

Brevard County Public Schools School Improvement Plan 2010-2011

Name of School

Satellite High

Area

North

Principal

Mark Elliott

Area Superintendent

Dr. Ron Bobay

SAC Chairperson

Mark Nelson

Superintendent

Dr. Brian Binggeli

VISION

Satellite High School endeavors to create excellence in a challenging and enterprising atmosphere of intellectual achievement, mutual respect, spirit, pride and personal discovery.

MISSION

Satellite High School 's mission is to provide a quality education for all students and to "leave no child behind".

Brevard County Public Schools School Improvement Plan 2010-2011

SECTION I

School Wide Improvement Model

Describe the evidence based School Improvement Model at your school. How is this model being implemented, and how has it helped with student achievement?

Over the past several years Satellite High School has been utilizing DuFour's (2010) Professional Learning Community (PLC) structure in two areas: The Freshmen House and the Fine Arts Academy. Starting in the 2010-2011 school year Satellite will implement the PLC model across the entire curriculum in every discipline. Each department will embrace the PLC concepts that includes collaboration among teachers and will focus their efforts on improving instruction by focusing on four questions that drive the PLC concept:

1. What do we want students to learn? (*Planning and pacing instruction*)
2. How will we know if they have learned it? (*Collect Data*)
3. What do we do if they do not learn it? (*Intervention*)
4. What do we do if they do learn it? (*Enrichment*)

In addition to monthly faculty and department meetings, each departmental PLC will meet twice a month to incorporate the many concepts that are the hallmarks of a modern professional learning community. Embedded in the PLC structure along with curriculum development and common assessment creation, teams will develop policies for Response to Intervention (RTI) and Best Practices as set forth by Brevard Public Schools.

DuFour, R. (2010). Professional learning communities at work: Bringing the big ideas to life. *Handouts for Brevard Public Schools* (pp. 1-79). Bloomington, IN: Solution Tree.

Extended Learning Opportunities

Describe the programs that are provided before and after school, during the summer, and during the extended school year.

Staff responsible:

Mark Elliott, Principal

Ilene Herr, Assistant Principal, Curriculum and Instruction

Danny Dotson, Assistant Principal/Dean

Mark Nelson, SAC Chair

181 students have been assigned to our Reading Remediation and Enrichment program. These

students work with the following teachers on a one-on-one basis to improve their skills and abilities in Reading: Eden Cook and Beth White.

85 students have been assigned to our Mathematics Remediation and Enrichment program. These students are working with a combination of mathematics teachers, learning strategies teachers, and one Remedial Mathematics pull-out teacher.

Satellite High School's Administration monitors and supports the Remediation process and meets with each student and parents to discuss the progress and success of each student in the program.

Satellite High School Administration encourages parent involvement in the Reading Remediation process, including a Reading Open House for all parents of children in the Reading program.

Peer mentoring program -- Through the school's Guidance Department, Peer Counseling Program and National Honor Society, students in need of assistance are matched up with students who are strong academically in the specific area of interest. The mentor students receive community service points towards state scholarships and graduation requirements.

Teacher tutoring program -- Teachers provide additional academic assistance to students in need of support in their specific areas of academic need.

Post Secondary Remediation Plan -- Additional extended day supplements are being used to staff our computer lab during the zero period - 7:50 - 8:40 for credit retrieval. The Postsecondary Remediation Budget for Satellite High School for 2010-2011 is \$13,600.

Reading Intervention Plan & Literacy Leadership Team (LLT)

"All components of the K-12 Reading Plan and statutory requirements for reading intervention will be followed. These components and approved instructional and intervention materials can be found at

https://app1.fldoe.org/Reading_Plans/Narrative/%28S%28saa40o452rdyn3iznykhluv3%29%29/NarrativeList.aspx "

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SECTION II

Highly Qualified Instructional Coaches

List your school's highly qualified instructional coaches and briefly describe their certification (s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for High Standards, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, Lowest 25%), and AYP information along with the associated school year)
Reading	Lucy Casey	Reading K-12	5	5	2009/10 "B" grade, 84% L3 or higher, 48% lower 25% learning gains. 2010/11 made "AYP", 85% L3 or higher, 55% lowest 25% made learning gains.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The school-based RtI team consists of the principal, assistant principal, RtI resource teacher, guidance counselor, reading teacher, core content teacher, and an elective teacher.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?

The RtI team will meet with Professional Learning Communities to discuss students who are at

risk. First they will identify the problem, then problem solve the solution, next implement the intervention, and record the progress. Students will be identified by three tiers of intervention. Each tiers intervention will be more exhaustive than the previous.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem Solving process is used in developing and implementing the SIP?

The RtI team will meet with teachers who refer students at risk. The teacher will create a PMP to identify the problem and recommend specific remediation. Intervention can include but is not limited to the following: foreign language tutoring sessions every Tuesday morning, guidance will compile a school wide tutoring list, peer counselor tutoring during 4th period on Thursdays, mathematics tutoring three days a week, and other tutoring as needed.

RtI Implementation

Describe the data sources(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

FCAT, PMRN, FAIR, READ180, SRI, skills tests and unit tests, Edge Cluster tests and unit assessments, Reading Plus for retake students, FCAT Explorer, and FCAT Focus. Spring District FCAT practice during the state FCAT testing time frame. Most 11th and 12th grade teachers administer the Fall and Spring SAT/ACT District Practice. All 9th and 10th grade teachers administer the Fall and Spring District FCAT Writing Practice and the Grammar Diagnostic.

Other content areas will use formative and summative teacher assessments, unit and chapter tests.

Describe the plan to train staff on RtI.

SHS staff will be trained at an introduction faculty meeting and follow-up will be established in each departmental PLC meetings. A three to five year plan will be put in place to monitor the progress of the program and maintain an ongoing continuous improvement model focus that incorporates: Plan, Do, Study, Act.

Brevard County Public Schools School Improvement Plan 2010-2011

GOAL 1

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

Satellite High faculty members will continue their efforts in Professional Learning Communities and Best Practices to improve student achievement.

- Reading Math Writing Science Parental Involvement Drop-Out Programs
- Language Arts Social Studies Arts/PE Other

Operational Expectations

Goal 1: Student Achievement

- 1. Maximize student potential in core area achievement.
- 2. Close achievement gaps.
- 3. Deliver quality non-core area learning opportunities that provide students with a well-rounded education.
- 4. Promote student acquisition of 21st century skills.

Goal 2: Safe, Healthy and Productive Work and Learning Environment

- 1. Provide adequate and appropriate facilities.
- 2. Maintain a safe work and learning environment.
- 3. Foster shared purpose and collaboration throughout the organization.

Goal 3: Capable and Engaged Workforce

- 1. Recruit and retain the highest quality staff.
- 2. Build leadership and job-related capacity at every level of the organization.
- 3. Promote continual learning and innovation through reasonable levels of autonomy, accountability and ownership.

Goal 4: Fiscal Responsibility and Organizational Effectiveness

- 1. Maintain effective and efficient resource management.
- 2. Utilize strategic planning that provides organizational focus and fosters continuous

improvement.

- 3. Maintain effective school/community communication and partnerships.

RATIONALE

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

In 2009-2010, 73 % of SHS students achieved grade level (Level 3 or above) in reading, 67 % of SHS students made learning gains in reading, and 55% of our Lowest 25% readers made learning gains in reading.

These numbers showed a 5% increase in students reading at grade level, an 8% increase in students making learning gains, and a 7% increase in students in our lowest 25th percentile making learning gains in reading.

A five year study of our lowest 25% readers displays an up and down trend that has been a barrier to success with this subgroup has also negatively affected our school grade in two of the last five years. The scores for the last five years in this subgroup are as follows: 09-10 - 55%, 09-08 - 48%, 08-07 - 58%, 07-06 - 54%, 06-05 - 47%.

In 2009-2010, 90% of SHS students scored a 4.0 or better in Writing and this was a 2% increase from the previous year.

Best Practice:

(What does research tell us we should be doing? Benchmark your results)

Satellite's reading instruction is based upon guidelines published in "On Reading, Learning to Read, and Effective Reading Instruction: An Overview of What We Know and How We Know It," published by the Commission on Reading of the National Council of Teachers of English. While the commission adopted twenty-four indicators of effective reading instruction, the language arts department highlighted ten it deemed most significant:

- Carefully observe each student's reading in multiple contexts in order to provide appropriate instruction and monitor progress.
- Use a variety of instructional groupings, including whole group, small group and individual instruction, to provide multiple learning experiences.
- Use multiple instructional methods such as shared reading, guided reading, and literature discussion circles, as appropriate for their students.
- Build background knowledge of topics and language that enables students to understand what they read.
- Teach before, during, and after reading strategies for constructing meaning of written language, including demonstrations and think alouds.
- Provide opportunities for inquiry and language study, including vocabulary, word and text structures, and spelling patterns, that emerge from authentic reading experiences.
- Provide regular opportunities for students to respond to reading through discussion, writing, art, drama, storytelling, music, and other creative expressions.
- Provide daily opportunities for students to read books of their own choice in school.
- Provide ongoing support to students who need additional instruction.
- Reflect on their students' progress and their own teaching practices in order to make changes that meet the needs of students through our teacher peer reflection program.

Vocabulary instruction and reinforcement is a focus across all areas of the curriculum. Research shows that the size of a reader's vocabulary influences both comprehension and fluency (Beck, McKeown, & Kucan, 2008). Furthermore, "if students do not understand the meaning of the words they read, the reading process merely becomes meaningless decoding" (Pinnell & Fountas, 1998, p. 46). In order to ensure that essential vocabulary is specifically taught and practiced, Fisher and Frey's WordWISE & ContentRICH will be utilized. We will approach the teaching of content vocabulary as an ongoing activity and will utilize various instructional strategies to provide repeated, meaningful exposure to words.

Satellite's writing instruction is based upon the tenets of "Writing Now," a policy research brief produced by the National Council of Teachers of English in 2008, which states schools should "invest in professional development for writing instruction" (p. 26). As such, the department conducted two NCTE developed professional learning communities: *Supporting Secondary Writers* and *Grammar: A Collection of Resources and Strategies to Support Grammar Instruction*. Both provided research that impacted writing instruction by establishing the foundation for new programs such as *Daily Grammar Practice* and *GrammarDog.com* which serve as resources for direct grammar instruction within the context of literature instead of merely delving into a myriad of random sentences taught in isolation from reading and writing. *Daily Grammar Practice* utilizes a single sentence for a week's instruction regarding parts of speech, sentence base, phrases and clauses, sentence type, language mechanics, and diagramming. This program teaches the terminology and identification skills necessary for literary application within the context of each grade level curriculum. While *Daily Grammar Practice* is the foundation, *GrammarDog.com* is the logical extension, applying grammatical skills to literary selections encountered in the text, thereby, providing teachers an avenue to connect writing techniques to reading comprehension. Ultimately, transitioning back from the students' understanding of the reading selection based upon the author's use of language establishes a connection into the students' writing techniques. Thus, students learn the structural techniques employed by authors to create meaning.

In addition to these programs, Satellite teachers incorporate district resources such as *Write Starts*, *Mastering Sentence Craft*, and SAT/ACT grammar practice. These support NCTE's recommendation for effective writing instruction by "employing functional grammar approaches to help students understand how language works in a variety of contexts" (p. 24).

Furthermore, NCTE states "Employ multiple measures, including portfolios, to provide summative assessments of students' development as writers" and "Require all students to write extensively so that they can be comfortable writing extended prose..." Newly developed writing portfolios meet this challenge by providing numerous opportunities to write for a wide variety of genres. These foster collaboration with peers and allow students to produce multiple drafts and polished documents while receiving formal and informal feedback.

Beck, I. L. & McKeown, M. G. & Kucan, L. (2008). *Creating robust vocabulary: Frequently asked questions and extended examples*. New York, New York, Usa: Guilford press.

Fisher, D. & Frey, N. (2008). *Word wise and content rich, grades 7-12 : Five essential steps to teaching academic vocabulary*. Portsmouth, New Hampshire, Usa: Heinemann.

National Council of Teachers of English. (2008). *Writing Now*. Retrieved Sept. 1, 2010 from website: <http://www.nwp.org/cs/public/print/resource/2776>

Pinnell, G. S. & Fountas, I. C. (1998). *Word matters : Teaching phonics and spelling in the reading/writing classroom*. Portsmouth, New Hampshire, Usa: Heinemann.

Analysis of Current Practice:

(How do we currently conduct business?)

Assessment, data analysis, and reflection facilitate our informed instruction in order to achieve better results for the students we serve. Through intense collaborative work in our bi-weekly Professional Learning Communities (PLC), Peer Reflections Program, Freshman House and the Fine Arts Academy meetings, as well as various formal and informal interactions with our colleagues, we establish clear learning goals, plan instruction to teach needed skills and strategies, observe and assess students' learning, and provide differentiated experiences, and tutoring opportunities as appropriate.

Teachers break down student FCAT, ACT, SAT, PSAT, and vocational scores to assess proficiency levels and guide appropriate placement and instruction. District instructional resources and state standards establish parameters for curriculum development and student placement. A reading coach is available for teacher training and resource, classroom instruction for modeling purposes, and supervision and implementation of district and state reading tests. The reading coach also facilitates a school literacy team in order to share best practices and address reading concerns for cross-curricular teachers. All 11th and 12th grade level one and two readers participate in progress monitoring using the FAIR test. All students in grades 9 and 10 are monitored using the FAIR test. Several teachers use the Accelerated Reader program to support instruction. Most teachers incorporate CRISS strategies in instruction; one teacher is a certified CRISS instructor who provides assistance and in-service training. The use of Thinking Maps has further enhanced reading achievement. A study skills course implemented in the 2009-10 school year provided various organizational and focusing skills and academic strategies to enhance student performance.

District instructional resources and state standards establish parameters for curriculum development. An English teacher serves as the district writing contact for the school. He serves as a liaison with the district writing resource teacher.

All 9th and 10th grade teachers administer the Fall and Spring District FCAT Writing Practice and the Grammar Diagnostic. Multiple writing assignments prepare students for the FCAT Writes testing. Most 11th and 12th grade teachers administer the Fall District SAT/ACT Writing Practice. Multiple writing assignments prepare students for the actual SAT/ACT essay writing and guide students to more academic writing requirements. In addition to writing instruction, implementation of *Daily Grammar Practice* in all grades provides single sentence focused grammar analysis and instruction from the eight parts of speech, sentence parts, phrases, clauses, and language mechanics.

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GOAL 1

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

Satellite High faculty members will continue their efforts in Professional Learning Communities and Best Practices to improve student achievement.

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	IN-PROCESS MEASURE
Professional Learning Communities will meet bi-weekly to discuss success and strategies to improve instructional practices for teaching reading/writing.	PLC Language Team Principal	Throughout the school year		Meeting Minutes
Incorporate <i>Daily Grammar Skills</i> (DGS) into the curriculum by discussing and posting specific skills distributed weekly through department chairperson to support grammar instruction and develop students' grammar skills	Department Chairperson, Classroom Teachers	Weekly		Department meetings, Teacher Observation/Evaluation
Implement data driven interventions before, during, and after school to increase student learning gains	Classroom Teachers, Administrators	Throughout the school year		FCAT, SAT/ACT results, Formative/Summative Assessments, Teacher Observation, Classroom Walkthrough
Assess the school-wide action plan to address reading in all content areas across the curriculum	Reading Coach	Throughout the school year		Teacher Observation
Collaborate with the media	Media Specialist	Throughout		Teacher

specialist to develop students' information literacy skills and enhance reading achievement	Classroom Teachers	the school year		Observation/Evaluation
Continue to enhance curriculum delivery with technology to develop student participation and proficiency with technology tools	Classroom Teachers	Throughout the school year		SHS Technology in the Classroom Plan
Review CRISS and MESH reading strategies with other content area teacher to improve reading/writing skills	Reading Coach PLC Meetings	Throughout the school year		Meeting Minutes Professional Development
Freshman House PLC meetings will stay in place for 9th grade teachers to collaborate and infuse best practices to improve reading and writing, and provide "roll call" time for discussion of individual student strategies	Classroom Teachers Assistant Principal	Monthly		Meeting Minutes Teacher Observation/Evaluation
Model timed writing and essay strategies to support instruction and ultimately develop student writing skills	District Resource Teacher English Department	Annually		Team Leader and District Resource Teacher Collaborative Plan
Mainstream and monitor Exceptional Education students with regular education teachers and inclusion teacher. Various approaches and assessments will be used in order to decrease the gaps between more-advantaged and less-advantaged writers/readers	Curriculum Contact, Classroom Teacher	Throughout the school year		Teacher Observation and ongoing curriculum building/evaluation
Continue professional development in English as a second language for use with ELL students	Principal, Classroom Teachers	Annually		Administrative monitoring of teachers with ELL students
Incorporate before, during, and post reading strategies, and vocabulary strategies to help students retain information	Content Area Teachers	Throughout the school year		Teacher Observation/Evaluation
Provide students with daily writing opportunities, and instruction utilizing a variety	Classroom Teachers	Throughout the school year		Teacher Evaluation Process

of writing formats to prepare students for varied writing demands in the future				
Follow the department adopted writing standards as printed in our student planners to place greater emphasis on writing, keep everyone on the same page, and develop efficient and effective student writers	Classroom Teachers	Throughout the school year		Teacher Observation/Evaluation
Follow department adopted writing standards and create and maintain student writing portfolios to track student progress and develop writing skills	Classroom Teacher	Throughout the school year		Teacher Observation/Evaluation

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GOAL 1

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

Total
Population: From % in 2010 to % in 2011.
Level 1: From % in 2010 to % in 2011.
Lowest
25%: From % in 2010 to % in 2011.
Learning
Gains: From % in 2010 to % in 2011.
White: From % in 2010 to % in 2011.
Blacks: From % in 2010 to % in 2011.
Hispanic: From % in 2010 to % in 2011.
ELL: From % in 2010 to % in 2011.
SWD: From % in 2010 to % in 2011.
ECD: From % in 2010 to % in 2011.
Other: From % in 2010 to % in 2011.

Math:

Total
Population: From % in 2010 to % in 2011.
Level 1: From % in 2010 to % in 2011.
Lowest
25%: From % in 2010 to % in 2011.
Learning
Gains: From % in 2010 to % in 2011.
White: From % in 2010 to % in 2011.
Blacks: From % in 2010 to % in 2011.
Hispanic: From % in 2010 to % in 2011.
ELL: From % in 2010 to % in 2011.
SWD: From % in 2010 to % in 2011.
ECD: From % in 2010 to % in 2011.
Other: From % in 2010 to % in 2011.

Writing:

Total
Population: From % in 2010 to % in 2011.

Science:

Total
Population: From % in 2010 to % in 2011.
Level 1: From % in 2010 to % in 2011.

ADDITIONAL OUTCOME INDICATORS:

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PROGRESS MONITORING:

SRI, FAIR Tool Kit, FORF, A3, Edge Cluster and Unit Tests, READ180, rSkills Tests, and FCAT Achieves, Formative and Summative Assessments, District Pre FCAT writing prompts	
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GOAL 1

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>
CORE Reading Program	Technology for the Classroom
Implementation of Next Generation Sunshin...	CORE Reading Program
Next Generation Sunshine State Standards f...	Data Analysis (including Desktop)
	CRISS
	Instructional Model for Increasing Literacy Sk...
	Next Generation Sunshine State Standards fo...
	Technology for the Classroom
	Thinking Maps
	Intervention Instruction
	OTHER

If District Request Other, please enter:

If School Based Other, please enter:

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GOAL 1

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
Materials	Workbooks, Teacher Resources for FCAT Remediation	Post Secondary Re...	\$2,194.0
Salaries	Reading Coach	District Funded	
		Total:	\$2,194

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GOAL 2

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

Satellite High faculty members will continue their efforts in Professional Learning Communities and Best Practices to improve student achievement.

- Reading Math Writing Science Parental Involvement Drop-Out Programs
- Language Social Arts/PE Other
- Arts Studies

Operational Expectations

Goal 1: Student Achievement

- 1. Maximize student potential in core area achievement.
- 2. Close achievement gaps.
- 3. Deliver quality non-core area learning opportunities that provide students with a well-rounded education.
- 4. Promote student acquisition of 21st century skills.

Goal 2: Safe, Healthy and Productive Work and Learning Environment

- 1. Provide adequate and appropriate facilities.
- 2. Maintain a safe work and learning environment.
- 3. Foster shared purpose and collaboration throughout the organization.

Goal 3: Capable and Engaged Workforce

- 1. Recruit and retain the highest quality staff.
- 2. Build leadership and job-related capacity at every level of the organization.
- 3. Promote continual learning and innovation through reasonable levels of autonomy, accountability and ownership.

Goal 4: Fiscal Responsibility and Organizational Effectiveness

- 1. Maintain effective and efficient resource management.

- ☑ 2. Utilize strategic planning that provides organizational focus and fosters continuous improvement.
- ☑ 3. Maintain effective school/community communication and partnerships.

RATIONALE

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

Data utilized to determine student need and how teachers will differentiate include: 2009-2010 FCAT scores, Unit/Chapter tests, and teacher created formative and summative assessments. Focus will be placed on students who did not meet benchmarks.

Currently, 68% of SHS 11th grade students scored a 3 or above on FCAT Science. The science department will increase student test scores to at least 72% of SHS students who will score a level 3 or above on the 2010-2011 science FCAT.

Math data shows a high achieving student population where 93% of students who took the 2009-2010 FCAT scored at level 3 or above. The goal is to improve that number by 2% to 95% of students tested. The score for our lowest 25% tested was 80% on grade level or above with a stated goal for this year of 83% testing on grade level.

Best Practice:

(What does research tell us we should be doing? Benchmark your results)

The Satellite High Science department believes students need complex challenging problems to solve, and through the use of inquiry based lessons teachers will accelerate student learning and mastery. Brain research shows that student involvement where by students are actively engaged in problem solving process, inquiry based instruction, students are developing dendrite connections that allow them to make more connections (Jenson, 1998). With this said, it is imperative that teachers facilitate inquiry based lessons because when students feel more capable of solving problems, their thoughts change their body chemistry according to a study done by Albert Bandura at Stanford University. This study showed that students increase their feeling of competency. Knowing this, Satellite Science teachers will increase the number of inquiry based lessons so students can develop the mastery of topics explored.

Additionally, the National Science Teachers Association (NSTA) specifies the integral role of laboratory investigations in science instruction whereby science educators will have a definite purpose that is communicated clearly to students; focus on the process of science as a way to convey content; and incorporate ongoing student reflection and discussion utilizing research based effective assessment strategies.

The NSTA states that assessment is a powerful tool in science serving both formative and summative purposes. Assessment not only shows the students what they learned but it also identifies the gaps that remain and which concepts need to be reviewed (NCR, 2006). Engaging students in assessment of their own thinking and performance allows them to be more self-directive in planning, pursuing, monitoring, and correcting the course of their own learning giving them control (NSTA, 2004). There are numerous imperative dimensions of familiar formats of assessment such as multiple choice, constructed response, and projects and portfolios. However, in a review on formative assessment Black and William point out that "students should be trained in self-assessment, so that they can understand the main

purposes of their learning and thus what they need to achieve" (p. 36). Black and William also found that improved formative assessment, including self-assessment, was most effective in raising the performance of students at the low end of the performance scale, also students who typically perform well benefited from self-assessment hence bridging the gap between highest and lowest achievers.

Math teachers at Satellite High focus on accelerating student learning through the instructional delivery of the math curriculum and student progress monitoring. Teachers in the math department have high expectations of our students and hold them accountable on a daily basis. "High expectations all round..." and "Monitor pupil performance..." is the standard that pushes achievement (Sammons, Hillman, Mortimore, 1995).

Math students at Satellite High have opportunities to learn through tutoring and group work, computer-based assistance using the online textbook and websites, and hands-on activities to best meet the needs of all students. The math department uses multiple presentation styles to accommodate different kinds of learners. Research shows utilizing "more than one style of presentation to accommodate multiple learning styles" improves achievement (e.g. visual, kinesthetic, auditory, etc.) (Blankstein, DuFour, Little, 1997, p. 57).

Our math teachers use edline to keep parents informed and involved on a frequent basis. "Parent involvement in their children's learning..." is a benchmark of sound educational programs (Sammons, Hillman, Morimore, 1995, p. 37).

The math teachers help students learn to 'think' mathematically with appropriate questioning techniques and guided practice. The "use of various levels of questions..." moves students to higher cognitive levels (Blankstein, DuFour, Little, 1997, p. 24).

Math teachers at Satellite High help students learn to be problem solvers and to understand that problem solving is a necessary and relevant skill across the curriculum. "Provide effective practice and application opportunities for all students." (Blankstein, DuFour, Little, 1997)

Black, P.J. and Wiliam, D. (1998), 'Assessment and Classroom Learning', Assessment in Education, March, p7-74

Blankstein, A. & DuFour, R. & Little, (1997). *Reaching today's students*. Thousand Oaks, CA: Corwin press.

Jensen, E., (1998). *Teaching with the brain in mind*, Alexandria, VA: Association for Supervision and Curriculum and Development.

National Science Teacher Association. (2004). *The Science Teacher*. Retrieved Sept. 2010 from website: http://learningcenter.nsta.org/browse_journals.aspx?action=issue&thetype=free&id=10.2505/3/tst04_071_10

National Research Council (1996). *National science education standards*. Washington, D.C.: National Academy Press.

Sammons, P. & Hillman, J. & Mortimore, P. (1995). *Key characteristics of effective schools : A review of school effectiveness research*. Ofsted, London, Great Britain: Office for standards in education.

Analysis of Current Practice:

(How do we currently conduct business?)

Satellite High Math and Science teachers actively use various statistical models to determine

the level of student performance and abilities. The data generated from these models is then used to drive activities and differentiated instruction to reinforce previous topics and to provide insight on future lessons through reflection for the best possible student performance. Through intense collaborative work in our bi-weekly Professional Learning Communities, teacher participation in our peer reflection program, and various formal and informal interactions among colleagues, we establish clear learning goals, plan instruction to teach needed skills and strategies, observe and assess students' learning, and provide differentiated experiences as appropriate.

Currently, the Satellite science teaching staff conducts inquiry based lesson plans. Satellite High School faculty works to increase student achievement in problem solving by increasing their hands on activities with skilled labs utilizing inquiry based problem solving to at least 40% of instructional time.

Furthermore, the science department engages students by allowing them to devise their own scoring guide. Students are given appropriate rubrics from inquiry based labs, activities, and projects, and allowed to reflect and self-assess their own work.

Currently, the math department teaches in a whole group setting. Differentiated instruction provides framework to reach all students. Teachers integrate standardized test taking skills and standardized test content within the math curricula for their respective courses. The mathematics course curricula at Satellite High is based upon the Next Generation Sunshine State Standards.

In an effort to raise FCAT scores and student performance, the mathematics teachers incorporate small group instruction, cooperative learning strategies, and hands-on activities to actively engage all students as needed. In order to meet the needs of individual learners, teachers will differentiate the math curriculum by remediating or accelerating instruction, when necessary, and providing all students with the opportunities to learn and grow. Additionally, teachers provide students with "FCAT calculators" to use in class so they are familiar with the calculators when they take the FCAT.

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GOAL 2

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

Satellite High faculty members will continue their efforts in Professional Learning Communities and Best Practices to improve student achievement.

STRATEGIES:

<i>ACTION STEPS</i>	<i>PERSON RESPONSIBLE</i>	<i>TIMETABLE</i>	<i>BUDGET</i>	<i>IN-PROCESS MEASURE</i>
Professional Learning Communities will meet bi-weekly to discuss success and strategies to improve instructional practices for teaching math and science	PLC Teams Assistant Principal	Throughout the school year		Meeting Minutes
Engage all students in activities that promote understanding of abstract concepts through the use of concrete materials (i.e. manipulative, labs) to improve student participation and understanding	Classroom Teachers	Throughout the school year		PLC meetings, sharing of materials and lessons
Participate in professional development opportunities to improve instruction	Team Leaders, Administration	Throughout the school year		PLC discussion, workshops, district inservice days
Determine and implement intervention or enrichment strategies for student learning gains	Classroom Teachers Team Leaders	Throughout the school year		Analysis of Formative and Summative Assessment, PLC and Department Meeting Discussion/Minutes
Continue to enhance curriculum delivery with technology to increase	Classroom Teachers	Throughout the school year		SHS Technology in the Classroom Plan

student participation				
Exceptional Education students are mainstreamed to address increasing learning gains in the lowest 25%	Curriculum Contact	Annually		Teacher Observation and ongoing Curriculum Building/Evaluation
Create independence through student-owned strategies, and CRISS techniques to improve student skills	Classroom Teachers	Throughout the school year		Professional Development PLC/Academy Meeting Minutes
Remediate students who have scored Level 1 and Level 2 through Intensive Math Remediation. One teacher will receive extended day supplement through postsecondary funds to help students make learning gains	Curriculum Contact	Semester		FCAT Remediation List Updates
Create and utilize formative and summative assessments to facilitate differentiated instruction and monitor lowest 25% of students to know when strategies are needed to increase understanding for successful learning	Classroom Teachers	Throughout the school year		Assessments, Data Analysis, PLC/Dept./Feeder school Meeting Minutes
Teach common math vocabulary and provide visual support to increase student participation and understanding	Classroom Teachers	Throughout the school year		Teacher Observation/Evaluation

Brevard County Public Schools School Improvement Plan 2010-2011

GOAL 2

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

Total
Population: From % in 2010 to % in 2011.
Level 1:
Lowest
25%: From % in 2010 to % in 2011.
Learning
Gains: From % in 2010 to % in 2011.
White: From % in 2010 to % in 2011.
Blacks: From % in 2010 to % in 2011.
Hispanic: From % in 2010 to % in 2011.
ELL: From % in 2010 to % in 2011.
SWD: From % in 2010 to % in 2011.
ECD: From % in 2010 to % in 2011.
Other:
 From % in 2010 to % in 2011.

Math:

Total
Population: From 93 % in 2010 to 95 % in 2011.
Level 1: From 2 % in 2010 to 1 % in 2011.
Lowest
25%: From 80 % in 2010 to 82 % in 2011.
Learning
Gains: From 80 % in 2010 to 82 % in 2011.
White: From 91 % in 2010 to 93 % in 2011.
Blacks: From % in 2010 to % in 2011.
Hispanic: From 81 % in 2010 to 84 % in 2011.
ELL: From % in 2010 to % in 2011.
SWD: From 63 % in 2010 to 67 % in 2011.
ECD: From 78 % in 2010 to 80 % in 2011.
Other:
 From % in 2010 to % in 2011.

Writing:

Total
Population: From % in 2010 to % in 2011.

Science:

Total
Population: From 67 % in 2010 to 72 % in 2011.
Level 1: From 10 % in 2010 to 8 % in 2011.

ADDITIONAL OUTCOME INDICATORS:

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PROGRESS MONITORING:

Teachers will conduct quarterly FCAT formatted assessments, unit and chapter	

tests along with summative and formative assessment to monitor student progress, specifically of Lowest 25% of student population

Brevard County Public Schools School Improvement Plan 2010-2011

GOAL 2

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>
Next Generation Sunshine State Standards ...	Effective Manipulative Use
Implementation of Next Generation Sunshin...	Effective Questioning in Mathematics
	Hands-On Activities for Math
	Integrating Math and Science
	Intervention Instruction
	Next Generation Sunshine State Standards fo...
	Problem Solving
	Thinking Maps
	Technology for the Classroom

If District Request Other, please enter:

If School Based Other, please enter:

Brevard County Public Schools School Improvement Plan 2010-2011

GOAL 2

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
Salaries	FCAT Math Remediation	Post Secondary Re...	\$3,802.0
		Total:	\$3,802

Brevard County Public Schools School Improvement Plan 2010-2011

GOAL 3

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

The number of volunteer hours for 2010-2011 school year will reach 15 volunteer hours per student of the total student population of 1178.

- Reading Math Writing Science Parental Involvement Drop-Out Programs
- Language Arts Social Studies Arts/PE Other

Operational Expectations

Goal 1: Student Achievement

- 1. Maximize student potential in core area achievement.
- 2. Close achievement gaps.
- 3. Deliver quality non-core area learning opportunities that provide students with a well-rounded education.
- 4. Promote student acquisition of 21st century skills.

Goal 2: Safe, Healthy and Productive Work and Learning Environment

- 1. Provide adequate and appropriate facilities.
- 2. Maintain a safe work and learning environment.
- 3. Foster shared purpose and collaboration throughout the organization.

Goal 3: Capable and Engaged Workforce

- 1. Recruit and retain the highest quality staff.
- 2. Build leadership and job-related capacity at every level of the organization.
- 3. Promote continual learning and innovation through reasonable levels of autonomy, accountability and ownership.

Goal 4: Fiscal Responsibility and Organizational Effectiveness

- 1. Maintain effective and efficient resource management.
- 2. Utilize strategic planning that provides organizational focus and fosters continuous

improvement.

- ☑ 3. Maintain effective school/community communication and partnerships.

RATIONALE

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

During the 2009-2010 school, over 28,000 volunteer hours were recorded by parents, students, community members, and teachers. Although we logged over the goal set for 2009-2010 of 23,870 hours, there are additional volunteer hours that were not recorded. There needs to be an accounting of each person who spends time volunteering at Satellite High School.

Best Practice:

(What does research tell us we should be doing? Benchmark your results)

Students whose parents show genuine interest in their child's education and extracurricular activities are less likely to get in trouble, perform poorly academically, or drop-out of school. The value of parents as partners to their child's school teachers and staff has been researched and proven effective. Students whose parents have higher expectations about grades and attainment, and students whose parents are more academically encouraging have been found to have higher grade point averages and are more connected to the school. Parental involvement also is effective in supporting low achieving adolescents' school performance (Wei-Bing & Gregory, 2010). Satellite High School should continue to make volunteering as easy and comfortable as possible and encourage more parents to take an active role in their child's education.

Wei-Bing, C. & Gregory, A. (2010). Parental involvement as a protective factor during the transition to high school. *The Journal of Educational Research, 103(1), 1-17.*

Analysis of Current Practice:

(How do we currently conduct business?)

Volunteer hours are generated by coaches, teachers, club sponsors and the front office computer system. We have found this practice can be inconsistent and hours are lost by human error and omission. Parental involvement is encouraged and welcomed, but there is still room for improvement.

Brevard County Public Schools School Improvement Plan 2010-2011

GOAL 3

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

The number of volunteer hours for 2010-2011 school year will reach 15 volunteer hours per student of the total student population of 1178.

STRATEGIES:

<i>ACTION STEPS</i>	<i>PERSON RESPONSIBLE</i>	<i>TIMETABLE</i>	<i>BUDGET</i>	<i>IN-PROCESS MEASURE</i>
Post SAC meeting date/time on the school marquee, in the school parent newsletter, and weekly email to encourage participation in school business and enhance student education overall	SAC Chairman	Monthly		SAC Meeting Minutes
Record and monitor volunteer hours as evident on the school volunteer report and use this data to drive increased parent participation opportunities	Volunteer Coordinator	Quarterly		Parent Volunteer Report
Provide teacher training to encourage community involvement and to encourage parent support of student programs. Additionally, to better track volunteer hours, teachers will quarterly turn in volunteer hours and status to volunteer coordinator	Principal, Assistant Principal, Classroom Teachers, Coaches, and Club Sponsors	Annually		PLC Meeting Minutes, Faculty Meetings
Five parent newsletters available each year to inform of student	Principal	Five times annually		School Newsletter

Brevard County Public Schools School Improvement Plan 2010-2011

GOAL 3

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

Total
Population: From % in 2010 to % in 2011.
Level 1:
Lowest
25%: From % in 2010 to % in 2011.
Learning
Gains: From % in 2010 to % in 2011.
White: From % in 2010 to % in 2011.
Blacks: From % in 2010 to % in 2011.
Hispanic: From % in 2010 to % in 2011.
ELL: From % in 2010 to % in 2011.
SWD: From % in 2010 to % in 2011.
ECD: From % in 2010 to % in 2011.
Other:
 From % in 2010 to % in 2011.

Math:

Total
Population: From % in 2010 to % in 2011.
Level 1: From % in 2010 to % in 2011.
Lowest
25%: From % in 2010 to % in 2011.
Learning
Gains: From % in 2010 to % in 2011.
White: From % in 2010 to % in 2011.
Blacks: From % in 2010 to % in 2011.
Hispanic: From % in 2010 to % in 2011.
ELL: From % in 2010 to % in 2011.
SWD: From % in 2010 to % in 2011.
ECD: From % in 2010 to % in 2011.
Other:
 From % in 2010 to % in 2011.

Writing:

Total
Population: From % in 2010 to % in 2011.

Science:

Total
Population: From % in 2010 to % in 2011.
Level 1: From % in 2010 to % in 2011.

ADDITIONAL OUTCOME INDICATORS:

During the 2009-2010 school year, over 28,000 volunteer hours were recorded on the school volunteer report

The goal for the 2010-2011 school year is over 29,000 hours

PROGRESS MONITORING:

Site monitoring every nine weeks

Brevard County Public Schools School Improvement Plan 2010-2011

GOAL 3

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>

If District Request Other, please enter:

If School Based Other, please enter:

Brevard County Public Schools School Improvement Plan 2010-2011

GOAL 3

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
		Total:	\$0

Brevard County Public Schools School Improvement Plan 2010-2011

GOAL 4

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

Satellite High will continue to implement our credit retrieval drop-out prevention program.

- Reading Math Writing Science Parental Involvement Drop-Out Programs
- Language Arts Social Studies Arts/PE Other

Operational Expectations

Goal 1: Student Achievement

- 1. Maximize student potential in core area achievement.
- 2. Close achievement gaps.
- 3. Deliver quality non-core area learning opportunities that provide students with a well-rounded education.
- 4. Promote student acquisition of 21st century skills.

Goal 2: Safe, Healthy and Productive Work and Learning Environment

- 1. Provide adequate and appropriate facilities.
- 2. Maintain a safe work and learning environment.
- 3. Foster shared purpose and collaboration throughout the organization.

Goal 3: Capable and Engaged Workforce

- 1. Recruit and retain the highest quality staff.
- 2. Build leadership and job-related capacity at every level of the organization.
- 3. Promote continual learning and innovation through reasonable levels of autonomy, accountability and ownership.

Goal 4: Fiscal Responsibility and Organizational Effectiveness

- 1. Maintain effective and efficient resource management.
- 2. Utilize strategic planning that provides organizational focus and fosters continuous

improvement.

- 3. Maintain effective school/community communication and partnerships.

RATIONALE

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

Satellite High School's graduation rate for the latest reported year of 2008 was 97.65%. During the 2009/10 school year 63% of students in Map Lab successfully completed coursework and graduated. Of the 64 students involved in the 2009/10 Zero-Period Credit Retrieval Course, 98 semester courses were completed.

Best Practice:

(What does research tell us we should be doing? Benchmark your results)

DuFour's (2010) work in the area of professional learning communities speaks directly to programs that reach out to students who do not learn. The third question asked for PLC success states, "What do we do if they do not learn?" (p. 10). Intervention programs such as credit retrieval programs are at the heart of successful school policies that reach out to every child. Identifying where a child is in their program of study and intervening when they fall behind is the cornerstone of the idea behind "No Child Left Behind".

DuFour, R. (2010). Professional learning communities at work: Bringing the big ideas to life. *Handouts for Brevard Public Schools* (pp. 1-79). Bloomington, IN: Solution Tree.

Analysis of Current Practice:

(How do we currently conduct business?)

Currently Satellite High School identifies students who are at a high risk of dropping out due to GPA or credit issues and offers those students and their parents an opportunity to participate in the MAP Lab or Zero hour credit retrieval programs.

Brevard County Public Schools School Improvement Plan 2010-2011

GOAL 4

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)

Satellite High will continue to implement our credit retrieval drop-out prevention program.

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	IN-PROCESS MEASURE
Offer peer tutoring as more one-on-one opportunities for a better success rate	Guidance Counselor/ Peer Tutor	Ongoing, Throughout school year		Improvement in progress/Grades
Offer teacher assistance before and after school for more one-on-one and small group instruction from teachers in addition to regular class time for a better success rate	Teacher and Student	Ongoing, Throughout school year		Improvement in progress/grades
Florida Virtual School for make-up credit to accomodate and offer an additional opportunity to those students who perform well in a technological environment	Guidance Counselor/Parent-student	Ongoing, Throughout school year		Completion of assignments at intervals throughout term
The Zero hour credit retrieval program will offer an option to upper grade students and allow the opportunity to earn credits for promotion since the SOAR program (summer school program) is open to 9th and 10th grade students who failed Math or English only.	Curriculum Contact	Semester	\$7,60...	Completion of make-up classes in a timely fashion

Brevard County Public Schools School Improvement Plan 2010-2011

GOAL 4

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

Total
Population: From % in 2010 to % in 2011.
Level 1:
Lowest
25%: From % in 2010 to % in 2011.
Learning
Gains: From % in 2010 to % in 2011.
White: From % in 2010 to % in 2011.
Blacks: From % in 2010 to % in 2011.
Hispanic: From % in 2010 to % in 2011.
ELL: From % in 2010 to % in 2011.
SWD: From % in 2010 to % in 2011.
ECD: From % in 2010 to % in 2011.
Other:
 From % in 2010 to % in 2011.

Math:

Total
Population: From % in 2010 to % in 2011.
Level 1: From % in 2010 to % in 2011.
Lowest
25%: From % in 2010 to % in 2011.
Learning
Gains: From % in 2010 to % in 2011.
White: From % in 2010 to % in 2011.
Blacks: From % in 2010 to % in 2011.
Hispanic: From % in 2010 to % in 2011.
ELL: From % in 2010 to % in 2011.
SWD: From % in 2010 to % in 2011.
ECD: From % in 2010 to % in 2011.
Other:
 From % in 2010 to % in 2011.

Writing:

Total
Population: From % in 2010 to % in 2011.

Science:

Total
Population: From % in 2010 to % in 2011.
Level 1: From % in 2010 to % in 2011.

ADDITIONAL OUTCOME INDICATORS:

2009-2010 Map Lab: 21 students in lab (5 were FLVS students) 63% or 10 students graduated. 139 courses completed (19 replaced D's for GPA).
2009-2010 Zero Period Credit Retrieval: of the 64 students enrolled 98 semester courses were completed (some replaced D's for GPA).

PROGRESS MONITORING:

End of semester credits completed

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Brevard County Public Schools School Improvement Plan 2010-2011

GOAL 4

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>

If District Request Other, please enter:

If School Based Other, please enter:

Brevard County Public Schools School Improvement Plan 2010-2011

GOAL 4

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
Materials	Student Planners to help all students to be more organized	SAC Funds	\$3,342.75
Salaries	Credit retrieval teaching supplements for 0 period	Post Secondary Re...	\$7,604.0
		Total:	\$10,946.75

