Space Coast Junior/Senior High School

2022-23 Schoolwide Improvement Plan

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Space Coast Junior/Senior High School

6150 BANYAN ST, Cocoa, FL 32927

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

Demographics

Principal: Joseph Flora C

Start Date for this Principal: 7/25/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	49%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (55%) 2018-19: B (60%) 2017-18: B (60%)
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.](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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6150 BANYAN ST, Cocoa, FL 32927

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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 7-12	No	49%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

School Grades History

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

School Board Approval

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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.

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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.

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

Provide the school's vision statement.

Provide each student with every opportunity to succeed.

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

School Leadership Team

Membership
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
Flora, Joseph	Principal	Instructional and Operational Leader
Papczynski, Peter	Assistant Principal	Curriculum and Instruction
Williams, Jennifer	Assistant Principal	School Operations
Mila, Tina	Dean	Ensures compliance in Exceptional Student Education population.
Felker, Stephanie	Dean	Student Behavior & School Climate
Baldridge, Jocelyn	Reading Coach	Literacy Coach & MTSS coordinator

Demographic Information

Principal start date
Monday 7/25/2022, Joseph Flora C

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.*
0

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.*
8

Total number of teacher positions allocated to the school

97

Total number of students enrolled at the school

1,557

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

18

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

24

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	336	259	283	276	223	170	1547
Attendance below 90 percent	0	0	0	0	0	0	0	70	47	41	38	32	21	249
One or more suspensions	0	0	0	0	0	0	0	34	40	43	25	13	11	166
Course failure in ELA	0	0	0	0	0	0	0	28	40	16	41	5	0	130
Course failure in Math	0	0	0	0	0	0	0	12	9	11	48	14	5	99
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	63	62	67	64	35	16	307
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	57	33	37	74	27	17	245
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	56	64	53	68	39	20	300

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	52	25	19	73	42	10	221
Students retained two or more times	0	0	0	0	0	0	0	51	20	15	57	38	5	186

Date this data was collected or last updated

Sunday 9/18/2022

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	326	265	261	273	250	195	1570
Attendance below 90 percent	0	0	0	0	0	0	0	46	33	27	29	30	13	178
One or more suspensions	0	0	0	0	0	0	0	40	32	24	17	10	3	126
Course failure in ELA	0	0	0	0	0	0	0	25	19	11	16	10	1	82
Course failure in Math	0	0	0	0	0	0	0	48	38	18	24	13	7	148
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	0	0	0	0	0	
2021 Level 1 FSA ELA	0	0	0	0	0	0	0	66	65	52	69	48	14	314
2021 Level 1 FSA Math	0	0	0	0	0	0	0	61	59	73	73	64	14	344
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	87	68	69	59	45	8	336

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	70	42	17	38	38	2	207
Students retained two or more times	0	0	0	0	0	0	0	31	12	11	25	27	2	108

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	326	265	261	273	250	195	1570
Attendance below 90 percent	0	0	0	0	0	0	0	46	33	27	29	30	13	178
One or more suspensions	0	0	0	0	0	0	0	40	32	24	17	10	3	126
Course failure in ELA	0	0	0	0	0	0	0	25	19	11	16	10	1	82
Course failure in Math	0	0	0	0	0	0	0	48	38	18	24	13	7	148
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	0	0	0	0	0	
2021 Level 1 FSA ELA	0	0	0	0	0	0	0	66	65	52	69	48	14	314
2021 Level 1 FSA Math	0	0	0	0	0	0	0	61	59	73	73	64	14	344
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	87	68	69	59	45	8	336

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	70	42	17	38	38	2	207
Students retained two or more times	0	0	0	0	0	0	0	31	12	11	25	27	2	108

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	46%	52%	51%				55%	59%	56%
ELA Learning Gains	46%						50%	52%	51%
ELA Lowest 25th Percentile	35%						42%	40%	42%
Math Achievement	50%	40%	38%				63%	48%	51%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Math Learning Gains	52%						62%	49%	48%
Math Lowest 25th Percentile	46%						53%	45%	45%
Science Achievement	55%	37%	40%				58%	66%	68%
Social Studies Achievement	68%	44%	48%				76%	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
07	2022					
	2019	55%	58%	-3%	52%	3%
Cohort Comparison						
08	2022					
	2019	57%	63%	-6%	56%	1%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019	68%	62%	6%	54%	14%
Cohort Comparison						
08	2022					
	2019	53%	43%	10%	46%	7%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019					
Cohort Comparison						
08	2022					
	2019	47%	53%	-6%	48%	-1%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	69%	66%	3%	67%	2%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	76%	74%	2%	71%	5%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	73%	71%	2%	70%	3%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	59%	61%	-2%	61%	-2%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	65%	60%	5%	57%	8%

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	18	33	28	24	41	47	26	41	36	68	29
ELL	18			27							
ASN	64	80									
BLK	35	38	19	22	42	46	36	44		71	60
HSP	44	42	37	54	56	33	54	65	70	87	40
MUL	40	41	41	40	48	44	40	62	56	82	
WHT	48	47	36	53	52	48	59	70	67	85	64
FRL	41	42	32	44	48	42	50	62	56	77	49
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	20	25	17	19	27	28	31	46	25	83	26
ASN	82	50		67	50						
BLK	37	38	35	25	24	11	30	44	40	93	36

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
HSP	48	43	20	41	36	29	59	60	47	89	56
MUL	45	39	37	41	38	40	53	59	57	100	45
WHT	44	39	30	47	37	30	61	74	54	88	53
FRL	40	37	32	39	31	26	51	67	48	84	43

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	42	40	31	50	44	25	45	27	81	36
ELL	30	50		9							
BLK	47	53	35	49	51	30	47	63	69		
HSP	49	51	55	49	65	59	56	67	25	85	61
MUL	49	46	42	68	62	40	62	70	71	96	48
WHT	58	50	41	66	63	55	59	79	54	85	57
FRL	49	47	42	59	60	52	53	69	49	79	51

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	55
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	609
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	23
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	2
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	72
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	41
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	53
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	49
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	57
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	49
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?

ELA:
ELA Achievement Increased from 44.6% (SY 21) to 46% (SY 22)
ELA Learning Gains increased from 39.3% to 45.8% from SY 21 to SY 22 respectively. ELA L25% Learning Gains increased from 30% in SY 21 to 35% in SY 22.

ELA Learning Gains Subgroups:
Students with Disabilities for English increased from 24.6% in SY 21 to 33.3% in SY 22.
Black/African American ELA decreased slightly from 38.3% in SY 21 to 38.2% in SY 22. Black/African American students that fall within the L25% fell sharply from 35.3 in SY 21 to 18.5% in SY 22.
Multiracial student learning gains increased slightly from 39.2% in SY 21 to 40.7% in SY 22.

Math:
Math Achievement increased from 45.3% (SY 21) to 50% (SY22).
Math Learning Gains increased from 36.3% to 51.7% from SY 21 to SY 22 respectively. ELA L25% Learning Gains increased from 28.9% in SY 21 to 45.9% in SY 22.

Math Subgroups:
Students with Disabilities for English increased from 26.7% in SY 21 to 41.2% in SY 22.
Black/African American ELA learning gains increased from 23.7% in SY 21 to 42.2% in SY 22. Black/African American students that fall within the L25% increased sharply from 10.5% in SY 21 to 46.4% in SY 22.
Multiracial student learning gains increased slightly from 37.3% in SY 21 to 48.3% in SY 22.

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

Although Space Coast had increases in ELA and Math Achievement, we still lag behind state and district averages in nearly every category. ELA Achievement (46%) remains below the state and district (53.2% and 57.7%) averages respectively. Additionally, ELA L25% Learning Gains (35%) also remain below state and district averages of 41% and 41.9% Respectively.

For Math Achievement, the gap between Space Coast (50%) and the District and State Achievement is (56.3% and 53.1%) respectively. Space Coast's Math Learning Gains (51.7%) ranks much closer to the District (57.1%) and State Averages (58.2%). L25% Math Learning Gains at Space Coast (45.9%) rank closely with District (46.5%) and State (49.2%).

For areas of improvement, ELA and Math Achievement levels should be a primary focus for Space Coast this school year.

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

In school year 2021, Space Coast made a deliberate effort to create PLC groups which meet within content areas. During these PLC meetings, content teachers are to meet and speak about instruction, assessment, and data. We are very thankful to have seen increase in most categories across the board, we are committed to not just meeting the state and district averages for Math and ELA Achievement, but surpassing them. We must again invest time and efforts to continuing and strengthening our PLC Process and data analysis. To do this, we will meet and speak about classroom instruction and assessment cycles, augmented with state progress monitoring for grades 7-10 ELA, 7th and 8th grade math, Algebra and Geometry MAP Assessment data, and finally, System 44 and Read 180 Data.

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

Math learning gains and Math L25% learning gains showed the most improvement.

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

Returning to full-population face-to-face instruction. Creation and regular practice of PLC meetings to discuss instruction and assessment. Targeted tutoring programs for students identified as being on the proverbial bubble to the next achievement level. Lastly, deliberate scheduling to ensure that students were appropriately placed.

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

Higher focus on regular attendance so that students have more instructional time with their teachers. We will continue to have data chats with our students so that they may be a part of the progress monitoring process. With progress monitoring and classroom data, we will continue to implement targeted tutoring to help move students up the achievement ladder.

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.

Refresher trainings to continue to fine-tune our PLC process at Space Coast will be necessary to assimilate new staff members as well as re-energize existing members. Professional development to help empower classroom teachers to not only attain student Progress Monitoring Data, but also know what to do with the data once they access it.

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

This year will there will be a focus to slowly release more responsibilities from the administration to the teachers so that more capacity is fostered within our approaches to data and decisions driving instruction. While our teams started just last year, we have fairly cohesive groups primarily in ELA and in Math, which coincide with the subgroups that we saw the most growth in this past school year.

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 ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In the 21-22 school year, Space Coast's ELA achievement was 46% which was a 1% increase from the previous year. In analyzing ELA learning gains, there was a 7% increase from the previous year. When analyzing student learning gains for the lowest 25%, there was a 5% increase from the previous year. Although two of the three reporting categories saw increases, all three categories were below the achievement levels reported pre-pandemic. An increase in literacy skills will help student critical thinking, comprehension, and communication which will help increase student achievement in other subjects.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the addition of the new FAST assessment and this being a baseline year, we are still focused on increasing student achievement in ELA. With a schoolwide focus on mastery of literacy skills, our goal for the 22-23 school year is to reach a 50% achievement level in ELA. This would be a 4% increase from the previous year. As for ELA learning gains, our goal is to reach a 60% achievement in learning gains. With our students who are in our ELA lowest 25% reporting category, we will look to increase achievement to 40%, a five percent increase from the previous year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring of student ELA achievement will occur through the Reading inventory assessment, FAST progress monitoring assessment, teacher created common assessments and students academic performance. Teacher/student data chats will occur frequently, teacher feedback will be provided through classroom walkthrough tool and parent notification on student performance will occur following the release of student data from FAST assessment.
Person responsible for monitoring outcome:	Jocelyn Baldridge (baldridge.jocelyn@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	With a focus on increasing literacy for all students, classroom strategies and curriculum and instruction are discussed weekly during our professional learning communities. During these meetings, teachers continue to plan instruction using our district adopted curriculum in SAVVAS and Amplify. Instructional strategies come from resources provided to our teachers through district level support such as Lead with Literacy and our school district's Secondary ELA resource page.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	Last year was the first year for our new district adopted ELA curriculum. As we enter year two, our continued focus will be on using the data provided from the FAST assessment to target specific skill sets needed for student mastery. This will be achieved through purposeful lesson planning and meaningful reflection through out professional learning community time weekly. Feedback will be provided to staff through classroom observations.

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.

Split into Teachers - Coaches- Admin- PD
steps from PD to practice
observing Classroom teachers

Person Responsible
Jocelyn Baldridge (baldridge.jocelyn@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.	In reviewing school data and areas of improvement, students with disabilities continues to be a major focus at Space Coast. Data shows that students with disabilities made gains in ELA and Math from the 20-21 to the 21-22 school year. A shift in providing greater supports in the classroom setting has contributed to the gains. Last year, Space Coast had three instructional staff members that were support facilitators who assisted students with disabilities in general education core classes. Through purposeful scheduling, we have continued this practice into the 22-23 school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	As it relates to our students with disabilities, learning gains and learning gains for our lowest 25% in ELA for SWD increased 8% and 11% respectfully. The goal for this year would be to increase ELA learning goals to 50%. This would be a 17% increase in learning gains and 22% increase for students with disabilities in the lowest 25%. We will achieve this objective by consistently reviewing data from class assessments, state assessments, and district assessments. Data will also be shared with support facilitation teachers and learning strategies teachers.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Space Coast will be monitoring several data points throughout the year to ensure we are working towards our desired outcomes. First, students will be taking the reading inventory assessment three times per year. This data is shared with student's in the form of teacher/student data chats and the information is sent home to families. FAST progress monitoring will also occur three times per year and data will be shared with students, parents, and school staff. These data points will be reviewed to ensure student outcomes are achieved.
Person responsible for monitoring outcome:	Joseph Flora (flora.joseph@brevardschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being	Many of our students with disabilities who struggle in reading are scheduled into intensive language arts classes. Our intensive language arts classes will be using the READ 180 curriculum resources to support learning. Our literacy coach will share strategies and curriculum implementation with our learning strategies teacher.

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.

As part of our adopted curriculum for intensive language arts, we use the READ 180 curriculum. As outlined "READ 180® is a reading program designed for struggling readers who are reading 2 or more years below grade level. It combines online and direct instruction, student assessment, and teacher professional development. READ 180® is delivered in 90-minute sessions that include whole-group instruction, three small-group rotations, and whole-class wrap-up. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction, and independent reading. READ 180® is designed for students in elementary through high school." At Space Coast, intensive language arts teachers meet weekly to collaborate on the implementation of the READ 180 curriculum and how they are using the program to meet student learning needs.

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.

English teachers and Intensive Language Arts teachers will collaborate weekly on curriculum development.

Person Responsible Jocelyn Baldridge (baldridge.jocelyn@brevardschools.org)

Review data points from the Reading Inventory, FAST Progress Monitoring, and staff common assessments to look for trends in student performance.

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

English teachers will conduct data chats with students and share data chat forms with students and parents.

Person Responsible Jocelyn Baldridge (baldridge.jocelyn@brevardschools.org)

Literacy coach will conduct quarterly meetings with learning strategies teachers and support facilitators to review student data from progress monitoring assessments and offer strategies on how to support literacy skills within their classrooms.

Person Responsible Jocelyn Baldridge (baldridge.jocelyn@brevardschools.org)

#3. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being 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.**	
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.	

No action steps were entered for this area of focus

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.

Several key sources of data were utilized when planning for the 2021-2022 school year which include school-wide parent surveys, faculty "insight surveys" and a new student survey called "youth truth". These data sets were invaluable
when looking at the various areas of culture and promoting a positive environment.
• The parent survey results indicated a positive response in the following categories: Feeling welcome at school
(89% yes), effectiveness of school's information being sent online (94% received online) and information being
sent from the Principal. Areas of improvement included: Increase in parent/teacher communication, and more
resources relating to classroom assistance. Focus areas for improvement planning include ensuring that FOCUS

& Google classroom resources are available for all parents with relevant information. Weekly parent academic
resources will be sent with the Principal's newsletter to provide extra resources for parents to help their children with standards.
• Student data from our "Youth Truth" survey indicate that we were below the average for BPS in the following
categories: Academic engagement, academic rigor and relationships. These focus areas will be addressed with
the reinforcement of standards aligned instruction, developing positive relationships with students and raising
the level of rigor in daily instruction. Monthly department meetings will include specific action analysis of these
standards and ensure that items are being addressed. Additionally, student leaders will meet with school
administration each semester to gain further insight into which practices are most effective as viewed by the students.
• Our faculty insight survey also included areas of strength that included "leadership", "Professional Development" and "Evaluation". Target areas for improvement include "learning environment" and "academic
opportunity". Using this trend data, resources will be provided at each faculty meeting and department meeting
to add instructional tools for our staff.

Additionally, we will implement research based SEL curriculum to provide targeted instruction
to help ease the impact of COVID19's emotional hardships. Examples include Lion's Quest SEL
materials with content to be delivered by our classroom teachers.

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

• The school engages families, students. and all faculty in a shared understanding of academic
and behavioral expectations as well as high-quality instruction.
• Teachers communicate high expectations for all students (e.g., "All students are college
material"). Teachers meet in PLCs weekly to routinely examine disaggregated data to look for
themes/patterns among student groups. This data and the following, discipline referrals or
incident reports, in and out-of-school suspension and attendance also forms the basis for
discussions of what's working (or not) for particular groups within a school and what needs to
be done. The school provides orientation for new teachers and ongoing support from a
mentor teacher. Teachers establish and practice clear expectations and classroom procedures,
and provide frequent feedback to students, and encourage students to be caring and
respectful to one another and teachers model such interactions in the classroom. The schools,
curriculum and teachers' lesson plans draw on the diverse interests and experiences of
students. Leaders demonstrate how those beliefs manifest in the school building.
•Collaborative planning is solutions-oriented and based on disaggregated data
• Student work is displayed throughout school
• All students are enrolled in college- and career-ready prep
curriculum . The administration ensures that teachers have resources, training, and ongoing
support to meet them and provides frequent, constructive feedback, and, actively make
themselves available to teachers and staff. The leadership team actively solicits staff feedback
on school-wide procedures and create opportunities for teachers to assume leadership roles.
They also structure the master schedule to include collaborative planning and ensure it is
rooted in data on student progress and interests.
• A clear code of conduct for students and adults with input from students, families, and school
personnel has been created. Such as, establishing specific strategies, but attainable for
reducing disproportionate discipline with staff, student, and family input. Implementing

evidence-based alternatives to exclusionary discipline (e.g., restorative practices and positive behavioral supports) and provide ongoing training and feedback to teachers on implementing these approaches.

SAC - The school has established an infrastructure to support family engagement, such as a decision-making SAC council. It reaches out to families and the community early and often - not just when there is an issue. SAC seeks input from families on how the school can support students, and follow up with what's being done as a result. We also ensure that logistics of parent/teacher conferences and other school events enable all parents to participate (schedule to accommodate varied work hours, offer translation, and provide food and childcare). It is a priority for the school to intentionally engage with families of historically under-served students (e.g., by providing opportunities for small-group conversations with school leaders).

Parent Leadership Team - each month, every parent in the school is invited to meet with school administration to engage in ongoing conversations about all aspects of school operations. In this forum, parents are able to ask questions, receive guidance, and become involved and informed.

Our students have played a big role in the culture change here at SCHS. Under the direction of a dedicated sponsor, our students have brought back the spirit we were once lacking. Students encouraging other students to get involved, students supporting students whether at sporting events or music events, students leading committees to better enhance the environment here at SCHS. Having more student leaders has created a huge shift in a positive cultural environment change. A dedicated course specifically for student leadership was added this year to promote greater student voice.

In the last year, SCHS has partnered with multiple community groups/businesses who have supported our school, staff and students in a variety of ways. Our partners we have established have helped close a gap and have created great relationships within our community. SCHS could not do many of the things we have done here to help build the culture of the school without the help of our business partners. We have created/brought in many programs, activities, school wide and community wide events that are continuing to foster the positive and inviting culture we want SCHS to have. Recent community partnerships include various faith based organizations throughout Port St. John as well as partnerships with the Central Brevard NAACP, and Eastern Florida State College.