

Brevard Public Schools School Improvement Plan 2016 - 2017

Name of School:

Astronaut High School

Asst. Supt. of Leading and Learning:

Dr. Laura Rhinehart

Principal:

Mrs. Krista Miller

SAC Chairperson:

Ms. Cheryl Shivel

Superintendent: Dr. Desmond Blackburn

Mission Statement:

Graduates of Astronaut High School shall be prepared to begin a career and/or continue their education at a post-secondary technology school, community college, or university.

Vision Statement:

Pride in Community; Passion in Learning.

Stakeholder Involvement in School Improvement Planning:

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

During the summer, Department Chairs from each subject area, met to review data, discuss current practices, and the needs of the school. Given two non-negotiables from administration – rigor and use of in-class instructional time – each member of the team had equal input and discussion in developing our school improvement goal. Throughout preplanning, the goal developed by the department chairs was discussed and reviewed in small breakout sessions to get whole school buy in on implementation and timelines. Additionally, the goal was presented to the school advisory council, the “Whys” provided and further discussion clarified evident barriers and needed resources.

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Part 1: Planning for Student Achievement

RATIONALE – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: Please consider the priority indicators selected from your school BPIE and EDI Insight Survey results within the rationale of your SIP.

The AHS faculty focus for 2015-2106 was to involve faculty in helping set school wide processes and procedures to meet the needs of our school, our students, and our community at large. We found success in active participation of the faculty with various committees—Professional Development, Discipline, Attendance Appeals, Steering Committee, Mission/Vision, and Department Chairs. The final PD of the year was based on previous traditions and expectations that made Astronaut High School successful and prideful. This opportunity engaged the faculty in realizing that we can grow together, reinvent traditions, and do more to make our school even better.

In addition, there has been a significant change in our student population over the past 5-10 years due to the decline of the Space Program as well as other small businesses. The economic stability of the families we serve has become strained. This has directly affected the living conditions, educational value, and parental support. A large majority of our faculty has experienced these changes, first hand, and are in need of tools and resources to help them relate to and educate our students using alternative instructional techniques. Our Free and Reduced Lunch rate was at 49%. We have students going home to a place with no electricity, running water, or even a roof over their head. We have students that come to school to be able to seek a safe shelter, shower, and eat. All stakeholders are working to make this huge adjustment to provide emotional and behavioral support while still serving every student with excellence.

Our BPIE survey revealed the lack of involvement of General Education Teachers and Exceptional Student Education Teachers to be involved within one another's curriculum, thus lacking student participation in a least restrictive environment (LRE). In 2015-2016, Astronaut's LRE was 54% and in 2016-2017 our LRE has increased to 72%. There was a huge emphasis and collaborative effort with Bill Pearlman, Debbie Fordham, and the administration at AHS. Together, we developed a focused plan to utilize ESE teachers in general education courses to provide academic services within the general education courses. This effort has effected over 70 students. Additionally, our Independent and Supported level students are being included in general education courses up to 50% of our day (previously 100% self-contained). These efforts have increased the accessibility of our programs to ALL students as Astronaut High School. Due to block scheduling, though, our LRE will be difficult to move because if a student is receiving services through a Learning Strategies course, they are automatically knocked down to 75% LRE with the target number being 80%.

Our insight survey revealed significant increases (.5 or higher) in the area of Learning Environment, Professional Development, and Leadership. I attribute the shared leadership style and increased collaborative efforts from last year. Teachers felt they were more involved, had a voice in decision making, and a shared vision of excellence. As a staff, we developed a new Vision statement at AHS that better represented our purpose, our goals, and our students—"Pride in Community, Passion in Learning". Academic expectations fell below the BPS average. When developing the School Improvement Plan, one of the non-negotiables was specific to rigor in the classroom. We feel our focus to ensure application level of every standard for students will increase our academic success for every student.

Astronaut saw an improvement in mastery of the Biology standards as shown by the End of Year Course exam in the 2015-2016 school year. In 2014-2015 60% of the biology students were proficient with the biology standards, and in 2015-2016, 61% of our biology students were proficient in biology. Additionally, Astronaut students saw an increase in math scores in the 2015-2016 school year, increasing from 44% to 46% proficient.

In 2015-2016, Astronaut students dropped in the proficiency percentages in English/Language Arts and History in comparison to the previous year. We dropped 7% points in English and 8% in History in comparison to the 2014-2015 scores in on the FSA ELA and U.S. History End of Course Exam.

	ELA 2016	ELA 2015	LG
Viera	75	78	59
Cocoa Beach	70	74	54
Satellite	67	72	37
Melbourne	62	69	54
Merritt Island	61	66	41
Titusville	57	59	46
Bayside	56	59	48
Space Coast	54	57	50
Eau Gallie	52	54	47
Rockledge	52	55	46
Heritage	50	51	51
Palm Bay	44	50	38
Cocoa	42	42	44
Astronaut	42	49	36

	Math 2016	Math 2015	LG
Satellite	71	68	61
Cocoa Beach	65	64	58
Space Coast	61	63	48
Viera	60	59	46
Melbourne	54	57	47
Titusville	49	52	44
Bayside	47	55	38

Astronaut	46	44	47
Merritt Island	46	52	36
Eau Gallie	44	49	46
Heritage	43	43	42
Rockledge	42	46	36
Cocoa	35	37	37
Palm Bay	25	48	29
	Sci. 2016	Sci. 2015	+/-
Viera	83	85	-2
Heritage	80	65	+15
Melbourne	78	79	-1
Rockledge	78	82	-4
Titusville	75	76	-1
Cocoa Beach	75	72	+3
Satellite	74	80	-6
Bayside	68	69	-1
Merritt Island	66	70	-4
Astronaut	61	60	+1
Eau Gallie	60	70	-10
Space Coast	57	61	-4
Palm Bay	51	63	-12
Cocoa	44	42	+2
	Soc. 2016	Soc. 2016	+/-
Satellite	85	85	0
Titusville	80	80	0
Cocoa Beach	80	82	-2
Space Coast	72	75	-3
Melbourne	71	71	0

Viera	69	67	+2
Merritt Island	69	75	-6
Bayside	67	69	-2
Astronaut	67	75	-8
Rockledge	64	65	-1
Eau Gallie	64	69	-5
Heritage	62	59	-3
Cocoa	56	61	-5
Palm Bay	53	51	+2

Analysis of Current Practices:

Prior to 2016-17, there were no formal structures of collaboration among departments or among teachers. When given the opportunity, however, at the February 2016 Professional Development, teachers thrived with the opportunity to develop a collaborative instructional plan. In addition, Astronaut High School was one of very few schools that administered 100% BPS Final Exams. The item analysis and feedback from the exams provided invaluable instructional data that teachers could use as a catalyst for sharing instructional practices.

Astronaut High School's staff participates regularly in team building and social activities to build relationships to foster a culture of community and pride. It had been many years since Astronaut's Vision and Mission were created, in fact not one staff member could recite either statement. Last March, the staff collectively worked to develop a new school vision that encompassed what Astronaut High School and the surrounding community means to them and their students. As one unit, the staff adopted a school vision, "Pride in community: passion in learning." This school year, we will use the same process that proved successful for the Vision in the development of the Mission.

There was a school-wide focus on essential questions last year to promote higher level thinking by the students which would prompt discussion and a stronger acquisition of the knowledge of the standard. Through walk through feedback, we found that of the classrooms that implemented the posting and use of an essential question, met the compliance level rather than the application level, students visually had an understanding of what they were expected to learn, but this was rarely used in conversation within the classroom.

Based on walk-throughs and department discussions, many teachers follow the district curriculum guides. They feel pressed for time and planning to be able to reach each student individually. There have not been any formal collaborative structures where teachers review standards and outcomes together to problem solve and differentiate to meet all student needs.

Best Practice:

In the article, “What Everyone Needs to Know About High-Performance, Teacher Student Relationships” written by The Australian Society for Evidenced Based Teaching, strong teacher student relationships shape the way children think and act in school. When you have good relationships with your students, they are more likely to feel positive about class and about school in general. They are also more willing to have a go at hard work, to risk making mistakes, and to ask for help when they need it. Therefore, it is not surprising that research shows constructive teacher student relationships have a large and positive impact on students’ academic results.

John Hattie said, “It is teachers who have created positive teacher student relationships that are more likely to have the above average effects on student achievement.” According to Hattie's findings Visible Learning occurs when teachers see learning through the eyes of students and help them become their own teachers. Hattie found that the ten most effective influences relating to student achievement are: Student self-reporting grades (d= 1.44), [formative evaluation](#) (d=0.9), teacher clarity (d=0.75), [reciprocal teaching](#) (d=0.74), feedback (d=0.73), teacher-student relationships (d=0.72), meta-cognitive strategies (d=0.69), self-verbalization/ questioning (d=0.64), teacher professional development (d=0.62), and problem-solving teaching (d= 0.61).^[1]

Finally, Astronaut teachers should continue posting Essential Questions daily and students should be responding to those questions throughout the lessons. Astronaut High School teachers should continue planning with the end in mind, using standards based instruction. Planning should reflect differentiation strategies to support struggling learners, and should include extension activities to increase the opportunities for students to show mastery in application and modeling aspects of the standards they are teaching. Finally, teachers and staff will continue to work together in using data to place students in the courses that they should be challenged in, yet show success.

School-Based Goal: What can be done to improve instructional effectiveness?

The instructional staff at Astronaut High School will focus on consistent and deliberate student relationships to engage students in standards-based tasks that are developed within PLT’s.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Relationships	<ol style="list-style-type: none"> 1. Modeling relationship building and behaviors in faculty meetings. 2. Allow for blocks of time within lessons designated to relationships with/among students. 3. Sharing relationship activities in PLT’s and school intranet. 	Administration and Teacher Leader Volunteers.	Monthly	<ul style="list-style-type: none"> -Faculty Meeting Agenda -Early Release PD Agenda -Lesson Plans/Objectives -Classroom Walk-throughs
Collaborative Time	<ol style="list-style-type: none"> 1. Set up PLT’s by departments and meeting schedules within the teacher workday. 2. Train facilitators on expectations and outcome measures. 3. Seek monthly feedback from facilitators to adjust schedules, provide resources, and gather formative data. 	Administration Dept. Chairs Resource Teachers	July 2016 August/September 2016 Ongoing	<ul style="list-style-type: none"> -Department Chair/Collaboration Minutes -Meeting Calendar Agendas -Discussion and Feedback forms
Student Engagement	<ol style="list-style-type: none"> 1. Provide regular access to technology for every student. 2. Provide a safe learning environment that focuses on individual student needs without 	Administration /SRO/Campus Monitor Technology	Ongoing Recognition: Quarterly	<ul style="list-style-type: none"> -Purchase order -Lesson Plans -Observations -Student work samples

	<p>outside distractions.</p> <p>3. Utilize a tool to intentionally manage classroom instructional time that breaks the 90-minute block into small instructional "periods" for multiple activities.</p> <p>4. Recognize students for hard work, positive change in behaviors, and achievements.</p>	<p>Specialist</p> <p>Teacher Grant Writers</p> <p>Staff</p>		<p>-Recognition Programs</p> <p>-Classroom Walkthroughs</p>
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EVALUATION – Outcome Measures and Reflection-*begin with the end in mind.*

Qualitative and Quantitative Professional Practice Outcomes: Measures the level of implementation of professional practices throughout your school.

100% of our teachers with common content courses will develop a common summative assessment, with the exception of FSA/EOC/AP/Industry Certification Courses, compared to 0% who currently use the BPS exams as evidenced by first and second semester exams.

100% of our teachers will actively participate in PLTs in order to share best practices and disaggregate the data found within each academic standard compared to 0% who are currently in formal collaboration teams as evidenced by meeting agenda/minutes, lesson plans, and lesson outcomes.

Teachers will include purposeful relationship strategies throughout their course to know, understand, and meet the diverse needs of our students as evidenced by proficient or distinguished in readings in element 5, Dimension 2 of the IPPAS.

Student survey's will indicate a pattern of relationships by teachers (75% or above) as well as an increase in multiple engaging activities within the classroom (65% or above).

Qualitative and Quantitative Student Achievement Expectations: Measures student achievement.

The percent of 10th grade students proficient in reading will increase from 42% to 50% as evidenced by the ELA FSA.

The percent of Algebra 1 students' proficient on the EOC will increase from 46% to 51% as evidenced by the Algebra 1 FSA.

The percent of Biology students' proficient on the EOC will increase from 61% to 65% as evidenced by Biology EOCs.

The percent of U.S. History students' proficient on the EOC will increase from 67% to 70% as evidenced by U.S. History EOC.

Students will demonstrate mastery of the full intent of the standard at the application level as evidenced by formative and summative assessments.

Part 2: Support Systems for Student Achievement

(Federal, State, and District Mandates)

For the following areas, please write a brief narrative that includes the data from the year 2015-2016 and a description of changes you intend to incorporate to improve the data for the year 2016-2017.

MULTI-TIERED SYSTEM OF SUPPORTS MTSS/RtI This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b) and Senate Bill 850.

In the 2016-2017 school year, we are working very closely with our Staffing Specialist and School Psychologist to create an Individual Problem Solving Team and train our staff in the process of the data-based problem solving process. First, we will look at core instruction and properly placing our students in the curriculum where they can be challenged, but still experience success. If a student is struggling behaviorally or academically, we will use data to help develop a support plan for that student. We will continue to monitor the plan and determine what else needs to be done for the student to be successful in their courses. This is the MTSS process that has not been formally implemented prior to this school year.

Individual Problem Solving Team Procedures

The student's **Guidance Counselor** will be in charge of following up with the teachers along the way to ensure that the forms are being completed by the appropriate people. The **IPST Chairperson** will collect all forms as they are completed.

- **Determine student need (academic/behavioral)**
 - Email the Individual Problem Solving Team to discuss the student data and the following forms are required.
 - **Form 1: History and Cumulative Review** - student's guidance counselor
 - **Form 2: Parent/Guardian Contact and Staff Consultations** - classroom teacher
 - **Form 3: Classroom Observation by Student's Teacher**
 - **Form 5: Academic Data Collection** - classroom teacher and/or the literacy coach.
 - **During the IPST meeting we will make some decisions as a team.**
 - As a part of the team, you will receive an email invitation to the meeting. Below are some of the forms that the team will work on together as a part of the process.
 - **Form 4: Observation by Third Party Observer**
 - **Form 5 addition:** district/school information
 - **Form 6: Academic/Behavior Identification/Analysis/Hypothesis**
 - **Form 7: Intervention Design and Ongoing Progress Monitoring**
- *Depending on the student and area of concern, decide when parent contact should be made regarding intervention.**
- **Assessing the intervention.**
 - This is the time to make recommendations for this student.
 - **Form 8: Analysis of Interventions and Recommendations**

PARENT AND FAMILY INVOLVEMENT: (Parent Survey Data must be referenced) Title I Schools may use the [Parent Involvement Plan](#) to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Consider the level of family and community involvement at your school and parent survey data collected. Respond to the following questions. What are best practices that are strengths and how will they be sustained? What are areas of weaknesses and how are they being addressed?

Parent Survey Data-Parents indicated that our entire staff meets the social and emotional needs of the student body. They feel safe sending their students to school and that our vision and mission of serving every student on a daily basis is being met. The parents feel that as a leadership team, we need to provide opportunities for teachers to participate in collaborative learning communities, hence fostering and improving instruction and student learning to the next level. Overall our parents can feel and see our intent to serve every student, the whole child, with care and excellence but see a need for collaborative teams in order to better support student instruction.

Parent involvement at Astronaut High School continues to increase as communication among all staff members to the community is utilized. Blackboard Connect mass call system has proved to be very successful as evidenced by increased involvement in Open House, Parent Conferences, and volunteer opportunities. Parents are better informed about upcoming academic requirements, events, and school involvement. Additionally, there has been a request for our students to have more opportunities to seek post-secondary exposure. With the assistance of our guidance department and BPS, there will be a College Fair held in the Titusville vicinity that meets those needs.

Our F/R lunch population hovers around 50% and we have the highest student in transition rate in the district. With both of those factors being a deterrent of parent involvement, we continue to seek ways to inform and educate our community.

EARLY WARNING SYSTEMS (SB 850) Please complete 1 – 3. The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

1. List any additional early warning system indicators and describe the school's early warning system.

SECONDARY

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Other

Attendance: Parents receive a daily phone call if their student is absent from anyone class during the day. A letter is sent home to parents of students who have reached their maximum allowance of absences within a 9-week period.

Suspensions: Parents are contacted each time their student receives an in school or out of school suspension. After multiple suspensions, an Individual Problem Solving Team meeting is called to discuss a behavior plan.

Course Failures: Parent notification and alternative plan in place – Credit retrieval, Adult Ed Virtual Course

Level 1 Score in ELA: Place student in Intensive Language Arts and progress monitor. Determine if Individual Problem Solving Team should be involved in intervention process.

Level 1 Score in Math: Place student in proper math course based on teacher recommendation, grades, and standardized test. Monitor progress and determine if Individual Problem Solving Team should be involved in intervention process.

2. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2015-16 school year. These data should be used as part of the needs assessment to identify potential problem areas and inform the school's planning and problem solving for 2016-17:

- The number of students by grade level that exhibit each early warning indicator listed above.

Fill in BLANKS with data from 2015-16 School Year - Number of Students					
Grade Level	9	10	11	12	Total
Attendance <90	18	11	0	6	35
1 or more ISS or OSS	37	38	28	18	121
Level 1 in ELA or Math	115	89	23	13	241
Course Failure in ELA or Math	56	44	20	4	123
Students exhibiting 2 or more indicators	48	29	3	1	81

3. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

AHS is implementing a discipline ladder that will include additional intervention strategies at the teacher level such as parent communication and detentions to empower students to correct behavior within the classroom. In addition, students who are referred to administration will have opportunities for improvement that include support within the school day to limit out of school discipline and focus on classroom success.

We have made and continue to make significant changes in ESE support. This year, we have added two teachers to push into classes and add support to our ESE students in the general education setting. The push in teachers are adept at working with the general education teacher to plan for differentiation and to support students in organization and strategies for success. Additionally, we have improved the process for our students who are struggling. As soon as a teacher begins to see that a student is not reaching success in the core curriculum, they are reaching out to the Individual Problem Solving Team to begin the process of determining

where the student needs support according to the data. As part of the team, the teacher provides interventions in the classroom setting and monitors the progress of the student during the intervention. Finally, the team meets again to discuss the success of the student within the intervention process, and the team decides on the next steps of the process, whether it is to continue the support, employ another intervention (or multiple interventions), or recommend the student for Exceptional Education services.

In regards to GPA and credits, we have two programs that help students who face challenges of multiple lost credits or deficits in GPA's. Our credit retrieval program is offered to students who can enroll in a single block and make-ups credits or grades, up to two semesters worth in a single nine weeks. In the YES program, students are able to enroll in a full time competency based diploma program where the students complete all of their credits through Odyssey Ware.

STUDENT TRANSITION AND READINESS

1. PreK-12 TRANSITION **This section used to meet requirements of 20 U.S.C 6314(b)(1)(g).**

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Dual enrollment, Career and Technical Education, Advanced Placement, Career and College readiness classes, Astronaut Design Group, SGA, Arts and Algorithms field trip, Journalism, Television and Yearbook, Keynote speakers from the Medical Community and Arts community, Community Credit Union, NASA mentors for Robotics.

In February, prior to the students' 9th grade school year, students and parents are invited to a 9th grade orientation hosted by Astronaut High School. This orientation includes a presentation by administration and guidance regarding graduation requirements and course offerings followed by a curriculum fair that showcased CTE programs, academic electives, academies, sports, and clubs. Additionally, 9th grade students attend a class orientation hosted by the administration to review rules and procedures of Astronaut High School. This meeting sets the tone for students to know who their adult advisors and advocates in the school are, as well as lays the foundation for student expectations. We are in planning stages for a program that will orient 9th graders the weekend prior to school starting, which will include tours, what to expect on the first day, dress code, and spirit opportunities.

There is a class meeting at the beginning of each year with each cohort that discusses the school policies and procedures, guidance resources, and opportunities for involvement.

2. COLLEGE AND CAREER READINESS This section is required for schools with 9, 10, 11 or 12. **This section meets the requirements of Sections 20 U.S.C. § 6314(b).**

Describe the strategies the school uses to support college and career awareness, which may include establishing partnerships with business, industry or community organizations.

All AHS students complete the required Career Research course that is a graduation requirement. In addition to that course, counselors establish relationships with students wherein they create a tracking sheet for each student to be certain they are meeting the necessary graduation requirements to meet their goals. The guidance department provides Individualized Program of Study meetings with students and parents on a yearly basis through classroom visits, small groups, and individual face to face with students during their junior and senior year. Parents and students can make appointments to see the counselors at any time during the school year.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

The career and technical education programs that AHS offers are as follows:

Health Science – CNA Certification

Multi-Media – Adobe Photoshop, Illustrator, InDesign, Premiere Pro

Construction Business Emerging Technology MOS Certification

Technical Education – Solidworks, AutoCad

Food Science – Food Handlers.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g. industrial biotechnology) to support student achievement.

Astronaut High School has two CHOICE Academy programs—The Health Science Academy and Astronaut Academy of Fine Arts. These academies are cohorted with two academic classes, along with their CTE/elective focus. Within the academic classes, teachers and students take a different approach to teaching and learning by

incorporating career focused activities, documents, and projects to tie the career academy purpose. There is a heavy emphasis on the outcome of the Academy to prepare for post-secondary by means of a CNA/EMR certification and/or a Professional Arts Portfolio.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report (<http://data.fldoe.org/readiness/>). **As required by section 1008.37(4), FL Statutes.**

We have a school based Advanced Placement Academy that students can be involved in starting in the 9th grade year. In the academy the students are provided a separate counselor and are cohorted in honors and Advanced Placement classes throughout their High School careers, focusing specifically on AP courses in their Junior and Senior year. Students are exposed to post-secondary institutions through field trips, guest speakers, and special guest speakers.

In the area of Math and English, we offer college preparatory courses that provide students who have not yet met the cut scores for college admissions. Completion of this course and successful passing of the PERT or ACT grants students a waiver from taking remedial level courses during college.