jr/Sr High School used MAP Growth Progress Monitoring assessments to monitor students enrolled in M/J Accelerated Math Grade 7, Algebra 1, Algebra 1 Honors, Geometry, and Geometry Honors courses. Proficiency is determined by comparing the Students' Mean RIT Score to the Grade-Level Mean RIT Score. All Students in Grades 7-10 were monitored for English Language Arts using the Reading Plus Proficiency Index. For our current 7th grade class, we used their I-Ready scores from the 2021 school year for reading and math.

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	130/84%	135/89%	142/92%
	Economically Disadvantaged	22/81%	25/93%	24/89%
	Students With Disabilities	6/75%	5/63%	6/75%
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	127/82	128/86%	143/93%
	Economically Disadvantaged	24/89%	24/89%	25/93%
	Students With Disabilities	7/88%	6/75%	7/88%
	English Language Learners	NA	NA	NA
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	133/80%	117/81%	40/89%
	Economically Disadvantaged	14/67%	14/70%	2/66%
	Students With Disabilities	1/50%	2/100%	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	157/93%	150/93%	146/88%
	Economically Disadvantaged	22/96%	22/96%	21/91%
	Students With Disabilities	1/100%	NA	1/100%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	111/76%	90/83%	39/87%
	Economically Disadvantaged	14/64%	12/86%	4/80%
	Students With Disabilities	1/50%	1/50%	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	117/85%	131/87%	112/84%
	Economically Disadvantaged	24/92%	24/92%	23/88%
	Students With Disabilities	1/50%	2/100%	0 of 1 /0%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	123/84%	88/77%	49/86%
	Economically Disadvantaged	21/88%	11/65%	9/90%
	Students With Disabilities	3/75%	2/50%	3/75%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	66/97%	99/86%	89/82%
	Economically Disadvantaged	24/100%	22/92%	22/92%
	Students With Disabilities	5/100%	5/100%	5/100%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	90/83%	36/78%	4/100%
	Economically Disadvantaged	7/64%	1/25%	1/100%
	Students With Disabilities	1/33%	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

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

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	77	62									
ASN	95	79	81	96	73		91	100	97	100	92
BLK	100	78		92	77						
HSP	91	75	74	94	62	67	85	100	94	100	100
MUL	95	70		94	71		94	88	90		

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
WHT	94	74	77	96	68	72	92	98	95	100	99
FRL	95	76	85	94	67	68	81	100	90	100	100

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	85	75		90	70						
ASN	100	75		100	92		95	96	100	100	100
BLK	100	70		100	92			100			
HSP	95	64	67	90	82	64	86	100	87	100	100
MUL	100	64	73	100	84		100	100	100	100	100
WHT	96	75	76	99	84	86	96	98	100	100	99
FRL	100	72	71	95	86	83	91	100	96	100	93

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	91	64									
ASN	96	73	91	100	88		100	100	100		
BLK	100	73		95	74		100	100			
HSP	100	79	100	100	89	87	93	100	100	100	100
MUL	98	74	100	100	84		95	100	100		
WHT	96	75	77	99	81	75	96	100	99	100	100
FRL	97	77	90	99	72	68	96	100	97	100	100

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	87
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	962
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	70

Students With Disabilities	
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	90
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	87
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	86
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	86
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	88
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	87
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?

Based on grade-level enrollments at West Shore for the 2020-2021 school year:

ELA progress monitoring showed an increase of 7% to 17% in proficiency from Fall to Spring for all grades 7-10.

Math progress monitoring showed a range of results across grade levels from Fall to Spring with Grades 7, 8, and 9 showing decreases of 5, 1, and 15 percent.

Proficiency rates for our Economically Disadvantaged students closely matched the proficiency of the student body when there were an adequate number data points. Grade-level proficiency results for the Spring session varied from 66% (2 students tested in 7th grade) to 93% (25 students tested in 8th grade)

The limited number of ESE student information makes for a wide range of percentages from 0 of 1 (0%) to 5 of 5 (100%).

Side by side grade level FSA/EOC and Progress Monitoring data:

ELA – FSA 7th 93% 3 or above
Reading Plus 7th 92% Proficient Spring

ELA - FSA 8th 94% 3 or above
Reading Plus 8th 89% Proficient Spring

ELA - FSA 9th 95% 3 or above
Reading Plus 9th 82% Proficient Spring

ELA - FSA 10th 96% 3 or above
Reading Plus 10th 83% Proficient Fall (Not enough data from Spring)

Math - FSA/EOC 7th 97% 3 or Above

MAP Growth PM 89% Proficient Spring

Math - FSA/EOC 8th 97% 3 or Above
MAP Growth PM 87% Proficient Spring

Math - FSA/EOC 9th 97% 3 or Above
MAP Growth PM 82% Proficient Spring

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

SY20-21 FSA and progress monitoring data shows the the area of greatest concern is our lowest students in both Reading and Math. While students in M/J Accel Math Grade 7, Algebra 1, Algebra 1 Honors, Geometry, and Geometry Honors demonstrated 97% proficiency, the disparity between the in-progress monitoring through MAP Growth and the FSA illuminates that there may be some gaps in their learning. Additionally, the large number of students that fell below grade level in ELA is quite concerning.

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 major contributing factors leading to the need for improvement in Math include the shift that teachers were required to take to conduct hybrid model classes with some students in- person and others working remotely, and the transition to a block schedule, which, although overall class time did not vary with periods being twice as long as prior years, the time to process material was cut in half (one semester). Additionally, students taking their math course in the fall were 4 months removed from the class when they took the FSA/EOC exam, and those that took the course in the spring had not had a math class for 8 months prior to starting. Teachers utilizing best practices to identify gaps in learning through diagnostic assessments and designing their instruction to remediate those areas while instructing on new material will help the students develop the foundation they lost during the pandemic and restore the relationships missed while students were out. One-on-one supports for struggling students through on-campus tutoring will give students the extra practice they need to catch up.
Our English teachers are utilizing the new textbook adoption, which they have vertically aligned for grades 7-12, to assess where student reading and writing skills are. Our school is utilizing PSR/ASP funds to work after school with below grade-level students to increase their proficiency in both reading and writing.

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

Based on 2019 State Assessments, 85.9% of our bottom quartile in ELA made gains (98/114) and 84.5% of our bottom quartile in Math made gains (93/110). Additionally, our economically disadvantaged students showed more progress in Math by the 2021 Spring Map Growth Progress Monitoring Assessment as compared to the general population.

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

During the hybrid model for teaching, our math teachers were able to demonstrate their instruction online and in class simultaneously utilizing tech tools to assure that students who were at home had the same opportunity to see the work in progress as those in the classroom. Our school conducted pre-planning training for teachers on the utilization of tools that were available to teachers and students to assure that teachers would be able to use the tools that worked best for their instruction.

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

In order to accelerate learning, teachers will need to identify gaps in student learning due to the hybrid model and make sure that any prerequisite skills are remediated as they move on to new material. After school support sessions for basic skills in reading and math will help students fill those gaps in and allow them to move forward with the content as well.

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.

Professional development opportunities to support teacher ability to accelerate student learning will incorporate CASEL Wheel for maintaining a positive classroom and school environment and supporting students social emotional health as we continue to deal with the effects of the pandemic. This is necessary as many of the gaps in student learning are due to the model for learning and its inability to address the many factors that kept students from learning to their potential. Rebuilding the relationships and trust between the teachers and the students is of paramount importance to recreating the high-performance learning environment that we have developed over the years. Additionally, developing teacher capacity for using tools to diagnose knowledge/learning gaps and addressing those in the classroom are essential to catching the students back up to where they should be. Access to the tools and the ability to use them effectively will accelerate the timeline for recovery.

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

We will continue to provide students with the opportunity to partake in extracurricular study sessions provided by faculty members to address gaps in their learning. Considering the amount of turnover we have experienced in our staff, revisiting PD in CRISS Training is in the near future. Additionally, vertically aligning the curriculum for subjects as there are new adoptions allows our teachers to dig deep into the standards and develop appropriate activities and assessments that meet the rigor and relevance expected at our school.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale:	A comprehensive review of ELA and Math Data over the past two years (2019 and 2021) shows some decline across grade levels 7-10. Contributing factors to learning loss for our students included most notably the fact that many were on elearning or experienced quarantining at various points during the year. Although these students were able to follow along, the sub par mastery of skills and built in flexibility was not conducive for quality learning.
Measurable Outcome:	West Shore Jr/Sr High school saw declines in FSA ELA , Math, and Science 8 from 2019 to 2021. We will increase our ELA and Math composite averages to thresholds established in 2019. ELA 7-356 from 351 Math 7-361 from 354 Science 8-220 from 215 8-361 from 358 9-371 from 369 10-377 from 376
Monitoring:	Using MAPS and Reading Plus progress monitoring data our teachers will craft benchmarks for student performance leading up to annual spring assessments in FSA, EOC
Person responsible for monitoring outcome:	Rick Fleming (fleming.rick@brevardschools.org)
Evidence-based Strategy:	Under the CRISS (CReating Independence Through Student Owned Strategies) umbrella we decided to focus on Webb's Depth of Knowledge and higher order questioning during our 2021 SIP cycle. While we were pleased with some growth in the area of having students interpret complex text prior to COVID, we wanted to go a step further in 2021-2022 by using the Instructional Practice Guide (IPG) as a mechanism to track complex text at the center of teachers' lessons. COVID19 cut short our effort therefore we will re-calibrate our work in this area for 2021-2022.
Rationale for Evidence-based Strategy:	After a brief overview of using the Instructional Practice Guide (IPG) to observe classrooms from district leadership during summer training, we decided that we would employ this strategy with our walk-throughs for the 2021-2022 School Year. In order to calibrate our leadership team in using the instrument we sought help from our district resource teacher, Nancy Gray, who trained and accompanied our leadership team on our walk-throughs in September 2019. Starting out small this year as we recalibrate back to IPG Practice we will ask Nancy to come out and give our staff and admin team a refresher on the IPG model.

Action Steps to Implement

Updated for 2021-2022

1. Read and Review Instructional Practice Guide - Core Action 1
2. Review and provide overview to teachers on the Instructional Practice Guide
3. Set up Training with ELA Resource Teacher for West Shore Administrative Team
4. Calibrate using walk-through data gathered
5. Provide feedback/discussion opportunity with teachers
6. Review IPG Literature with teachers for 2020-2021

Person Responsible	Rick Fleming (fleming.rick@brevardschools.org)

#2. Other specifically relating to

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

#3. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

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 the data base, West Shore shows very low incident of violent behavior and critical incidence at 0.4 per 100 students. West Shore staff will continue to build positive relationships

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.

West Shore Jr/Sr High School uses a variety of techniques to gauge our school positivity culture from all stakeholders. Obvious constraints due to COVID19 has put more challenges in front of us to accomplish this task. Using Parent Surveys, and our most recent Youth Truth survey data completed by the students last year, West Shore identifies key pattern areas identified by parents and students to assist us in planning for continuous improvement. For additional student body perspectives, we usually conduct a "student voice" activity in order to solicit valuable feedback from our students in identifying areas that are important to them and how we can bridge the gap with current practice. Finally, we make effective use of the TNTP Insight Survey completed by
staff in order to get their perspectives and perceptions on leadership within the school. Each of these survey mechanisms provide an enormous amount of valuable data used to steer continuous improvement in our school culture. Obviously COVID cut into these efforts; however, we are working hard to ensure we get back to this important practice for our school.

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

Our school is a bastion for parental involvement and it is central to everything we do. Parents can be observed on campus each and every day assisting students and staff in everything from making copies to cutting Box Tops to support classroom instruction. West Shore is proud to boast over 700 active memberships to our school PTA and we have been recognized in the past as holding the largest PTA membership of any secondary school in the state of Florida. Additionally, our local business community is invited to participate in our senior project judging in the spring which helps us bridge the gap of understanding between our school and the community.