

Brevard Public Schools

School Improvement Plan

2016 - 2017

Name of School:

West Shore Jr./Sr. High School

Asst. Supt. of Leading and Learning:

Dr. Laura Rhinehart

Principal:

Rick Fleming

SAC Chairperson:

Susan Orton and Carol Rosasco

Superintendent: Dr. Desmond Blackburn

Mission Statement:

Excellence Achieved

Vision 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.

Stakeholder Involvement in School Improvement Planning:

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

West Shore Jr. /Sr. High School uses a comprehensive communication plan to explain our school mission, vision and highlight the contents of our School Improvement Plan (SIP). We begin by reviewing the data from the previous year's standardized assessments with teachers during Pre-planning meetings. The data serves as the driving force and efficacy of our school-wide SIP goals and strategies. We adjust and amend our SIP goals each year based on these results. After a comprehensive data review, we then communicate our research based strategies used to attack needed growth areas within our school. The information on the SIP is then communicated via Edline, School Advisory Council meetings, PTA General Meetings, Faculty and Department Meetings, and our automated Blackboard Connect phone system.

Brevard Public Schools School Improvement Plan 2016 - 2017

Part 1: Planning for Student Achievement

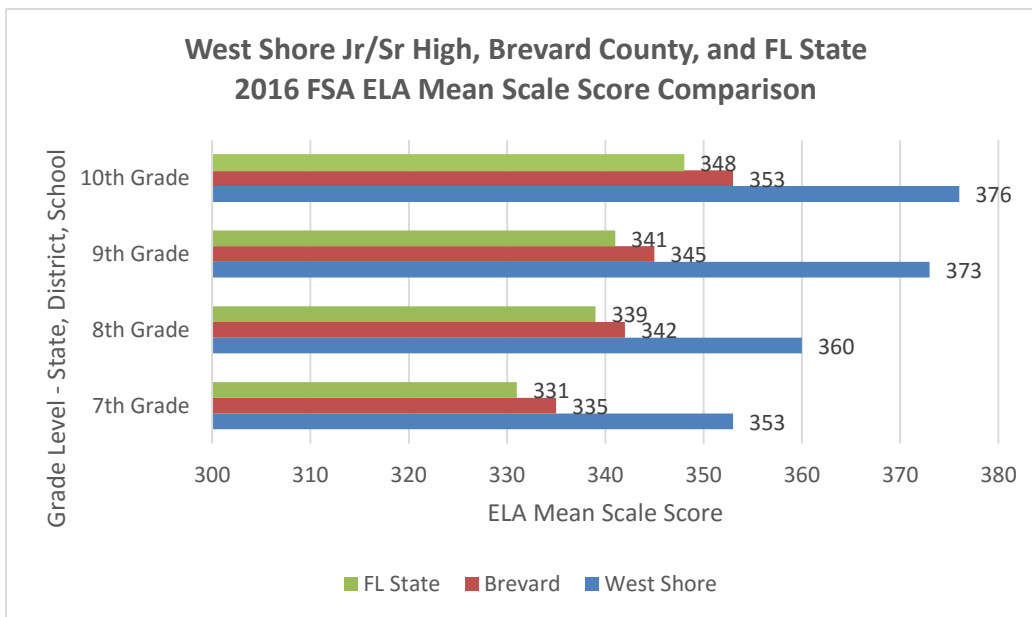
RATIONALE – Continuous Improvement Cycle Process

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.

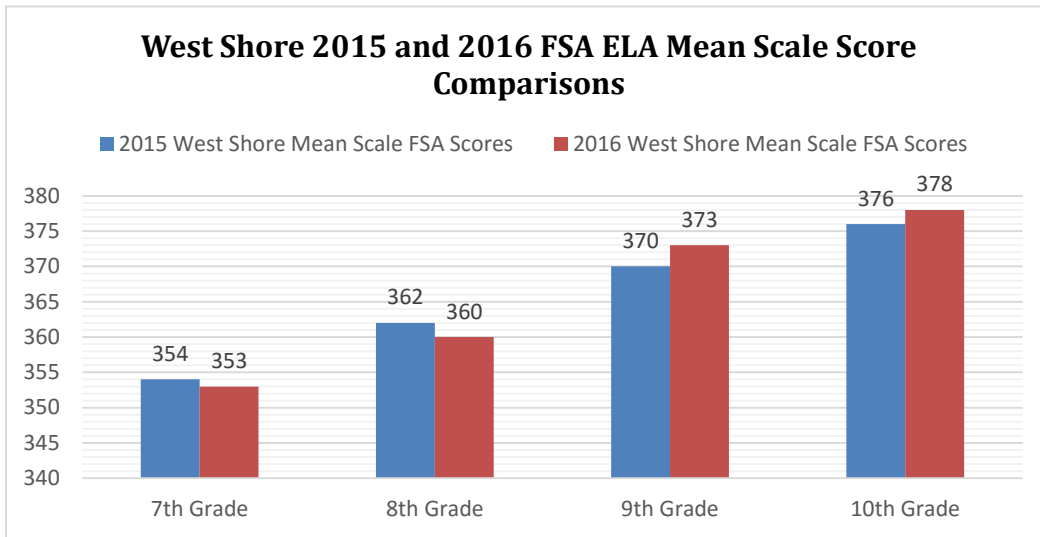
English Language Arts:

FSA English/Language Arts Test Data

FSA scores include reading strand scores and writing strand scores which are compiled together into a mean scale score for each grade level. West Shore Jr./Sr. High School students' FSA ELA mean scale scores are higher than Brevard Public Schools and Florida averages for grades 7 - 10. See chart below.

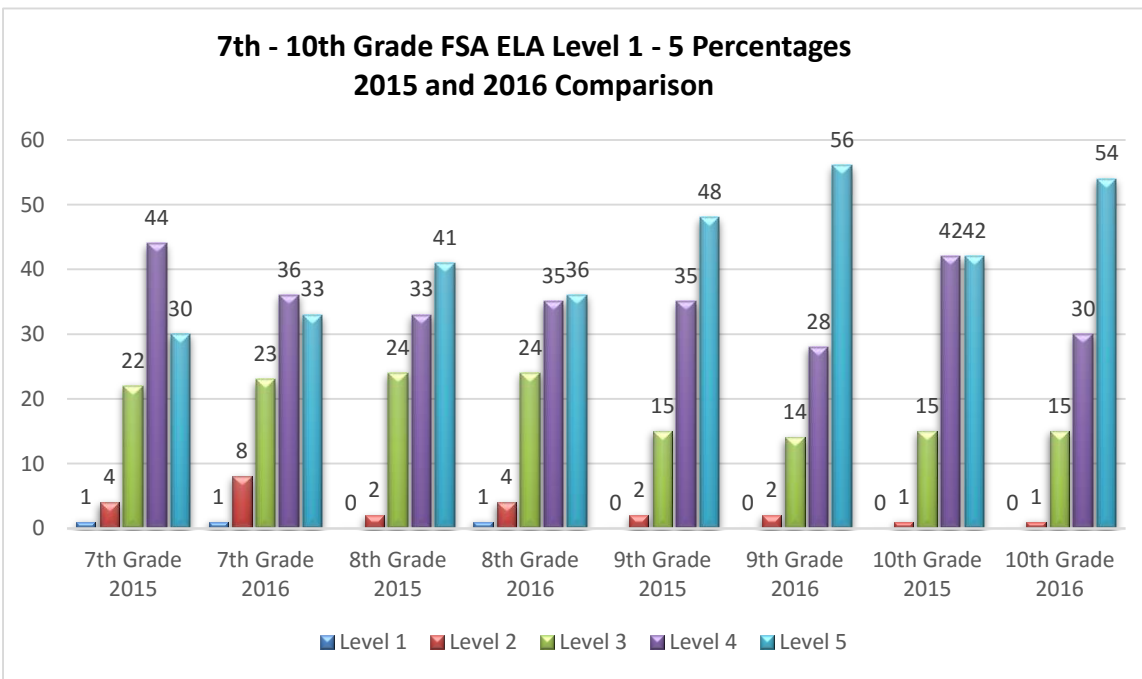


Comparisons between West Shore 2015 and 2016 FSA ELA mean scale scores denote a decline in overall student achievement for grades 7 and 8 when assessing grade level data. Scores for grades 9 and 10 indicate an overall increase in student achievement. See chart below.



When further comparing 2015-16 data, the percentage of students earning a 3 or above decreased in grades 7 and 8, with 91% of 7th grade students achieving a 3 or above and 96% of 8th grade students achieving a 3 or above. Overall, data shows a decrease in 7th grade level 4's and above from 74% to 69%. The decrease in 8th grade level 4's and above indicates a negative change of 74% to 71%, with a 5% decrease in level 5's.

Both 9th and 10th grade remained consistent with 98% of 9th graders achieving a 3 or above, and 99% of 10th grade students achieving a 3 or above. In 9th and 10th grade there was a positive change in the number of level 5's, with an 8% increase in grade 9 and a 12% increase in grade 10. See chart below.



AP Data

AP Language and Composition: In 2014-15, 86% of the students who took the AP Language and Composition Exam earned a 3 or higher. In 2015-16, 86% of students who took the AP Language and Composition Exam received a 3 or higher. The number of students passing the exam remains consistent, although there were 34 more students taking the exam in 2016 than in 2015.

In 2014-15, 85% of students who took the AP Literature and Composition Exam received a 3 or higher. In 2016-17, 84% of students who took the AP Literature and Composition Exam earned a 3 or higher.

AP Capstone: In 2015-2016, 92% of students passed the AP Capstone Seminar exam with a 3 or above and in AP Capstone Research, 79% of students passed with a 3 or above.

English Department Plan

For the year 2016-17, the English Department is going to continue to teach writing using textual support, to continue to teach using CRISS strategies, and use district and state materials and test materials. In addition, English teachers plan to implement higher level questioning techniques and high yield questioning techniques to enhance student understanding of complex texts, which will positively impact both reading and writing skills. Since FSA scores are a compilation of reading and writing skills, mean scale scores should also be positively impacted.

Teachers received training during pre-planning to learn to use Hess' Cognitive Rigor Matrix, which applies Webb's Depth of Knowledge to Bloom's Cognitive Process Dimensions to create high yield objectives. Teachers also received Costa's Level of Questioning Training.

AP Language and AP Literature, as well as, AP Seminar and AP Research courses require students to think critically. Using higher level questioning and higher yield techniques will enhance critical thinking skills.

Reading/Writing SMART Goals:

Continued focus on CRISS to enhance independent critical reading, writing, and thinking skills

Integrate higher level questioning techniques, such as Webb's Depth of Knowledge

Integrate higher yield questioning techniques, so students must critically think about other students' responses to questions and add to the conversation with depth and thought

Continue to integrate other forms of technology, such as Google Docs, Turnitin.com, etc. on a regular basis

Continue to collaborate with other English teachers and other departments on a regular basis

Continue to have students write a minimum of four (4) synthesis essays per year

FSA Test Goal: meet or exceed score levels from 2015-16 exam

AP Language and AP Literature: meet or exceed 2015-16 exam data

AP Seminar and AP Research: meet or exceed 2015-16 exam data

Mathematics:

The Florida Mathematics Assessment Standards (FMAS) are in the third year of implementation. The state will continue to give the Florida Standards Assessments (FSA) in the spring of 2017. Standardized tests and state-mandated assessments will reflect the shift to FMAS. 7th grade students taking the MJ2 Advanced course will take the computer-based FSA 7th Grade Math assessment. Computer-based End-of-Course Exams for Algebra I, Geometry and Algebra 2 will continue to be given to middle school and high school students who are enrolled in these courses. The students' EOC Scores will be factored into the computation of the yearly average for the course. College readiness skills for Mathematics will be assessed through the

PSAT and ACT which all 11th graders will take this year. Tenth graders will also take the PSAT as part of their assessment for college readiness.

West Shore students achieved the following pass rates for Mathematics based on the results of assessments given in 2015-2016:

FSA Math 7th grade: 99% (increased by 1%)

FSA Math 8th grade: no scores available since 8th graders either took the Algebra I or Geometry EOC

Algebra I End-of-Course Exam: 98% (decreased by 2%)

Geometry End-of-Course Exam: 100% (maintained)

Algebra 2 End-of-Course Exam: 96% (decreased by 1%)

AP Calculus AB Exam: 88.7 % scored a 3 or higher (decreased by 6.4%, though there was a 50% increase in students who took the course and exam)

AP Calculus BC Exam: 100% scored a 3 or higher (increased by 5.3%)

AP Computer Science Exam: 62.5% scored a 3 or higher (decreased by 2.5%)

AP Statistics Exam: 88.2% scored a 3 or higher (decreased by 7.8%)

PSAT (10th Grade Math Scores): Mean score of 564 with 92% meeting the 470 benchmark for college and career readiness

PSAT (11th Grade Math Scores): Mean score of 606 with 95% meeting the 500 benchmark for college and career readiness

SAT Math overall mean score: 614 (800 is a perfect score on the Math section)

The 2015-2016 School Improvement Plan goals were achieved based on FSA and EOC scores except for Algebra 1 and Algebra 2. West Shore's Math scores are the highest in the district for all grade levels and subjects tested.

Advanced Placement programs: Students achieved a mean score of 84.85% pass rate for the four AP courses offered in 2015-2016. This mean score was obtained from averaging the pass rates for AP Calculus AB (88.7%), AP Calculus BC (100%), AP Computer Science (62.5%) and AP Statistics (88.2%). There were 102 students who were registered in AP mathematics courses in 2015-2016.

These are the specific areas which need to be addressed for 2016-2017:

FSA Math (7th Grade) and EOC (Algebra 1, Geometry, Algebra 2): Maintain or improve the 2016 pass rates
Advanced Placement programs: The Math Department's goal is to increase the number of students taking AP courses in Math and to continue to maintain or improve the pass rates on the 2017 AP Exams. The AP Computer Science Principles course is being offered for the first time in 2016-2017.

The Math Department will continue to provide a rigorous curriculum in all courses and will also provide enrichment activities to prepare students for all standardized tests needed for college: PLAN, PSAT, ACT and SAT. Teachers will continue to use more of the blended textbook-digital resources to foster FSA Mathematical Practices and prepare students for FSA and EOC Exams. More hands-on activities, real life applications and technology applications will be used in the Mathematics classes to address the rigor of the FSA. CRISS strategies and Differentiated Instruction strategies will be incorporated in the teaching of the course content. Teachers will continue to be trained on these standards, resources, and applications. Writing and developing higher order thinking skills through questioning techniques will be the new focus for this year.

Science:

West Shore students taking the 8th grade FSA Science exam had a 91% pass rate of a 3 or higher. This number is well above the state average of 48% pass rate and the district average of 55% pass rate. A closer look at student performance in the four strands of Physical/Chemistry, Earth/Space, Life Sciences/Environment and Nature of Science indicates a significant increase in the Nature of Science strand. In 2016, 7th and 8th grade instructors incorporated the Nature of Science strand in all topics covered. In 2016-2017, 7th and 8th grade teachers will incorporate the use of higher order questioning for more in depth knowledge and understanding of the Physical/ Chemistry, Earth/Space and Life Sciences strands. Teachers will also implement additional CRISS strategies to improve knowledge of these strands.

8 th FSA Science test year	% level 3 and above	Physical/Chemistry strand	Earth/Space strand	Life Sciences/Environment strand	Nature of Science strand
2010	92%	86%	77%	79%	90%
2011	98%	85%	82%	86%	85%
2012	91%	80%	87%	87%	82%
2013	95%	80%	87%	80%	82%
2014	95%	82%	87%	87%	80%
2015	91%	80%	80%	80%	82%
2016	91%	80%	80%	80%	91%

Biology EOC

The average scores for the 2015-2016 Biology EOC exam showed a slight increase in scale score, going from a 437 to a 438 out of a possible 475 points. The state and district scale scores both dropped slightly. West Shore had a 100% pass rate for the Biology EOC which is well above both the state and district's pass rates of 64% and 71% respectively. This year, Biology teachers will focus on increasing students' ability to analyze both information and data given from multiple sources and their ability to synthesize that data into a well written conclusion.

Biology EOC	Average Score	Pass Rate
State	403	64%
Brevard	407	71%
West Shore	438	100%

Biology students scored the same in each of the three categories tested as they did last year. In 2016-2017, Biology teachers will implement the use of journal articles, as well as, the use of writing strategies to help Biology students increase score percentages in each of the three tested categories.

Categories	2012	2013	2014	2015	2016
Molecular and Cell Biology	73%	79%	81%	78%	78%
Classification and Heredity	77%	78%	81%	79%	79%
Organisms, Populations, and Ecology	81%	80%	82%	82%	82%

A significant focus for the entire Science department is to prepare our students with the end in mind. Advanced Placement science courses represent students who are ready for college level courses, and from middle school on up, teachers reinforce skills necessary for AP success. Both the overall pass rate and the number of students that are taking AP course increased in 2016. In 2014, 227 AP science exams were given

In 2015, 258 AP science exams were given. In 2016, 266 AP science exams were given. All Science teachers will continue to focus on increasing student access to all AP science courses. AP teachers will also continue implementing CRISS strategies to help students with analytical thinking skills that will improve their success on AP tests.

AP Course	2007 % pass	2008 % pass	2009 % pass	2010 % pass	2011 % pass	2012 % pass	2013 % pass	2014 % pass	2015 % pass	2016 % pass
Biology	67%	64%	71%	77%	65%	87%	78%	83%	89%	88%
Chemistry	79%	78%	94%	81%	81%	100%	94%	80%	35%	45%
Environmental Science	N/A	70%	86%	66%	54%	80%	80%	72%	72%	68%
Physics 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	65%	65%
Physics 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	90%	76%
Physics B	72%	100%	100%	89%	100%	94%	100%	100%	N/A	N/A
Physics C (Electricity)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	67%	75%
Physics C (Mechanical)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100%	94%
Physics C	N/A	100%	100%	100%	100%	92%	100%	100%	N/A	N/A
AP Research (Science)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	86%
Average % pass	73%	82%	90%	83%	80%	91%	90.4%	87%	63%	69%
Number of students						145	172	227	258	266

Science teachers will continue to use CRISS strategies to increase reading comprehension, critical thinking and writing. In addition, the department will be implementing Differentiated Instruction as well as higher order questioning strategies learned though Professional Development this year.

Social Studies:

EOC's for 2014-15 and 2015-16: grades 7 and 10

EOC Civics grade 7 2014-15 passing- level 3

EOC Score	1	2	3	4	3
Number of students	0	2	21	46	95

164 test takers: Level 3 and above = 99%

EOC Civics grade7 2015-16 passing- level 3

EOC Score	1	2	3	4	3
Number of students	0	2	17	53	95

167 test takers: Level 3 and above=99%

EOC U.S. History grade 10 2014-15 passing- level 3

EOC Score	1	2	3	4	5
Number of students	0	3	13	35	96

147 test takers: Level 3 and above = 99%

EOC U.S. History grade 10 2015-16 passing- level 3

EOC Score	1	2	3	4	3
Number of students	0	1	9	36	86

132 test takers: Level 3 and above=99%

State directed End of Course (EOC) exams were administered at West Shore in both 7th grade Civics and in 10th Grade US History. The results of these exams were applied to the students' end of year grades. In this second state-wide administration of these tests, West Shore students did very well. The school had a 99% pass rate for both exams. Only 2 (7th grade) and 1 (10th grade) students fell below the current numerical cut off. The mean score for the 7th grade Civics classes at West Shore was a 431 and the district mean score was 407. The West Shore mean score for the 10th Grade US History was 438 and district was 393. Last year's 10th grade mean score was 438. The West Shore mean remained stable for both courses over the course of the past two years of data. Comparing West Shore students to their peers across Brevard Public Schools finds that on both tests, West Shore students outperformed their cohorts. Goals moving forward are to continue the BEST practices and CRISS strategies that are the focus in our classrooms. This should allow for the school mean scores to improve on both tests and overall pass rates to remain level or improve. In order to help all students, especially the lowest 25% of readers and exceptional students, the Social Studies teachers will continue the use of DBQ's (document based questions), writing across the curriculum incorporating the analysis of complex reading, and frequent use of primary source materials especially the interpretation of political cartoons and charts partnered with higher order questions. This aligns with the current Florida Sunshine State standards instituted at the state level. Teachers will also continue to refer to the state guidance provided through cPALMS. The Brevard Public Schools KUD (know, understand, and do) format design of social studies units will also further this goal.

Advanced Placement Course in the Social Studies:

The Social Studies department offers 7 Advanced Placement courses. West Shore AP scores have, in most cases, remained with the average district score or higher. We will continue to monitor for progress using a number of strategies such as CRISS techniques and continued differentiation based on classroom

demographics. Several teachers of AP courses will be attending/or have attended day long institutes and other professional development to further improve delivery and facilitate student success as exams are retooled by College Board.

The Social Studies department continues to have an open enrollment policy. If a student wants to enroll in one of our courses they are welcome to do so. We are planning to continue to encourage students to take our classes regardless of outcomes on the AP exam. We believe the exposure in AP courses to rigorous reading and writing expectations improves the overall competencies of students across the curricula. However, test results can often vary with the range of classroom demographics including, but not limited to, diversity of previous AP experience and varying student grade levels from 9th -12th.

AP enrollment is a primary concern within the department. In the past we experienced a drop in course enrollment from 285 in 2013/2014 to 274 in 2014/2015. In 2015/2016, 353 students were enrolled in AP Social Studies courses. At the beginning of the 2016-2017 school year, there are currently 454 students enrolled in AP Social Studies courses. We have bolstered enrollment by increasing course awareness through advertisement, promotional activities, AP parent meetings and in general by “getting the word out.” The development of an AP program catalog was completed and posted to the school’s Edline website to provide consumer insight in to the benefits of our AP offerings. Discussions continue to be held within the department to further inform students and parents about the value of AP courses beyond just passing the exam.

AP course enrollment and percentage of passing students with 3 or above

Course		2012-13	Dist. Ave.	2013-14	Dist. Ave.	2014-15	Dist. Ave.	2015-16	Dist. Ave.
Human Geography	enrollment	88		85		58		110	
	passing	77%	48%	82%	51%	74%	49.2%	76.5%	TBA
World History	enrollment	N/A	N/A	41		24		63	
	passing	N/A	N/A	90%	58.3	92%	53.9%	75%	TBA
European History	enrollment	59		13		8		N/A	
	passing	61%	62%	62%	56.6	75%	60.7%	N/A	N/A
U.S. History	enrollment	50		48		51		29	
	passing	83%	56%	64%	56.1	55%	48.1%	90%	TBA
Government	enrollment	50		23		32		44	
	passing	68%	66%	57%	61.2	56%	51.8%	43.2%	TBA
Economics (Micro)	enrollment	50		23		32		35	
	passing	56%	64%	70%	61.9	63%	49.6	57.1%	TBA
Psychology	enrollment	92		52		69		62	
	passing	79%	67%	73%	59.2	75%	66.7	79.5%	TBA
Economics (Macro)	enrollment	N/A	N/A	N/A	N/A	N/A	N/A	10	
	passing	N/A	N/A	N/A	N/A	N/A	N/A	50%	TBA

Results of the 2015-2016 Education Delivery Institute Insight Survey:

As part of our rationale for School Improvement, it is important to include results and data from our most recent EDI Instructional Culture Insight Survey that has been administered to our teaching staff over the past two years. The Insight Survey is a tool that measures the Instructional Culture of a school based on perceptions relating to eleven different Instructional Culture Domains. These Domains include Learning Environment, Instructional Planning and Student Growth Measures, Observation and Feedback, Professional Development, Evaluation, Peer Culture, Leadership, Academic Expectations, Workload, Career Progression, and School Operations. West Shore had one of the highest Instructional Culture Index Scores among Brevard Public Schools at 8.9. This put us at the 77% percentile rank which identified West Shore as a “Top-Quartile School” among all schools surveyed. However, work still remains to be done to achieve the goal of having the highest marks in all domains. In reading the work of Jim Collins in his book, “*Good to Great*”, it is important for our staff to grasp the concept that if we are satisfied with just being good, we will never be great. Our work and focus this year will be to improve the score in the Observation and Feedback domain when the Insight Survey is given to our teachers during the 2016-2017 school year.

Analysis of Current Practices:

West Shore has a long standing and firm commitment to the school-wide use of CRISS (Creating Independence through Student-owned Strategies) as our research based instructional methodology for School Improvement. A review of current practice indicates that teachers engage students with a variety of high yield strategies which include concept formation and lecture discussion format. Although teachers do foster elements of personal creativity within their lessons, most information presented does not fully engage students with higher order questioning and thinking skills. CRISS is the mechanism by which West Shore teachers challenge students to form and defend opinions about content being studied in a collegial, congenial, and open classroom format. CRISS has been implemented as part of our School Improvement Plan for many years and most of the teachers on staff are trained in all CRISS modules. Working with our District Resource Teacher for English/Language Arts, Nancy Gray, we have first semester calendar plans to have our 2 new teachers on staff attend CRISS training which will solidify that 100% of our teachers on staff have received training in CRISS.

Under the umbrella of CRISS, our school is embarking on a re-commitment to HOT (Higher Order Thinking) Questioning this school year. We will be using Webb’s Depth of Knowledge (DoK) Continuum as a basis for Professional Development and tracking. Although all educators are exposed to HOT and Bloom’s Taxonomy as aspiring educators, it is easy to get caught in the mode of simple “Level One” recall type questions that do not tap into deep student engagement and mastery of difficult concepts and content. During the Pre-Planning in-service day in August, our teachers were trained in the recognition and implementation of HOT questioning using Webb’s Depth of Knowledge Continuum. Administrators, during the first few weeks of school in Classroom Walk-Throughs, used a tally chart to assess the number of times teachers used Higher Order thinking questions and the level of the questions used according to Webb’s continuum. These data results have been shared with teachers and will be used as a baseline to improve their collective percentage and use of HOT questions throughout the year. Mid-year and second semester checks will be used to progress monitor our HOT initiative.

Best Practice:

Webb's Depth of Knowledge (DoK) is about the cognitive demands (thinking process) of instruction, tasks, and/or assessments. While Bloom's Taxonomy relies on the verb or the action, Webb's DoK extends beyond the verb to what follows--- beyond the 'what' to the 'how'. As we know, a verb alone can vary greatly in terms of difficulty and complexity; however, "Creating" is a high level on Bloom's taxonomy. If teachers are asking students to "create a model of the human eye based on a textbook model," little independent thinking has actually occurred from "copying" the model. Students may not need additional background knowledge to complete the task thus making it somewhat lower level task because there is little, if any, transfer of knowledge. Administrators need to be on the lookout for some of these higher order "terms" being within Bloom's as this does not necessarily guarantee that they are HOT skills. Webb's Depth of Knowledge challenges us to dig deeper beyond the verb and into the thinking process to expand student learning. Thus "creating" needs to involve synthesis of learned knowledge in order to apply that knowledge to another setting.

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

With school-wide Professional Development on Webb's Depth of Knowledge during Pre-planning and throughout the year on early release days, West Shore teachers will increase the use of HOT (Higher Order Thinking) questioning within their classrooms on campus. Specifically, we want teachers to increase the number of questions asked to students that are in the Level 3 or 4 range of Webb's DoK Continuum.

Maintain 100% of West Shore teachers being CRISS trained.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Trainer	Identify trainer, Review calendar, Schedule	Principal	Summer 2016	Training calendar
Teacher misconceptions about Higher Order Thinking	Training, collaboration, feedback from observation, Early Release Professional Development, Informal Conversations, Show examples, Goal setting buy-in, Access and utilize district resources	Principal, Assistant Principals	Fall 2016	Survey, Observation Feedback

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.

A survey conducted at our Pre-Planning HOT Questioning training with Nancy Gray revealed that 44% of our teachers felt that they asked HOT questions within their class more than 50% of the time. Through Professional Development during pre-planning and during the 2016-2017 school year, there will be an increase in the number of teachers feeling that they are asking HOT questions within their classrooms to 49% (+5%) with frequency more than 55% (+5%) of the time.

To establish baseline data, administration visited classrooms throughout the third week of school week to determine the level of questioning based on Webb's DoK. The data collected supported our 2015-2016 observations and 2016-2017 hypothesis. It showed that the levels of questioning in the classrooms were as follows: Level 1- 65 %, Level 2-26 %, Level 3-7% and Level 4- 2%. Furthermore, during our pre-planning professional development, we surveyed staff to see how many HOT questions they ask in a typical day. The responses were as follows: 0 HOT questions- 0%, 1-5 HOT questions-7%, 6-10 HOT questions-36%, more than 10 HOT questions-57%. These results were very surprising as they contradicted our prior year's observations. Recognizing that we had drops in EOC student performance in the percentage of students scoring at or above level 3 on the following EOC's; Algebra 2 (-1%), Civics (-1%), ELA-Grade 7 (-5%), ELA Grade 8 (-2%); we knew that teachers needed support in the development of HOT questionings techniques.

Qualitative and Quantitative Student Achievement Expectations: Measures student achievement.

Based on our HOT questioning focus and initiative it is anticipated that students will have a deeper level of understanding and content mastery as evidenced by the following:

Increase the percentage of students scoring in level 3 and above on the 2017 Algebra 2 and Civics EOC's by 1%.

Increase the percentage of students scoring in level 3 and above on the 2017 ELA 8th Grade FSA by 2% or more.

Increase the percentage of students scoring in level 3 and above on the 2017 ELA grade 7 FSA by 3% or more.

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.

West Shore MTSS Leadership Team

Mike Drake - Director of Guidance

Kim Strauch - Guidance Counselor

Shay Wallace - Guidance Counselor

Lisa Kratz – Administrator

The West Shore MTSS Leadership Team's primary role is to ensure that no student "slips through the cracks" and that every student has a personal and meaningful connection here at school; especially those students who are in need of additional services. MTSS is designed to provide both academic and behavioral services to improve outcomes for all students. The team's role in the development of the School Improvement Plan is to ensure that funds and program resources are available and appropriated to enhance services for all students.

During the 2016-2017 school year, each Brevard County secondary school will send a leadership team representative to MTSS support meetings. The purpose of these meetings is to enhance MTSS team collaboration and program development. Discussions will focus on the use of an evidence-based model to integrate academic and behavioral instruction and intervention.

Attendees are provided with clarification on the delivery of instruction and intervention at the varying tiers (1, 2, or 3) based on student need. All students receive Tier 1 interventions as this tier focuses on the implementation of the district's Core Curriculum and is aligned with the Language Arts Florida Standards and Mathematics Florida Standards. Tier 1 services (time and focus) are based on the needs of the students in a particular school. The purpose of Tier 2 instruction and support is to improve student performance under Tier 1 performance expectations (levels and conditions of performance). Tier 3 services are provided to very small groups/or individual students. The purpose of Tier 3 services is to help students overcome significant barriers of learning, academic and/or behavior skills required for school success. Each school should rely on "need-driven" decision-making to ensure that all students are receiving appropriate levels of resources to achieve success.

The primary tool used to summarize tiered data here at West Shore is the information specific AS400 Data Books and Performance Matters Data Tool. Manipulation of this data allows teachers, administrators, and collaborative teams to focus on roster and strand specific gaps in student performance on FSA, ACT, SAT tests and other assessment areas. Additionally, this data manipulation allows for prescriptive instructional methodology which in turn equates to better future performance on assessments.

The primary training tool used to educate staff is through district and building level in-services, faculty meetings, and SLC (homeroom) Team Meetings. The MTSS team requests time on faculty meeting and staff development calendars in an effort to update teachers and ensure compliance. Additionally, we take tremendous pride at West Shore in our personalized IPS (Individualized Program of Study) meetings with students and parents each year. These meetings help to build and sustain meaningful and lasting relationships with the guidance counselor who serves as a staunch advocate for every aspect of student life. Student academic and social needs are addressed within the scope of the IPS meetings and these meetings are very well-received by our school community as a whole.

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).

As part of the district accreditation process in 2015-2016, AdvancED parent surveys were administered. The online stakeholder survey information was provided on West Shore's Edline webpage. The importance of having stakeholders take the survey was publicized through the school newsletter, School Advisory Council meetings, PTA email distribution list, school webpage, phone calls home to parents, and it was announced on the school marquee. We gave stakeholders approximately two weeks to complete the survey. The results of the survey indicated that parents strongly believe that West Shore has a clear and established purpose and direction. Parents also strongly agree that West Shore has high expectations and communicates effectively about school goals. Because West Shore does have a rigorous curriculum, it is important that goals and expectations are well known and communicated. The survey results also indicated that parents believe that an area that needs improvement is in teaching and assessing for learning. Some parents felt that their child's individual learning needs are not always being met and that they are not being informed regularly of how their child is being graded. To address this area of concern, West Shore teachers must focus on differentiation of instruction even with the honors level curriculum we offer. Although we have Edline and teachers are required to update their gradebooks weekly, it is important to communicate with parents as often as possible, especially if a student is struggling. Teachers are encouraged to email, call, or meet in person with parents on a regular basis.

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.

ELEMENTARY

- 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
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Other

Description of early warning system:
Add any additional EWS indicators here:

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

Description of early warning system: At West Shore Jr./Sr. High School, a list is generated by the administration to identify any student who received a D or F for the 9 week marking period. These students are then targeted for tutoring by the guidance staff and individual teachers. A letter is mailed home to the parents to ensure that they are aware of the situation and illicit their support for this tutoring effort. Teachers are held accountable for interfacing with identified students by having a sign-in sheet for students during morning and Power Hour tutoring sessions.
Add any additional EWS indicators here:

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance <90														
1 or more ISS or OSS														
Level 1 in ELA or Math														
Course Failure in ELA or Math														
Students exhibiting 2 or more indicators														

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).

STUDENT TRANSITION AND READINESS

1. **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).**

West Shore utilizes a variety of strategies to support college and career awareness. West Shore's advanced college-preparatory curriculum helps align students to appropriate experiences that maximize their college, and in turn, career awareness. West Shore's comprehensive Guidance program also serves to support college and career awareness through many different activities. The admissions and course selection processes are undertaken with the end goal for students always at the forefront. Individual Program of Study meetings between counselors, students and parents serve to involve and inform parents and students regarding comprehensive academic planning and postsecondary outcomes. Other Guidance activities support college and career awareness through a variety of techniques. Test result interpretation sessions are provided to students and parents for the PSAT (pre-SAT) testing done here at West Shore. These provide stakeholders with solid information concerning current college readiness levels and strategies for the high stakes realm of college entrance testing. Accelerated programs presentations, Junior Symposiums, Senior Parent Night and college visitations all serve to support the students' transition from secondary to postsecondary levels.

West Shore is a school of choice that utilizes an advanced college preparatory curriculum. Students and parents are aware that this model precludes West Shore from having any of the vocational and technical education programs that other schools throughout the District offer. West Shore's Guidance department makes sure that vocational and technical education options are known to our stakeholders in the event that a different placement would be more appropriate for students to pursue those options.

Advanced courses at lower levels (middle school and 9th grade) prepare students to be ready for their postsecondary experiences. Due to the requirements of West Shore's Diploma of Distinction, middle school students must take one high school level course in 7th or 8th grade. Graduates are also required to complete at least two accelerations in their high school career by taking either Advanced Placement or Dual Enrollment courses. With 27 different AP courses offered and a myriad of Dual Enrollment courses available, students can tailor these experiences to their needs. All of these accelerated experiences rest on the foundation of the education that the students have received prior to taking them. West Shore prides itself on a vertically-aligned curriculum that provides students with the necessary tools to succeed at the postsecondary level. Our ultimate goal is the help students create the most competitive college admissions portfolio. Constant analysis and self-reflection on the part of administrators, curriculum resource specialists and teachers regarding the curriculum has been the driving force in helping West Shore become very proficient at producing postsecondary ready students. Maintaining these high levels of readiness, and improving them where possible, continues to be paramount to our school's mission.

Not Applicable

(TITLE 1 SCHOOLS ONLY)

Highly Qualified Teachers

Describe the school based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

Descriptions of Strategy	Person Responsible	Projected Completion Date
1.		
2.		
3.		

Non-Highly Qualified Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly qualified. *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field/and who are not highly qualified	Provide the strategies that are being implemented to support the staff in becoming highly qualified