Titusville High School

2023-24

Schoolwide Improvement Plan (SIP)

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Titusville High School

150 TERRIER TRL S, Titusville, FL 32780

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Titusville High School fosters the academic passion ("I Want It"), purpose ("I Know Why I Want It"), and perseverance ("I Will Work to Get It") that students need to be successful in the college or career of their choosing (revised 2019).

Provide the school's vision statement.

Titusville High School will foster a high performing learning culture in which students, staff, and community members promote academic excellence, creativity, empathy, equity, and the pursuit of excellence (revised 2019).

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Gonzalez, Jennifer	Principal	Serves as an instructional leader in the school by providing feedback on practices and professional development on research-based instructional strategies. Engages stakeholders through surveys, community events, and the School Advisory Committee. Collaborates in the school's decision-making process through school and community committees.
Connor, Jannette	Assistant Principal	Serves as an instructional leader by providing relevant, research-based instructional strategies and professional development to teachers. Collaborates in the school's decision-making process through leadership team meetings. Implements a systematic monitoring system of CMA groups and their work on instructional practices and implementation. Implements a school-wide tutoring calendar to offer extra interventions to struggling students.
Burgess, Barbara	Assistant Principal	Serves as an instructional leader by providing relevant, research-based instructional strategies to teachers. Engages stakeholders through school events such as parent open house and conferences. Collaborates in the school's decision-making process through leadership team meetings. Implement school safety measures and monitor effectiveness throughout the year. Engages stakeholders through school events and forums such as the school website and other social media forums.
Sanders, James	Assistant Principal	Serves as an instructional leader by providing relevant, research-based instructional strategies to teachers. Engages stakeholders by developing relationships with business partners. Collaborates in the school's decision-making process through leadership team meetings. Implements school-wide restorative practices to assist with school discipline. Leads the school-wide PBIS team to improve student attendance and engagement in learning.
Dunn, Jesse	Teacher, K-12	Builds positive relationships with students, teachers, and parents through constructive conversations and mentoring practices. Collaborates in the school's decision-making process through leadership team meetings. Assists with the implementation of schoolwide restorative practices to assist with school discipline. Assists with the implementation of schoolwide PBIS to improve student attendance and engagement. Serves as the Partners in Education Contact to assist in connecting THS with community resources.
Marovich, Jamie	Instructional Coach	Serves as an instructional teacher leader by working with various teachers on classroom teaching strategies, specifically reading strategies. Assists with teacher data analysis and Performance Matters reports. Develops plans for students needing concordant testing scores to meet graduation requirements. Collaborates in the school's decision making process through leadership team meetings.

Name	Position Title	Job Duties and Responsibilities
Callahan, Shannon	Teacher, K-12	Serves as an instructional teacher leader by supporting teachers with state testing and other mandated progress monitoring. Collaborates with teachers and administration on data and monitoring student deficiencies while providing opportunities for concordant testing.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

At THS the SIP involvement and development includes the school leadership team and teacher leaders. THS incorporates parent and student voice by discussing the SIP development at monthly SAC meetings in addition to reviewing the Parent Survey and Youth Truth Survey. The Insight Survey results are also used to account for whole faculty which drives important conversation surrounding the SIP.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation through deep data dives following the close of each progress monitoring test window. Our SIP team will meet post ELA PM and math PM windows to analyze data and to review the impact on increasing achievement of students in meeting the FLDOE academic standards, particularly our subgroups of concern, SWD and ELL. Classroom walkthroughs and feedback sessions will occur with admin and teachers to appropriately monitor achievement levels and implementation strategies learned at PD. An advantage to THS is being on a block schedule. Following the winter test window, BEST assessment teacher and student data will be reviewed to ensure we are showing achievement gains across all core subjects. THS will revise the SIP action steps as necessary while also incorporating professional development opportunities to ensure our teachers and students are demonstrating continuous improvement across all core subjects with a clear focus on college and career acceleration and graduation rate. Finally, THS admin will reflect upon annual survey data that is collected through Youth Truth (student), Insight (teacher), and Parent Surveys as another means of SIP monitoring.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No

2022-23 Minority Rate	42%
2022-23 Economically Disadvantaged (FRL) Rate	55%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	37	43	50	52	52	51	53		
ELA Learning Gains				46			44		
ELA Lowest 25th Percentile				31			29		
Math Achievement*	33	34	38	36	40	38	33		
Math Learning Gains				44			24		
Math Lowest 25th Percentile				50			23		
Science Achievement*	62	59	64	63	37	40	60		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement*	60	63	66	69	44	48	77		
Middle School Acceleration					43	44			
Graduation Rate	82	87	89	86	63	61	85		
College and Career Acceleration	65	72	65	73	66	67	73		
ELP Progress	40	57	45	36			38		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	379
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	82

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	586
Total Components for the Federal Index	11
Percent Tested	96
Graduation Rate	86

ESSA Subgroup Data Review (pre-populated)

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	4	
ELL	28	Yes	3	3
AMI				
ASN	95			
BLK	39	Yes	1	
HSP	49			
MUL	64			
PAC				
WHT	62			
FRL	44			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	3	
ELL	31	Yes	2	2
AMI				
ASN	78			
BLK	42			
HSP	45			
MUL	59			
PAC				
WHT	62			
FRL	48			

2021-22 ESSA SUBGROUP DATA SUMMARY

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	37			33			62	60		82	65	40
SWD	18			15			32	22		32	6	
ELL	8			28				15			5	40
AMI												
ASN										90	2	
BLK	20			18			33	36		44	6	
HSP	38			29			60	47		60	7	31
MUL	41			28			73	83		75	6	
PAC												
WHT	42			39			71	68		69	6	
FRL	29			24			52	49		54	7	29

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	52	46	31	36	44	50	63	69		86	73	36
SWD	19	25	18	15	37	38	22	44		75	52	
ELL	23	40		18	10			58				36
AMI												
ASN	73	38								100	100	
BLK	32	37	26	19	38	48	37	43		87	51	
HSP	41	41	26	25	31	30	47	62		80	64	
MUL	59	56		41	38		52	66		85	73	
PAC												
WHT	59	48	35	45	50	61	74	78		86	79	
FRL	43	42	32	26	37	44	51	61		80	62	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	53	44	29	33	24	23	60	77		85	73	38
SWD	18	27	23	17	26	31	35	52		67	10	
ELL	30	50										38

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	ELP Progress
AMI												
ASN	92	45								88	86	
BLK	28	36	23	9	16	21	26	47		75	41	
HSP	44	42	33	33	26	25	60	74		93	68	
MUL	53	41	27	36	40	30	64	63		88	76	
PAC												
WHT	61	46	30	40	23	21	65	86		86	80	
FRL	38	35	24	25	20	22	49	64		81	63	

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	47%	54%	-7%	50%	-3%
09	2023 - Spring	46%	56%	-10%	48%	-2%

ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	19%	51%	-32%	50%	-31%

GEOMETRY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	34%	50%	-16%	48%	-14%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	66%	61%	5%	63%	3%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	62%	62%	0%	63%	-1%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Algebra 1 showed the lowest performance in the 22-23 SY declining by 14% in terms of achievement. The contributing factors to last year's low performance include, some Algebra 1 teachers were first year teachers, there was a change in assessment from FSA to BEST, some teachers did not shift to using new curriculum and benchmarks, students were not held to high standards in all classrooms, some classroom assessments did not mirror BEST level of difficulty, lack of student motivation, limited data chat with students as well as a math department/CMA group, and ALEKS was not used to the fullest potential.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

College and Career Acceleration (CCA) showed the greatest decline from the prior year dropping by 8% in the 21-22 SY. The factors that contributed to this decline include, school counselors and APC not scheduling with fidelity to ensure students satisfy a CCA opportunity, the collapse of CNA and Cybersecurity CTE program for the first half of the year due to not finding a teacher, the closure of Fashion CTE program, not taking advantage of EFSC SLS class and only having one section built in master schedule, and not encouraging enough students to participate in the ASVAB.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math Achievement had the greatest gap when comparing THS to the FLDOE state average.

State = 53% L3 or higher
THS = 36% L3 or higher

The following factors contributed to this 17% gap in achievement. Some Algebra 1 teachers were first year teachers, there was a change in assessment from FSA to BEST, some teachers did not shift to using new curriculum and benchmarks, students were not held to high standards in all classrooms, some classroom assessments did not mirror BEST level of difficulty, lack of student motivation, limited data

chat with students as well as a math department/CMA group, and ALEKS was not used to the fullest potential.

Which data component showed the most improvement? What new actions did your school take in this area?

THS did not show any improvement across all data components for the 22-23 SY. Some new actions THS plans to take throughout the 23-24 SY include: scheduling with fidelity by looking at assessment data to ensure proper course placement, adding College and Career Acceleration (CCA) to school counselor tracking sheet to ensure all students receive the opportunity in a CCA area while also ensuring a point is earned for school grade purposes.

This school year the master schedule includes several positive adjustments that support all SIP areas of focus and highest priorities. An increase in EFSC SLS sections were built so that juniors and seniors can participate in this dual enrollment and CCA opportunity. AICE Psychology was built as another on campus course where if students pass the AICE exam they earn college credit and as a school THS benefits it terms of CCA. The CNA and Cybersecurity CTE programs are back in the master schedule beginning in Fall 2023. These two programs will also assist in improving CCA. Credit Recovery across all core subjects has also been built into the master schedule for the 23-24 SY. Creating a learning environment for students that are deficient will assist in students recovering missing credits to ensure they graduate on time with their assigned cohort. Building credit recovery into our academia options will assist in improving our grad rate. Finally, Peers as Partners in Learning (PPL) is a new course that has been added to the master schedule to support inclusion campus wide across all subjects including electives. Students that participate in PPL will push into classrooms to help students that need additional academic support placing dedicated focus on ESSA subgroups of concern: SWD and ELL.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

N/A

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. English Language Learners (ESSA subgroup of concern for two consecutive years below 32%)
2. Students with Disabilities (ESSA subgroup of concern for three consecutive years below 41%)
3. Math Achievement (declined by 9% however, two BEST tested areas of concern - Algebra 1 & Geometry)
4. Social Studies Achievement (declined by 11%)
5. College & Career Acceleration (declined by 8%)
6. Graduation Rate (declined 4.3%)

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to FLDOE data, for the 21-22 SY the Federal Percent of Points Index for SWD = 35%. At THS, SWD has fallen below 41% for three consecutive years. THS will remain committed to supporting SWD across all school grade categories.

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

By providing ESE students with appropriate tiered supports, SWD will make learning gains and begin to close the achievement gap. Specifically for the 23-24 SY, our goal is to see the SWD achievement gap improve by 5% across all school grade categories.

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

SWD will be monitored by all stakeholders to ensure this ESSA subgroup of concern begins to track in a more positive direction. Each department will be required to track their SWD achievement and learning gain status through data deep dive conversation while collaborating through CMA groups. This school year, teachers CMA groups were purposely assigned by subject and BEST assessment categories. Following each assessment window, teachers will be required to review how their SWD are performing by analyzing ELA and math PM data along with CTE industry certification status. Administration will conduct classroom walkthroughs as informal and formal observations and provide feedback to teachers to support our SWD and monitor implementation of best practices.

Person responsible for monitoring outcome:

Jennifer Gonzalez (gonzalez.jennifer@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

As a ATSI identified school, THS will incorporate evidence based intervention for SWD by incorporating a new elective course titled: Peers as Partners in Learning (PPL). This elective course is designed to provide peer academic supports. The Peers as Partners in Learning course provides reciprocal academic, social, interpersonal benefits to students with and without disabilities, in an inclusive setting. The PPL program at THS, Peers United for Positive Performance & Success (PUPPS) will serve as push in support across core all core subjects.

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

The Peers as Partners in Learning course provides reciprocal academic, social, and interpersonal benefits to students with and without disabilities, in an inclusive setting. Inclusion means that students with disabilities receive services and supports in general education classrooms and settings with their same age peers without disabilities. Research shows that learning from a peer that is the same age and greatly assists in comprehension across all subjects. Considering SWD has been an ESSA subgroup of concern for three consecutive years, building PPL into the master schedule at THS was something all stakeholders agreed we should capitalize.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Identify SWD that are showing proficiency (L3, 4, 5). Collaborate with teachers and school counselors to determine what supports these SWD are receiving. Drive discussion around the following two questions.

Can we replicate this success again?
Can we scale this out to meet the needs of other students?

Person Responsible: Jannette Connor (connor.jannette@brevardschools.org)

By When: August 2023

Identify all SWD and determine lowest 25% students. Distribute identified names to teachers to better assist with progress monitoring. Adjust tiered supports to ensure our L1 and L2 students are receiving proper interventions to ensure they are successful across all school grade categories.

Person Responsible: Jannette Connor (connor.jannette@brevardschools.org)

By When: August 2023

Run the LRE student/summary report in Focus to ensure SWD are scheduled appropriately. Identify SWD that may have been scheduled for Learning Strategies all year and revisit if their IEP requires this as an instructional goal. Being on block schedule must be considered when properly scheduling SWD due to classes being 90 min in length as this greatly impacts LRE data.

Person Responsible: Jannette Connor (connor.jannette@brevardschools.org)

By When: August 2023

Create a PD opportunity to support both general and ESE teachers working with SWD. THS will rely on the "High Leverage Practices" PD modules that were created by the district last SY. These HLPs align directly with the District's Strategic Plan.

Person Responsible: Jannette Connor (connor.jannette@brevardschools.org)

By When: On going throughout the 23-24 SY all 22 HLPs will be shown to teachers and school counselors to drive important discussion surrounding our SWD.

Following the winter test window, assessment data will be reviewed by administration with all teachers and school counselors to ensure all stakeholders understand how THS is performing in terms of SWD. We will collaborate and if necessary, make instructional adjustments come January 2024 as this is an advantage to being on block schedule.

Person Responsible: Jennifer Gonzalez (gonzalez.jennifer@brevardschools.org)

By When: January 2024

#2. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The second ESSA subgroup of concern at THS is English Language Learners (ELL). In reviewing the FLDOE state data, ELL students have been a subgroup of concern for two consecutive years falling below 32%. Most currently, for the 21-22 SY, the Federal Percent of Points Index = 31%. If our ELL subgroup falls below 32% for one more year, THS will be classified as a Targeted Support and Improvement (TSI) school which means we are consistently underperforming for the subgroup ELL.

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

Through providing ELL's with appropriate tiered supports, ELL will make learning gains and begin to close the achievement gap. Specifically for the 23-24 SY, our goal is to see the ELL achievement gap improve by 10% across all school grade categories. If each category increases by 10%, the ELL ESSA subgroup of concern will rise above the 31% threshold. This ESSA subgroup of concern needs the most attention so that THS does not become a TSI school.

In addition, teachers will continue be held to all state statutes that support and protect ELL's. A teacher will not be permitted to award an ELL student a grade of D or F if they have not had an ELL committee meeting and or supplied our ESOL contact with the ELL accommodation form.

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

ELL academic performance will be closely monitored by our ESOL contact/school counselor along with our ESOL IA. Following each assessment window, teachers will be required to complete data deep dives on their ELL students to better track academic progress. Administration will conduct classroom walkthroughs as informal and formal observations and provide feedback to teachers to support our ELL and monitor implementation of best practices.

Person responsible for monitoring outcome:

Jennifer Gonzalez (gonzalez.jennifer@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

At THS, we have paired all ELL students with a teacher mentor to help with getting the ELL more engaged on campus in academics and socials areas of interest. In addition, we will utilize our ESOL IA to serve as push in instructional support as well as one to one. At THS we will engage ELL students in academic tutoring through hiring CogniTutor using post secondary funds to instruct students in their home language for areas they are deficient. This year, THS has increased the amount of community mentors to ensure our ELL students have access to a vested stakeholder that preferably speaks their native language whom can assist with their post secondary plan.

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

The rationale for pairing all ELL's to a teacher and community stakeholder is to assist this subgroup with feeling more connected to their learning. If the ELL student begins to see that THS has a vested interest in their academic progress they are more likely to apply themselves and become more productive across all school grade categories.

Through hiring CogniTutor last school year, we saw academic gains for several ELL students, two of which earned their high school diploma. Supporting the ELL student by connecting in their native language helps with buy in. At THS we are committed to ensuring the ELL student receives the academic support they need far beyond the classroom teacher and ESOL IA.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Identify all ELL's and assign them a teacher mentor along with pairing them with a community stakeholder.

Person Responsible: Jesse Dunn (dunn.jesse@brevardschools.org)

By When: September 2023

Notify ELL's that are deficient in ELA and or Alg 1 assessments that are needed for graduation and inform them of the dates CogniTutor will be at THS for pull out tutor sessions. CogniTutor will take place twice throughout the 23-24 SY. Both visits will take place prior to ELL students participating in the SAT NCR.

Person Responsible: Jannette Connor (connor.jannette@brevardschools.org)

By When: September 2023

At the close of each grading period, run a grade report to check ELL grades. ESOL Contact and school counselor, Mrs. Cody will ensure all teachers adhered to state statue if a D or F was awarded.

Person Responsible: Jannette Connor (connor.jannette@brevardschools.org)

By When: On going throughout 23-24 SY

Invite district ESOL personnel to THS so teachers can participate in an ESOL PD.

Person Responsible: Jannette Connor (connor.jannette@brevardschools.org)

By When: September 2023

Following the winter test window, assessment data will be reviewed by administration with all teachers and school counselors to ensure all stakeholders understand how THS is performing in terms of ELL. We will collaborate and if necessary, make instructional adjustments come January 2024 as this is an advantage to being on block schedule.

Person Responsible: Jennifer Gonzalez (gonzalez.jennifer@brevardschools.org)

By When: January 2024

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 22-23 Youth Truth student survey, THS needs to improve student engagement. This category fell from 47% to 37%.

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

At THS, a measurable outcome for the 23-24 SY is to see student engagement in the Youth Truth student survey improve by a minimum of 10%.

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

At THS we will monitor engagement for the whole school through student voice on SAC, Student Government Association (SGA), and Intra Club Council (ICC) meetings.

Person responsible for monitoring outcome:

Jennifer Gonzalez (gonzalez.jennifer@brevardschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

An evidence based intervention that will continue to be implemented to support student engagement at THS is PBIS. Through providing our students with Positive Behavioral Interventions and Supports we will strive to be more purposeful in how we engage with our students through the use of Pawsitive Referrals.

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

At THS our PBIS motto is as follows:

P - Positive Relationships
A - Accountability
C - Culture of Respect
K - Kindness

The rationale for selecting Positive Behavioral Interventions and Supports (PBIS) as our evidence-based intervention for student engagement is that this program is a three-tiered framework that integrates all of the school data, systems, and practices affecting student outcomes every day. The implementation of PBIS ensures that THS succeeds across all academic, behavior, and social areas of concern while also increasing student engagement in the classroom and through extracurricular opportunities.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Identify all PBIS team members and schedule monthly meetings to analyze early warning system data for all students.

Person Responsible: James Sanders (sanders.james@brevardschools.org)

By When: September 2023

Ensure students are aware of the importance surrounding Youth Truth student survey and track completion status of survey.

Person Responsible: Barbara Burgess (burgess.barbara@brevardschools.org)

By When: January 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

As an ATSI school, THS will place dedicated focus on how we allocate Post Secondary Funds (PSF) and ESSER funds to ensure resources are provided to subgroups of concern, SWD and ELL. In addition, school improvement funding will be allocated to support teacher and ESOL IA instructional supplies. ESSER funding will be encumbered to support academic tutor areas by hiring internal teachers to tutor students before and after school across all core subjects. In addition, CogniTutor will be hired for a second year to support our ELL students in their native language as they work toward earning passing graduation required state assessments (ELA and Alg 1 BEST/EOC). Finally, to ensure students receive equitable access to passing state assessments we will use PSF and ESSER funding to pay for additional test opportunities by offering SWD and ELL students the PSAT and SAT NCR (fall and spring).