

Brevard Public Schools

Astronaut High School



2022-23 Schoolwide Improvement Plan

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Astronaut High School

800 WAR EAGLE BLVD, Titusville, FL 32796

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

Demographics

Principal: Krista Miller K

Start Date for this Principal: 8/26/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 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)	51%
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: C (48%) 2018-19: C (50%) 2017-18: C (52%)
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	ATSI
* 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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<http://www.astronaut.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 9-12	No	51%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

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

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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.

Astronaut High School will provide a safe, supportive learning environment that empowers students to become capable, independent, informed, and contributing citizens who can succeed in an ever changing world.

Provide the school's vision statement.

Pride in community; Passion in 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
Miller, Krista	Principal	Mrs. Miller leads Astronaut High School with a vision for excellence in ensuring that all students are college and career ready when they graduate. She regularly works with staff members to provide a positive learning environment where students work to their fullest potential. She monitors data with all stakeholders, provides professional development on AVID strategies, and manages the daily operations of the school.
Cantaloupe, Lori	Assistant Principal	Mrs. Cantaloupe creates the Master Schedule based on students' ability to reach their highest potential. She regularly monitors data and communicates with stakeholders in order to promote success and opportunity. Working with the school counselors, she shares information and guidance to students and families regarding the graduation requirements.
Russell, Jamie	Assistant Principal	Mr. Russell monitors student attendance and provides strategies for improvement when necessary. He communicates with stakeholders to promote safety and student success. He monitors student data and evaluates teacher instruction, providing meaningful feedback to increase student achievement.
Hanson, Jerry	Assistant Principal	Mr. Hanson monitors student behavior. He has purposeful conversations with students and families to increase positive behavior. He evaluates teachers and provides feedback to improve instruction and also to increase opportunities for students to earn industry certifications. Mr. Hanson strives to create a positive and safe environment for both staff and students.
Thomas, Batina	Administrative Support	Ms. Thomas monitors student behavior and communicates with students and families in an effort to increase positive behaviors. She reviews discipline data with a committee of teachers, shares the information with stakeholders, and works to implement plans for improvement.
Gantenbein, Rebecca	School Counselor	Ms. Gantenbein is the head of the counseling department. She regularly shares information with staff regarding community partnerships, student achievement, strength of programs, and interventions. She leads her team in identifying students who qualify for different programs and courses, and has regular conversations with all stakeholders regarding graduation requirements.
Muldowney, Monique	Other	Mrs. Muldowney is the testing coordinator who monitors student data and ensures that they are given every opportunity to take the assessments required for their certifications or graduation requirements. Mrs. Muldowney monitors students who have not passed their assessments prior to graduation, and prioritizes them for individual problem solving team meetings.

Name	Position Title	Job Duties and Responsibilities
Rendina, Tracey	Math Coach	Mrs. Rendina works with math and science teachers on instructional strategies and resources that improve student achievement. She works with students in small groups to increase their mathematical knowledge, and communicates with administration and families as needed.
Amos, Zeke	Parent Engagement Liaison	Mr. Amos monitors student data in the area of behavior, academics, and attendance. He regularly speaks with parents and students when there is a need, and helps implement strategies and an open line of communication between home and school.
Doucimo, Todd	Instructional Coach	Mr. Doucimo monitors progress monitoring data for both English and Reading students, and supports teachers with resources necessary for student achievement. He also models instructional strategies related to the standards in both the English and Social Studies classrooms. Mr. Doucimo communicates with families and meets with students in small groups, providing test taking strategies.

Demographic Information

Principal start date

Wednesday 8/26/2015, Krista Miller K

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.*

17

Total number of teacher positions allocated to the school

68

Total number of students enrolled at the school

1,103

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

5

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

6

Demographic Data

Early Warning Systems

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	303	307	271	222	1103
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	53	55	59	42	209
One or more suspensions	0	0	0	0	0	0	0	0	0	0	63	29	18	11	121
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	38	80	125	58	301
Course failure in Math	0	0	0	0	0	0	0	0	0	0	56	80	159	97	392
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	71	64	87	38	260
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	67	45	61	27	200
Number of students with a substantial reading deficiency	0	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	72	34	74	40	220

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	2	18	68	32	120	
Students retained two or more times	0	0	0	0	0	0	0	0	0	7	14	22	13	56	

Date this data was collected or last updated

Tuesday 9/13/2022

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	337	311	237	208	1093	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	89	86	62	43	280	
One or more suspensions	0	0	0	0	0	0	0	0	0	37	29	6	11	83	
Course failure in ELA	0	0	0	0	0	0	0	0	0	35	37	9	9	90	
Course failure in Math	0	0	0	0	0	0	0	0	0	26	37	23	22	108	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	54	63	32	35	184	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	54	34	11	17	116	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2021 FSA ELA	0	0	0	0	0	0	0	0	0	78	91	49	25	243	
Level 1 on 2021 FSA Math or EOC Alg	0	0	0	0	0	0	0	0	0	95	116	47	30	288	

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	103	98	42	26	269

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	32	37	23	2	94	
Students retained two or more times	0	0	0	0	0	0	0	0	0	24	25	14	6	69	

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	337	311	237	208	1093
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	89	86	62	43	280
One or more suspensions	0	0	0	0	0	0	0	0	0	37	29	6	11	83
Course failure in ELA	0	0	0	0	0	0	0	0	0	35	37	9	9	90
Course failure in Math	0	0	0	0	0	0	0	0	0	26	37	23	22	108
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	54	63	32	35	184
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	54	34	11	17	116
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2021 FSA ELA	0	0	0	0	0	0	0	0	0	78	91	49	25	243
Level 1 on 2021 FSA Math or EOC Alg	0	0	0	0	0	0	0	0	0	95	116	47	30	288

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	103	98	42	26	269

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	32	37	23	2	94
Students retained two or more times	0	0	0	0	0	0	0	0	0	24	25	14	6	69

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	37%	52%	51%				50%	59%	56%
ELA Learning Gains	41%						49%	52%	51%
ELA Lowest 25th Percentile	37%						40%	40%	42%
Math Achievement	32%	40%	38%				35%	48%	51%
Math Learning Gains	48%						46%	49%	48%
Math Lowest 25th Percentile	45%						32%	45%	45%
Science Achievement	51%	37%	40%				48%	66%	68%
Social Studies Achievement	52%	44%	48%				64%	70%	73%

Grade Level Data Review - State Assessments

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

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

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	45%	66%	-21%	67%	-22%
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	62%	71%	-9%	70%	-8%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	22%	61%	-39%	61%	-39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	41%	60%	-19%	57%	-16%

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	9	34	35	19	46	43	28	33		78	23
BLK	22	40	38	15	36	48	18	45		76	25
HSP	31	38	33	27	53	40	31	52		85	45
MUL	47	52		32	43		63	81		82	
WHT	40	41	37	40	52	52	58	50		89	61
FRL	31	38	32	27	47	43	45	47		83	47
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	17	23	21	12	19	23	11	33		73	20
BLK	23	22	19	8	20	31	21	44		81	26
HSP	38	23	8	31	17		45	54		93	69
MUL	52	55		43	53		53	82		80	42
WHT	46	46	40	26	22	26	42	60		87	60
FRL	37	37	30	20	24	29	33	55		79	45
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	20	29	24	18	50		20	40		78	23
BLK	26	37	42	22	52		33	38		75	52
HSP	40	41	43	30	58		33	73		81	40
MUL	54	53	36	26	29		50	75		69	55
WHT	56	52	39	40	45	31	53	68		84	63
FRL	41	45	39	27	42	29	40	54		79	54

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)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	483
Total Components for the Federal Index	10
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
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	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
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	52
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	44
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?

In the 2022 school year, we focused on closing the gap for our students with disabilities and our black student population. Our students with disabilities experienced an 8 point drop in ELA proficiency, but increased by 11 points in overall ELA learning gains. Our students in lowest 25% in ELA increased by 14 points as well. Additionally, our SWD increased their math proficiency by 7 points, with a 27 point increase in learning gains. Our lowest 25% increased proficiency by 20 points in Math as well. Finally, our SWD students' proficiency in Science increased by 17 points and had no change in Social Studies. Our black students dropped one point in ELA proficiency, but experienced a 16 point overall learning gain. The lowest 25% of our black student population their learning gains increased by 17 points. In the area of Science, 18% of our black students were proficient in Science, a drop from 21% in 2021. Finally, in the area of Social Studies, our black student population increased from 44% proficient to 45% proficient. While there is a very large gap of proficiency of our SWD and black students, their Learning Gains are comparable to other subgroups and whole school data.

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

We continue to focus on the achievement of our students with disabilities as well as our black student population in all areas. Our proficiency in English Language Arts showed the greatest need 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?

Last year, the consistency of access to grade level content for students was lacking. While we implemented new curriculum across all ELA classrooms, there were inconsistencies in attendance and lack of student engagement that can be attributed to eLearning and quarantines during COVID. This

year we are focused on Writing to Learn strategies to increase student inquiry and deepen understanding on the content standards. Through informal writing, students will take an active roll in explaining, justifying, and recording their knowledge which will show individual growth in grade level content. Writing to Learn increases student engagement which will be evidenced by common formative assessments across curriculums.

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

Math achievement, learning gains, and lowest 25% learning gains showed the greatest improvement overall as a school as well as in our highest two subgroup needs - students with disabilities and our black students. While there is still a lot of work to be done to reach student proficiency, the overall learning gains in Math from 2021 to 2022 was tremendous. The learning gains in English Language arts for both subgroups also showed improvement. It is also important to note that our students with disabilities saw a 17 point increase in Science.

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

Collaboration among the Math teachers to develop grade level and standards based curriculum to engage students contributed to the success and increase of our students proficiency and learning gains. Our Math coach worked with our Algebra and Geometry teachers to support with curriculum resources and formative assessments. Additionally, support for our Students with Disabilities was provided consistently on a daily or every other day basis in all Algebra and Geometry classrooms by a certified Math and ESE teacher in addition to the teacher of record. Small groups were facilitated and a strong focus on student engagement across those Math classrooms was a primary indicator, while utilizing Focus Boards to provide a roadmap to mastery.

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

Astronaut HS will use writing-to-learn strategies to engage students with collaboration in critical thinking thus increasing conceptual understanding of standards so that all students are prepared for college and career readiness. In the area of ELA we will use Read 180 curriculum with our Level 1 and Level 2 students to build reading fluency and comprehension using a combination of grade level text as well as ability level text.

For our Level 2 students who are not enrolled in Intensive Reading, our English 1, English 2, and English 3 classes will utilize iLit curriculum to close the ELA proficiency gap which supports students at their ability level while continuing to utilize Savaas curriculum with text at their grade level. Our Algebra, Geometry, Algebra 2, and Math for College Liberal Arts will utilize the ALEKS Math program that will provided targeted practice and learning to close the gaps identified in MAPs testing. Both English and Math will have program monitoring programs three times throughout the year. Teachers will continue to utilize a common planning time to plan common formative assessments for the purpose of sharing the standards data with students (and with each other), in an effort to support specific gaps in learning. In the classroom, teachers will use the Focus Boards to explain the standard and learning target, as well as bring attention to the essential question that guides the lesson. Student engagement through Writing to Learn activities and reflections will be used with collaboration among students.

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 will be focused on Writing to Learn strategies and activities that yield high student engagement opportunities and deep critical thinking. Teachers will also be supported with Focus Board implementation as a roadmap to grade level student mastery of standards. AVID's best teaching

strategies will be embedded into Writing to Learn and Focus Board PD - Collaborative Strategies, Focused Note-Taking, Student Organizational Achievement Resources (data tracking and chats), and a College and Career Culture.

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

In order to positively affect attendance and student engagement, Zeke Amos will take a leadership role with regards to contacting families regarding attendance. When necessary, we will conduct IPST meetings to address attendance, grades, and behavior as students need to be in school to learn. Administration and Instructional Coaches will conduct walk throughs with the coaching cycle to improve instructional focus on the standards for students. Increasing the fidelity and ensuring that instruction is reaching the depth for which the standard is intended will increase student achievement. Administration and teachers will participate in collaborative groups with regards to discipline, student achievement data, student voice, staff efficacy, and college and career readiness. Within these groups, staff will work together to make positive changes in each area.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus
Description and**

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

Student proficiency levels in ELA dropped by 6 percentage points to 37% (-6%), while overall learning gains remained stagnant at 41%. Additionally, only 17% (+4%) of our students in Algebra 1 showed proficiency and US History proficiency dropped to 52% (-6%). Students need access to grade level test in all classrooms in addition to needing the critical thinking skills to explain what they know, why they know it, and how it can be applied to real world applications.

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

The percent of students showing proficiency in ELA 9th and 10th grade, Algebra 1 and Geometry, Biology, and US History will increase by at least 5% points each.

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

Utilizing the coaching cycle with the leadership team including walkthroughs and feedback from administration, instructional coaches, and leadership team members will provide data on the use and effectiveness of grade level curriculum, critical thinking, and student engagement. Additionally, progress monitoring from FAST and MAPs will provide data on student growth and achievement.

Person responsible for monitoring outcome:

Krista Miller (miller.krista@brevardschools.org)

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

Students need to be able to use writing effectively to communicate information, clarify thinking, and learn new concepts and information. Research shows that if students aren't writing often, in every subject, they will lose confidence in writing, resent it when they are asked to write by only some of their teachers, and most importantly, not learn as effectively as they could. Bangert-Drowns, Hurley and Wilkinson (2004) found that writing-to-learning activities can have a positive impact on academic achievement. In particular, the use of metacognitive prompts – those that made students 'reflect on their current knowledge,

implemented for this Area of Focus.

confusions and learning processes' – proved highly effective. Increasing non-fiction writing in our classrooms raises student achievement in all subject areas (Peery, 2009).

Rationale for Evidence-based Strategy:**Explain the rationale for selecting this specific strategy.**

Through walkthroughs and observation, we notice that most of our students are not actively engaged in the learning process. Student "note-taking" involves writing notes verbatim or waiting for the answer or next step to be given. A lot of our students lack writing confidence, so writing to learn activities are a way of building confidence, competence, and knowledge in non-threatening ways. Using low-stakes, writing to learn activities, teachers will engage students with recording their ideas, reflecting upon their learning, and grappling with unfamiliar content. The goal is for them to learn more deeply.

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.

- Mrs. Miller will provide professional develop on Writing to Learn vs Learning to Write with multiple opportunities to apply through collaboration.
- Administration will embed Writing to Learn practices and activities within their professional development during preplanning.
- Leadership team will gather data from walkthroughs on how Writing to Learn is being implemented across all curriculums.
- Teachers will present exemplars of how Writing to Learn worked to increase standards-based mastery in their classrooms during Faculty Meetings and professional development.
- Progress monitoring data will be shared with teachers throughout the year to show the impact of Writing to Learn in the classroom. Additionally, classroom formative assessments and collaborative strategies will incorporate Writing to Learn components.
- Teachers will be provided with opportunities to observe other teachers throughout the school year to increase their instructional toolbox.

Person**Responsible**

Krista Miller (miller.krista@brevardschools.org)

#2. 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.	<p>There is a significant gap in the proficiency of Students with Disabilities and non-disabled peers. In ELA, only 9% of SWD show proficiency (down from 17%). While there was an increase in proficiency of SWD in Math (12% to 19%) and Science (11% to 28%), those levels are still well below the schoolwide average of proficiency levels. SWD need the same access to grade level text and curriculum with supports and interventions.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Students with Disabilities will close the achievement gap compared to schoolwide data by at least 50% in all proficiency areas - ELA, Math, Science, and Social Studies.</p> <p>ELA: 37% - Schoolwide, 9% - SWD Math: 32% - Schoolwide, 19% - SWD Science: 51% - Schoolwide, 28% - SWD SS: 52% - Schoolwide, 33% - SWD</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Data collection by teachers and support facilitators will be key to monitor progress each 9 weeks. Collaborative planning with support facilitators and content area teacher to modify instruction/scaffolding/small group as needed. Additionally, regularly reviewing grades and progress monitoring tools for our SWD to ensure that they continue to show substantial growth throughout the year.</p>
Person responsible for monitoring outcome:	<p>[no one identified]</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>Students are placed in courses that are academically engaging to meet their highest potential based on multiple years of progress and data with supports from Support Facilitators and scaffolding curriculum. Engage and challenge students with grade level texts and tasks through Writing to Learn strategies and activities.</p>

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-**

based

Strategy:

**Explain the
rationale for
selecting
this specific
strategy.**

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

The first step in creating a challenging and engaging culture in our school was to ensure that we used several data points to better place students in courses, instead of using teacher recommendations that were based on work habits or behavior. Additionally, our APoC and ESE guidance counselor met with the middle school last Spring to determine appropriate supports in the least restrictive environment for our students. Having high expectations for our students, including our Students with Disabilities, we are giving them the tools as well as the structure to do well in the classroom. Support Facilitators are being matched with teachers and students based on need of support services as well as areas of expertise and certification. Having multiple adults in the classroom to best facilitate collaborative learning opportunities with the background in the content area will yield the highest possible supports and achievement possibilities.

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.

- Collaborate with middle school, reference IEPs, and review multiple years of data to appropriately place students in the highest potential for individual academic success.
- Schedule support facilitators with dual certifications in classrooms with a specific focus on Algebra, Geometry, and Intensive Reading.
- Train staff in how to access accommodations and services for their students in PEER during a faculty meeting.
- Develop a tracking tool to collect individual student data to be reviewed and services modified by case manager and APoC.
- Through administrative walk-throughs and district resource teacher collaboration, ensure access to grade level curriculum in all classrooms for SWD.
- Review progress monitoring data as part of the Collaborative Focus Group for Student Achievement and Progress Monitoring and adjust student supports as necessary.
- Provide office hours for SWD to receive additional academic support outside of their IEP from case managers and support facilitators during Astro Hour.

Person

Responsible

Lori Cantaloupe (cantaloupe.lori@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.

Student Survey Data - After reviewing our Youth Truth data, we have decided to put an emphasis on School Culture, (responses decreased from 3.13 in 2021 to 2.91 in 2022) and Relationships with Students, (responses decreased from 3.18 in 2021 to 3.03 in 2022). From discussions with faculty members and staff, we are making a deliberate effort to create a positive impact and sense of belonging with our students through clubs and individual discussions between teachers and students throughout our school year. Additionally, we are continuing to facilitate Astro Hour which is an academic intervention and involvement time during the school day for all students to utilize. This will not only enhance relationships between students and teachers but also allow students to feel a sense of belonging to our school. At least three times throughout the year, we will utilize a student panel to allow teachers to seek feedback from students specifically related to School Culture and Relationships with Students to measure the impact of our efforts. Lastly, we are going to continue to utilize our Renaissance program to recognize student academic success over this school year. Additionally, this school year we are going to implement a new piece to the program by recognizing students for improved behavior and academic growth in specific areas to attempt to motivate and reach more students.

Teacher Survey Data - Based on the Insight Survey from 2021-2022, we identified two specific areas of need - Encouraging me to continue teaching at my school next year (Retention - 27%) and professional development opportunities at my school help me improve my classroom instruction (PD - 42%). In the area of retention, we are creating a separate survey to ask what makes teachers feel appreciated. Currently we recognize teachers publicly in faculty meetings, host quarterly, if not more, lunches for teachers, and have at least two off campus events. While we thought those techniques were things teachers would like, we want additional feedback on how they may better feel appreciated (ie. personal notes, being asked to take a leadership role, recognitions, etc.). In the area of professional development, our goal is to provide more opportunities for teachers to present professional development in whole group and/or small group settings. This will allow teachers to showcase the great things they are doing in their classrooms and share ideas with other teachers. Throughout the day many teachers never have a chance to leave their classrooms to see what others are doing, by allow teachers to share, they get additional instructional techniques to add to their teaching toolbox.

Parent Survey Data - The 2022 Parent Survey had a very positive outcomes regarding feeling welcome at our school with a 90.54% positive rating. Our front office staff does a phenomenal job making our students and parents feel welcomed, important and heard. Even through two tough years where most parents were not allowed in the building for many events, they still felt welcomed in multiple forms of communication. Parents rated email (85%) and texting (60.59%) as the two best ways to communicate important information about the school. We will continue to communicate about important weekly events, testing, and general information on Sunday evenings via email and phone call with reminder texts during the week as our primary form of communication. For multiple years in a row, our parents top areas of need for additional information is College and Career Planning (47.69%), FAFSA (39.23%), and Graduation Requirements (38.85%). We will be hosting monthly "Lunch and Learns" open to students and families with specific topics related to college entrance requirements, applications, FAFSA, resume building, and career opportunities. Additionally, we will host a College Readiness Night open to all students in October as well as attending and advertising the regional College and Career Fair in September.

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

College and Career Readiness - Astronaut High School is committed to providing college and career informational opportunities to their students. In order to support the school's college and career initiatives, teachers have committed to inviting at least 1 guest speaker from a college or career field related their subject area. This will provide students with a wide array of experiences that will guide them in making an informed college and career decision. Additionally, Chrissy Gordon, our new College and Career specialist is in classrooms daily, hosting lunch and learns, hosting parent meetings, and creating a "college and career" space to assist students and families with post secondary opportunities that fit their goals and

career interests.

Students-Student Government Association

Teachers-Callie Williams-Social Media, Guidance Department-College 101, Administration-Feedback and Recognitions

Staff-Zeke Amos, Parent Liaison for attendance

Parents-School Advisory Council, CHAMP Mentoring Program

Community members/Business Partners-CHAMP Mentoring Program, Renaissance Program