

Brevard Public Schools

# West Shore Junior/Senior High School



## 2022-23 Schoolwide Improvement Plan

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# West Shore Junior/Senior High School

250 WILDCAT ALLEY, Melbourne, FL 32935

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

## Demographics

**Principal: Eric Fleming T**

Start Date for this Principal: 7/25/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 7-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	12%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (92%) 2018-19: A (91%) 2017-18: A (91%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</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 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](http://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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## West Shore Junior/Senior High School

250 WILDCAT ALLEY, Melbourne, FL 32935

<http://www.westshore.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 7-12	No	12%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

### School Grades History

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

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### SIP Authority

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<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.

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

#### Provide the school's vision statement.

Excellence Achieved

### School Leadership Team

#### Membership

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
Fleming, Rick	Principal	
Webb, Glenn	Assistant Principal	
Orton, Susan	Teacher, K-12	

### Demographic Information

#### Principal start date

Monday 7/25/2022, Eric Fleming T

**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.*

0

**Total number of teacher positions allocated to the school**

59

**Total number of students enrolled at the school**

938

**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.**

5

#### 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	176	172	155	149	143	151	946	
Attendance below 90 percent	0	0	0	0	0	0	0	8	2	4	2	5	5	26	
One or more suspensions	0	0	0	0	0	0	0	2	1	1	1	1	0	6	
Course failure in ELA	0	0	0	0	0	0	0	0	0	3	0	0	0	3	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	2	0	3	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	0	0	0	0	0	1	
Level 1 on 2022 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	1	0	0	0	0	0	1	

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	3	2	1	1	1	1	9	

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	1	0	0	0	1	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Date this data was collected or last updated

Tuesday 9/27/2022

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

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

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

**The number of students identified as retainees:**

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

**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	176	173	155	150	143	151	948
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	1	0	5	0	0	1	7
Course failure in Math	0	0	0	0	0	0	0	0	0	5	6	0	0	2	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	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	1	1	1	0	0	3
Level 1 on 2021 FSA ELA	0	0	0	0	0	0	0	0	0	1	1	1	0	0	3
Level 1 on 2021 FSA Math/ALG	0	0	0	0	0	0	0	0	0	1	0	2	0	0	3

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

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

#### The number of students identified as retainees:

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

## Part II: Needs Assessment/Analysis

### School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	96%	52%	51%				97%	59%	56%
ELA Learning Gains	75%						73%	52%	51%
ELA Lowest 25th Percentile	77%						77%	40%	42%
Math Achievement	98%	40%	38%				98%	48%	51%
Math Learning Gains	84%						85%	49%	48%
Math Lowest 25th Percentile	88%						85%	45%	45%
Science Achievement	92%	37%	40%				95%	66%	68%
Social Studies Achievement	99%	44%	48%				98%	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	94%	58%	36%	52%	42%
Cohort Comparison						
08	2022					
	2019	96%	63%	33%	56%	40%
Cohort Comparison		-94%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019	99%	62%	37%	54%	45%
Cohort Comparison						
08	2022					
	2019					
Cohort Comparison		-99%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019					
Cohort Comparison						
08	2022					
	2019	90%	53%	37%	48%	42%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	66%	34%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	74%	24%	71%	27%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	71%	28%	70%	29%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	61%	38%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	60%	38%	57%	41%

## 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	93	57		100	83			100			
ASN	98	79	85	95	87		97	100	96	100	100
BLK	93	71		100	85						
HSP	94	77	74	100	78	85	93	97	100	100	100
MUL	96	70	67	95	79	70	87	100	95	100	100
WHT	96	74	77	98	85	91	93	99	98	100	100
FRL	95	74	68	99	83	92	90	100	96	100	100
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	77	62									
ASN	95	79	81	96	73		91	100	97	100	92
BLK	100	78		92	77						
HSP	91	75	74	94	62	67	85	100	94	100	100
MUL	95	70		94	71		94	88	90		
WHT	94	74	77	96	68	72	92	98	95	100	99
FRL	95	76	85	94	67	68	81	100	90	100	100
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	85	75		90	70						
ASN	100	75		100	92		95	96	100	100	100
BLK	100	70		100	92			100			
HSP	95	64	67	90	82	64	86	100	87	100	100

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
MUL	100	64	73	100	84		100	100	100	100	100
WHT	96	75	76	99	84	86	96	98	100	100	99
FRL	100	72	71	95	86	83	91	100	96	100	93

### 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	92
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	1007
Total Components for the Federal Index	11
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	87
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	94
Asian Students Subgroup Below 41% in the Current Year?	NO

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	87
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	91
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	87
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	92
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	91
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?**

Based on 2022 data, 5 students scored below grade level in math and 23 scored below grade level across 5 grade levels. Additionally, 113 students dropped at least one level on the FSA ELA from 2021 to 2022.

Nineteen 8th grade students scored below grade level on the FSA Science in 2022, and 10 scored below grade level on the FSA ELA for the same year. Six of the students were below grade level in both categories. Thirty of the 8th grade students dropped at least one level on the FSA ELA from 2021 to 2022 while 43 improved at least one level.

All Race/ Ethnicity subgroups demonstrated learning gains on the FSA ELA in 2022 with the exception of Black/ African American, which dropped 6.4% from 2021. In the demographic subgroups, Economically Disadvantaged student performing at grade level dropped 2.8% and Students with Disabilities dropped 4.4% over the same time.

Our students with disabilities are almost twice as likely to score below grade level on the FSA ELA (7.1%) as our non disabled students (3.8%).

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

Based on the 2022 FSA ELA, our greatest area of concern is in the Integration of Knowledge and Ideas strand where 51 of our 8th grade students (30% of the grade level) answered fewer than 60% of the questions correctly. No more than 9% of the students in the grade level answered fewer than 60% of the questions correctly in any of the other 4 ELA strands. Additional data from the 2022 8th Grade Science exam indicate that 49% of the students that took the exam answered fewer than 60% of the Nature of Science questions.

Additional data from the FAST Progress Monitoring in Fall of 2022 show that 22% of this years 8th graders earned a Reading achievement Level 2. While only 3 students scored "Below the Standard" in more than on category, 18 students showed "Below the Standard" in at least one, with no area standing out significantly against the others.

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

A lack of high-quality reading and writing activities centered around research processes may have contributed to the inability of some students to find critical connections between their background knowledge and what an author is attempting to convey through their writing. By engaging in evidence-based research in their classes, students continually practice integrating seemingly unrelated events or ideas and fusing them into unique, reasoned arguments. It follows that practicing these skills across the curriculum would benefit students not only in their ELA classes but in all courses. Likewise, the critical area in Science of Nature of Science directly relates to the idea of integration. A lack of practice in hands-on, quality experimental design projects limits the students' opportunities to engage in discovery learning, tying evidence to outcomes, finding patterns in data, and integrating the results into new ideas.

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

Based on the results of the 2022 FSA ELA, the greatest improvement was in the Language and Editing strand where 33 students improved their response success rate from 2021 when only 47% of student answered more than 75% of the questions correctly to 2022 when 66% of students answered more than 75% of the questions correctly.

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

Teachers utilize daily grammar practice regularly, giving students ample opportunity to strengthen their skills in writing conventions and spelling.

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

Continued use of the successful strategies that provide a solid foundation for reading and writing, coupled with a deliberate effort to engage all students in research-based writing that ramps up the level of rigor in our 7-12 classes. All students will maintain a writing portfolio to include required writing that support the standardized tests at the end of the year and a research paper at every grade level modeled after our signature Capstone Program. Expectations will be scaffolded to introduce research skills and organization in the 7th grade ELA and Science, and build upon those each year so that every student is capable of success in the Capstone program. The research approach will assist students in the area of Integration of Knowledge and Ideas, as they take a teamwork approach to current local and/or global issues and address them from multiple perspectives (social, environmental, political, etc.), eventually presenting their research and the sharing the connection between their perspective and that of their peers.

Students will regularly engage in science activities that promote discovery learning, offering students the opportunity to explore the connection between events through lab design and execution. Students should understand that there are multiple approaches to problem solving and they can rely on their current understanding to open doors to new information, developing a better understanding of the world around them.

**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.**

Teachers will work with curriculum leaders at the school to identify high-quality, research skills that are lacking in our students and will develop a scaffolded approach to developing those skills in their students over time. Professional development on the creation, maintenance, and efficient use of digital portfolios to track student progress and provide quality feedback to students will be necessary.

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

Weekend writing workshops open to students that are struggling will be provided by highly effective teachers. Power Hour sessions for digital portfolio creation and maintenance will be available to all students with assistance and recommendations for organization.

**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 Science**

**Area of Focus**  
**Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Nineteen 8th grade students scored below grade level on the FSA Science in 2022, and 10 scored below grade level on the FSA ELA for the same year. Six of the students were below grade level in both categories. Thirty of the 8th grade students dropped at least one level on the FSA ELA from 2021 to 2022 while 43 improved at least one level.

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

West Shore 8th grade students will achieve a pass rate of 95% or higher for the 2022-23 State Science exam.

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

Almost half of the 8th grade student in 2021 answering fewer than 60% of the Nature of Science strand questions correctly. A deliberate focus on hands-on, high quality experimental projects that allow students to participate in formulation of scientific questions, scientific argumentation, and the creative processes involved with experimental design will develop a deeper understanding of the relationship between scientific inquiry and their understanding of the world around them.

**Person responsible for monitoring outcome:**

Glenn Webb (webb.glenn@brevardschools.org)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Regular engagement in laboratory activities that require students to think critically about their design and ensure it connects cause to effect will enable them to develop a focus on the key aspects of the design and connect the details of their research to the consequences of the actions. Writing of lab reports that are centered around CER (Claim, Evidence, Reasoning) ties their initial thoughts and understanding of the content to any new information they have gathered, demonstrating the way that science evolves over time.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

the more opportunities students have to practice the integration of knowledge and ideas to processes in science, the deeper their understanding of the content will be. Additionally, this will help them with the critical thinking required in all the accelerated courses they are taking at West Shore, and will help them perform better on their reading and writing exams.

### **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***

## #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.

All Race/ Ethnicity subgroups demonstrated learning gains on the FSA ELA in 2022 with the exception of Black/ African American, which dropped 6.4% from 2021. In the demographic subgroups, Economically Disadvantaged student performing at grade level dropped 2.8% and Students with Disabilities dropped 4.4% over the same time. Additionally, our students with disabilities are almost twice as likely to score below grade level

### 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.**

West Shore Jr/Sr High School holds our school culture in high esteem and we build this culture by being very family friendly. Many enrichment activities occur each year to help maintain our positive connection with our student and parent community. Our PTA has over 700 members and opens/hosts community wide events such as Blingo and STEM Night in an effort to engage our community to become more active participants in our instructional program. Additionally, West Shore requires parental volunteer hours that serves to get parents on campus on a regular basis to assist staff with supervision and fundraising activities. From a staff perspective our administrative team seeks to gauge needs and concerns through the administering of our TNTP Insight Survey each year thus providing valuable feedback on school processes and procedures. Adjustments are made in accordance with this feedback making the connection to the data in real time. Additionally, our students are queried in the Youth Truth and Student Survey to glean qualitative data on their perspectives as well. All of these feedback mechanisms and effort to get the data and make adjustments validates the feedback received and builds confidence that school leadership listens and values all stakeholder opinions and perspectives.

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

PTA - See Above

SAC - School Advisory Council - Devises and implements the School Improvement Plan

Faculty /Staff Council - Teacher feedback group made up of staff

School Social Committee - Made up of Instructional staff, clerical/paraprofessional/custodial staff, PTA - Recognizes staff on maternity, bereavement, birthdays, and other significant life events.