Satellite Senior High School

2022-23 Schoolwide Improvement Plan

Table of Contents

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: 9/19/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	21%
2021-22 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	2021-22: A (72%) 2018-19: A (68%) 2017-18: A (71%)
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	N/A
* 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.

Table of Contents

Satellite Senior High School

300 SCORPION CT, Satellite Beach, FL 32937

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

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School PK, 9-12	No	21%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
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.
Ferreira, Paloma	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.
Booth, William	Dean	

Demographic Information

Principal start date
Monday 9/19/2022, Robert Pruett

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

Total number of teacher positions allocated to the school

86

Total number of students enrolled at the school

1,521

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

13

Identify the number of instructional staff who joined the school during the 2022-23 school year.

13

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	13	0	0	0	0	0	0	0	0	376	385	415	321	1510
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	25	26	26	17	94
One or more suspensions	0	0	0	0	0	0	0	0	0	39	21	23	13	96
Course failure in ELA	0	0	0	0	0	0	0	0	0	22	23	20	4	69
Course failure in Math	0	0	0	0	0	0	0	0	0	33	29	17	5	84
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	43	39	33	15	130
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	40	52	29	12	133
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	28	34	22	17	101

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	7	23	24	8	62
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	5	5	1	15

Date this data was collected or last updated

Monday 9/26/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	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	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	37	38	31	15	121

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	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

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	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	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	37	38	31	15	121

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	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

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	72%	52%	51%				69%	59%	56%
ELA Learning Gains	59%						53%	52%	51%
ELA Lowest 25th Percentile	45%						44%	40%	42%
Math Achievement	68%	40%	38%				69%	48%	51%
Math Learning Gains	75%						61%	49%	48%
Math Lowest 25th Percentile	66%						47%	45%	45%
Science Achievement	83%	37%	40%				82%	66%	68%
Social Studies Achievement	82%	44%	48%				87%	70%	73%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	81%	66%	15%	67%	14%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	87%	71%	16%	70%	17%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	56%	61%	-5%	61%	-5%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	74%	60%	14%	57%	17%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	27	37	34	31	52	54	59	41		88	40
ASN	92	73									
BLK	54	40		60							
HSP	62	54	27	56	71		86	75		97	73
MUL	75	67		71	82		82	89		100	83
WHT	73	60	46	70	76	65	83	82		94	72
FRL	60	53	41	53	66	59	74	72		91	60

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	72
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	716

ESSA Federal Index	
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	83
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	67
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	81
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	72
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	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Satellite High School showed a significant improvements in the 2022 overall scores. ELA achievement scores showed a 3% increase in the last three years. Math (LG) data has improved from 39% in 2021 to 75% in 2022. In the same token, math LG(L25%) has improved from 36% in 2021 to 66% in 2022. Science and Social Studies achievement rates also show an upward trend. Science passing rates have improved from 73% in 2021 to 83% in 2022; while social studies passing rates have improved from 79% in 2021 to 82% in 2022.

Our subgroup data also shows movement in the right direction. ELA LG (L25%) for SWD shows an increase from 31% in 2021 to 34%. Our ELA passing rate for SWD show a slight decrease from 29% in 2021 and 27% in 2022. Similarly, the ELA (LG) data for SWD showed a small decrease from 41% in 2021 to 37% in 2022.

The math passing scores for SWD shows upward trend, as it moved from 26% in 2021 to 31% in 2022. Similarly, the Math LG of SWD and the LG(L25%) for SWD showed a significant jump. In 2021, the math LG (SWD) moved from 30% to 52% in 2022. The math LG(L25%) of SWD moved from 31% to 54%.

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

The 2022 ELA data for Satellite High School shows steady improvement. Since 2019, the ELA achievement rate has improved from 69% to 72%. The ELA (LG) scores show a slight decrease from 60% in 2021 to 59% in 2022. The ELA LG (L25%) also show some improvement, as it moved from 44% in 2019 to 48% in 2021, and 44% in 2022. Although this is a positive data trend, ESSA's Federal Index score for SWD is at 46% - which indicates an opportunity for improvement.

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

Two main components contributed to this need for improvement. First, a new curriculum. Teachers and students were learning how to use a new curriculum and how to best use its resources to support students. Secondly, one Satellite High School's teacher who taught 9th and 10th grade left on maternity leave, two months before testing.

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

Math scores and Science scores showed the most improvement. Math (LG) improved from 39% in 2021 to 75% in 2022. In addition, the math scores (L25%) improved from 36% in 2021 to 66% in 2022. Science data also showed a significant improvement. In 2021, 73% of students earned a passing score; while in 2022, 83% of students earned a passing score.

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

Some of the contributing factors include: using MAP data to identify students academic deficiencies (math), implementing MAP data to remediate student learning, collaboration among teachers during department meetings, EOC boot camps, and prioritizing ESE scheduling.

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

Strategies used to accelerate learning will include vocabulary instruction, prioritizing standards, and the use of progress monitoring to address learning gaps. Additionally, the master schedule was strategically created to support SWD. First, SWD receive academic support in English, math, US History, science (physical science, biology and chemistry) classes daily. In addition to that, core class teachers and support facilitation teachers have common planning.

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.

Satellite High School leadership team developed a schedule of PDs to strategically support all tested subjects. For English teachers, two different PDs were developed - one that supports 9th - 10th grade level teachers, and one that supports 11th -12th teachers. The 9th -10th grade PD focuses on time for collaborative lesson planning (new curriculum), and how to implement instructional changes based on formative assessments. It also includes a presentation by the district resource teacher, to show teachers how the new curriculum supports student preparation for FAST assessments. In more specific terms, the district resource teacher focused on Integration of Knowledge - the category in which Satellite High School's students have the most opportunity for improvement. The 11th -12th grade PD focuses on how to support students increase their SAT scores, and college/career readiness.

In the same token, the leadership team developed PDs to support Algebra, Geometry, Biology, US

History and CTE teachers. During their PD day, they will have the opportunity to analyze data and develop lesson plans that address the learning gaps identified in student data. In addition to that, EOC-tested subject teachers will have the opportunity to select resources for EOC boot camps.

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

Satellite High School has created and implemented processes that ensure sustainability of improvement. First, print student data to all teachers and allocate time for data analysis during pre-planning. Secondly, allocate a portion of various budgets (ASP, ESSER funds, and SAC) to pay for substitute teachers for department specific PD days; and finally create a walk-thru and feedback schedule, to ensure that teachers continue to focus on student engagement and rigor.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	SWD students at Satellite High School have made strides in the right direction. ELA LG (L25%) for SWD shows an increase from 31% in 2021 to 34%. Our ELA passing rate for SWD show a slight decrease from 29% in 2021 and 27% in 2022. Similarly, the ELA (LG) data for SWD showed a small decrease from 41% in 2021 to 37% in 2022. The math passing scores for SWD shows upward trend, as it moved from 26% in 2021 to 31% in 2022. Similarly, the Math LG and the LG(L25%) for SWD showed a significant jump. In 2021, the math LG (SWD) moved from 30% to 52% in 2022. The math LG(L25%) of SWD moved from 31% to 54%. Although Satellite High School's data shows a positive trend, the 2022 ESSA Federal Index for SWD is 46% - which suggests an opportunity for improvement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Satellite High School plans to improve the ELA (LG), ELA LG (L25%), and Math (LG) scores of SWD students by 5%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The planned outcomes will be monitored in three different ways. First, the administrative team will implement a walk-thru schedule that prioritize tested subject teachers. Part of the walk-thru process will include a feedback session with teachers, prioritizing student engagement, instructional rigor, and making instructional changes based on classroom formative assessments. Secondly, academic progress will be monitored by analyzing PMP scores (2x a year), MAP scores (2x a year), quarter grades, and common formative assessments. Thirdly, 9th -10th tested subject-teachers will meet AP for bi-weekly follow up.
Person responsible for monitoring outcome:	Paloma Ferreira (ferreira.paloma@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Small group instruction during class - ESE teachers will have a more active role in the classes they push in, by conducting small group reviews during class. Common planning for subject area teachers and ESE teachers - building the master schedule around SWD, while allowing time for collaborative planning for teachers.
Rationale for Evidence-based Strategy: Explain the rationale for	The rationale for selecting this specific strategy is that SWD students need targeted instruction/support during class. The criteria for selecting this strategy include IEP Focus reports, implementation of classroom accommodations, and implementation of testing accommodations.

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

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administrator will organize and implement PD with support facilitation teachers for 9th and 10th grade classes. PD will focus on SWD data in ELA and Algebra 1 as it compared to non-disabled peers. SF teachers will be expected lead small group instruction and to continue to engage with students academically. Additionally, SF teachers will be expected to support general education teachers in data analysis and communication with students' families.

Person Responsible   Paloma Ferreira (ferreira.paloma@brevardschools.org)

Build master schedule around ESE students. Administrator scheduled a support facilitation (sf) teachers to English, Math, Science and US History classes. All the SF teachers plan with the general education teachers they push-in to, which allows them time to collaboratively develop mini-lessons. In addition to that, SF teachers' IEP caseloads are composed of students they teach, which allows them to build a relationship with students and families. This process has made IEP meetings more efficient and focused on students' classroom needs.

Person Responsible   Paloma Ferreira (ferreira.paloma@brevardschools.org)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Satellite High School's ELA scores show an overall upward trend. ELA achievement scores showed a 3% increase in the last three years - moving from 69% in 2019 to 72% in 2022. Furthermore, the ELA LG (L25%) scores have also shown a slight increase - from 44% in 2019 to 48% in 2021, and 45% in 2022. Even though ELA's data continues to move in a positive direction, the ELA data for SWD shows an opportunity for improvement. In 2021, for instance, the LG (L25%) for SWD moved from 31% to 34% in 2022. The ELA achievement scores for SWD, show an improvement 32% in 2019 to 41% in 2021, and a slight dip in 2022 to 37%. Furthermore, the 2022 ESSA Federal Index for SWD is 46% - which indicates the opportunity for continued improvement and support for our SWD.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Satellite High School is planning on improving the ELA LG (L25%) for SWD scores by 5%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	There are two different ways Satellite High School administrative team will monitor students academic progress for the desired outcome. First, the administrative team will monitor students' PMP scores. Secondly, the administrative team will monitor student engagement and instructional rigor by conducting walk-thrus and feedback sessions.
Person responsible for monitoring outcome:	Paloma Ferreira (ferreira.paloma@brevardschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Instructional Feedback - Instructional feedback will include thoughtful information to improve student learning rather than "a lecture." Teachers will receive instructional feedback after walk-thru or observations, focused on student engagement, adapting instructional practices based on classroom formal assessments and implementing academic rigor.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Instructional feedback is one of the most impactful strategies to increase student learning. The criteria for selecting this strategy include receiving regular feedback that is concrete and specific. In more specific terms, instructional feedback must use goal oriented communication and include clear performance standards.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create a walk-thru schedule that prioritizes tested-subject teachers. Administrators will follow the walk-thru schedule, and discuss their observations on Monday morning meetings. Administrators' walk-thru will focus on student engagement and classroom rigor. Teachers and administrators will meet for a short feedback session.

Person Responsible   Paloma Ferreira (ferreira.paloma@brevardschools.org)

Organize and implement PD day for English teachers. PD will be implemented by the district's resource teacher and it will have two main foci: (1) to share the resources available on the new English curriculum and (2) how to implement these resources to support students' "Integration of knowledge." The decision to focus on "Integration of knowledge" was based on school wide FSA data, which indicated it as students' lowest areas. During the PD, teachers selected curriculum resources to support students, and used PM 1 data to identify academic needs. Additionally, teachers identified academic resources that can be used to support these needs.

Person Responsible   Paloma Ferreira (ferreira.paloma@brevardschools.org)

Monitor and discuss PM1 and quarter grades. Administrators will present and discuss school-wide PM data during department chair meeting. Teachers will print individual students' scores and conduct data chats with students, which will include setting up goals for PM2 scores.

Person Responsible   Paloma Ferreira (ferreira.paloma@brevardschools.org)

Administrator will build department common planning for core subjects in master schedule. Teachers will use common planning time to work collaboratively on lesson plans and common assessments or tutor students,

Person Responsible   Paloma Ferreira (ferreira.paloma@brevardschools.org)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Satellite Hight School math data showed a significant improvement from 2021 to 2022. Math (LG) data has improved from 39% in 2021 to 75% in 2022. In the same token, math LG(L25%) has improved from 36% in 2021 to 66% in 2022. A deeper look in Satellite High School's math data will show opportunities for improvement. For example, in 2019, only 56% of students earned at least a level 3 in the Algebra 1 EOC. In 2021, our data showed a slight improvement, as 58% of students earned at least a level 3 in the same assessment. In 2022, Satellite High School's Algebra 1 EOC data shows a slight downward trend, as 33% of students in Algebra 1 showed learning gains.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Satellite High School plans to improve the LG for Algebra 1 students by 5%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Satellite High School administrative team monitor MAPs scores (2x a year) and quarter grades to identify students' learning gaps and how to modify classroom instruction to address learning gaps.
Person responsible for monitoring outcome:	Paloma Ferreira (ferreira.paloma@brevardschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Monitoring Student Data - MAPS scores will be used to monitor student progress (2x a year) and quarter grades. Monitoring MAPS data will include data analysis and developing lesson plans that address students' learning gaps.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The rationale for monitoring student data includes the opportunity to track students learning, and addressing learning gaps before high stake-testing.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Organizing and implementing PD Algebra teachers. The focus of the PD day is twofold: (1) to collaborate on creating engaging lesson plans and formative assessments, and (2) MAPA data analysis, and using it

to direct instruction. Administrator will guide teachers through data analysis and teachers will be expected to develop at least 2 lessons. that address students' needs.

Person Responsible   Paloma Ferreira (ferreira.paloma@brevardschools.org)

Holding bi-weekly meetings with Algebra 1 teacher. The focus of the meeting will be teachers' 2023 CMA goals - to increase student authentic engagement as a strategy to improve Algebra 1 scores. The agenda for each meeting will vary depending on students' data, including family communication, attendance and homework completion. However, every meeting will include discussions on how to gradually increase student authentic engagement.

Person Responsible   Paloma Ferreira (ferreira.paloma@brevardschools.org)

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

Describe how the school addresses building a positive school culture and environment.

Satellite High Schools makes building a positive school culture and environment a priority. First, our school involves the local community in addressing major school concerns. Local business partners, for example, participate in school wide events, such as College and Career Night, and Hispanic Month Night. Additionally, the local community participates in major decisions at our school, by volunteering at our School advisory Committee (SAC). As SAC members, our Satellite Beach families help our faculty and staff create a positive culture for students.

Our students also have the opportunities to participate in major decisions on campus. For example, through participation in our Principal Advisory Council, students have the chance to share with our principal their ideas, and concern. The Principal Advisory Council meets monthly and discusses topics that include homecoming dance, inclusion, gender issues, and classroom rigor. In addition to the Principal Advisory Council, our students also have the opportunity to share their ideas and concerns through the Youth Truth Survey. The Youth Truth Survey data shows that students' highest rated themes were "culture" and "belonging." In more specific terms, 60% of 10th graders believe that "Most adults in this school treat me with respect." Additionally, more than 67% of 9th graders believe that "Most students in this school are friendly to me." Some areas of improvement indicated by the students who completed the Youth Truth Survey show that the lowest rated themes are "College and Career Readiness" and "Academic Challenge." The 10th grade data, for instance, shows that 33% believe that "My school showed me what steps I need to take to apply for college." Similarly, the 12th grade data show that 22% of students believe that "My school has helped figure out which careers match my interests and abilities." To address these needs, Satellite High School has monthly parent nights that focus on college application, senior year preparation (including graduation requirements), and career opportunities after high school.

Satellite High School administration uses Insight Survey data to analyze our school instructional culture. Some of the highest rated areas among faculty and staff include "Leadership" and "Peer Culture." For

example, under the "Leadership" component, data shows that 95% of teachers understand how their actions contribute to school priorities and growth. Similarly, under the "Peer Culture" component, data shows that 90% of teachers believe the time they spend with colleagues is productive.

The Insight Survey data also indicated some areas for improvement, as reported by Satellite High School's faculty and staff. For example, 52% of teachers indicated that the evaluation process helps them identify weaknesses and strengths. To address this concern, administrators have used walk-thrus and follow up conversations as opportunities to set professional goals, and to discuss how to achieve these goals. Similarly, 59% of teachers reported that in the last 6 months they have practiced teaching techniques outside their own classroom. After analyzing this data, the administrative team offered to arrange substitute teachers the opportunity to observe their peers.

Our school counselors also play a significant part in making our school a positive learning environment. Besides meeting students academic needs, the counselors at Satellite High School build long lasting relationships with students, provide community mental health support and maintain an open line of communication with families. Satellite High School counselors also stay abreast of college and career information, by attending conferences and local career fairs. To help increase information flow to families, our counselors are available for support during lunch and via text messages.

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

Satellite High School works with many stakeholders to promote a positive school culture. Our teachers' academic focus are student engagement and classroom rigor. In order to achieve such level of academic success, our teachers provide after school tutoring, before school support, Zero Hour and tutoring via zoom. In addition to that, our teachers make a priority to build positive relationships with families and students.

The leadership team supports our teachers' initiatives by building a schedule with common planning for all core subject teachers, providing PD days and allocating ESSER funds to pay teachers who tutor before/after school. Many of our faculty members also encourage our students' interests beyond school by sponsoring clubs, coaching sports, and leading school wide events like homecoming and prom. Additionally, students at Satellite High School have the opportunity to attend presentations that support our school's positive culture and student engagement.

SAC also plays a significant role in promoting a positive working environment. Families, students, and community leaders meet once a month to discuss various topics that impact our school. For example, homecoming, school wide data and school wide discipline data. Their support and feedback is invaluable, as we develop different ways to support our students. In addition to receiving community feedback through SAC meetings, the administrative team also meets once a semester with community leaders.

School counselors also have a major part in promoting a positive school culture. Satellite High School counselors support students in multiple ways. First, they support students academically, by keeping an open line of communication with families and teachers. Secondly, counselors support students by sharing community resources for mental health support, by conducting weekly check-ins with individual students, and by staying abreast of the most recent information on college and career recruitment. In addition to that, Satellite High School counselors routinely do presentations to our faculty on various topics, that include students-in-transition, and classroom mental health supports.

Satellite High School leadership team also contributes to a positive learning environment. The leadership team routinely attends after school activities, including athletic events, school wide events and community events. In addition to that, our leadership team an effort to listen to students' voices, by implementing a Principal's Advisory Council, and often discussing school wide decisions with students. Similarly, the administrative team attends monthly meetings with the Student Government Association (SGA), and provides guidance in major decisions that impact the entire student body. Furthermore, the administrative

team met with each class, in the beginning of the school year, to discuss student's expectations. However, one of the most significant ways the leadership team impacts Satellite High School's positive culture is when we serve teachers. On numerous occasions, the leadership team home cooked meals to faculty and staff, as a way to say "thank you" for all that they do.