

# Brevard County Public Schools School Improvement Plan 2011-2012

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*Name of School*

Satellite High

*Area*

North

*Principal*

Mr. Mark E. Elliott

*Area Superintendent*

Dr. Ron Bobay

*SAC Chairperson*

Mrs. Gina Clark

*Superintendent*  
***Dr. Brian Binggeli***

## VISION

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

## MISSION

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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 2011-2012

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## SECTION I

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### **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?*

Between 2005 and 2010 Satellite High School utilized 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 began implementation of the PLC model across the entire curriculum in every discipline. Each department embraced the PLC concepts that included collaboration among teachers and focused their efforts on improving instruction by embracing the four essential 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 biweekly faculty and monthly department meetings, each departmental Professional Learning Team (PLT), as well as grade level teams (9th, 10th, 11th, 12th), 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 formative and summative assessment creation, teams develop policies for Response to Intervention (RTI) and Best Practices (BEST) as set forth by Brevard Public Schools. Satellite High School will continue their journey on cultural change in instruction and collaboration and work to set the standard in PLC practices at the high school level in Brevard County.

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.*

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### **Academic Support Program**

*Reading/Mathematics*

- How is your ASP program addressing students in priority groups?
  1. Level 1 on FCAT (3<sup>rd</sup> grade is first priority)
  2. Lowest 25% in Reading
  3. K-6 students demonstrating deficiencies in reading or mathematics
- When are services being provided for reading/mathematics ASP?
- Who will be providing instruction?
- How will instruction be delivered?
- What materials will be used for ASP instruction?

*Science*

- How is your ASP addressing students who scored below 300 on Science FCAT or current 5<sup>th</sup> grade students in need of support?
- When are services being provided for science ASP?
- Who will be providing instruction?
- How will instruction be delivered?
- What materials will be used for ASP instruction?

*Before and After School Care*

Do students have opportunities to participate in learning activities (free or fee-based) before or after school?

*Enrichment Opportunities*

Do students have opportunities to participate in clubs?

Do students have opportunities to participate in SES or SOAR?

What other learning opportunities are available outside of the regular school curriculum?

Staff responsible:

Mark Elliott, Principal

Ilene Herr, Assistant Principal, Curriculum and Instruction

Dr. Danny Dotson, Assistant Principal/Dean

Gina Clark, SAC Chair

182 students have been assigned to our Reading Remediation and Enrichment program. These students are enrolled in a daily class of Intensive Reading and are monitored throughout the school year using the Read 180 and EDGE reading programs. The Reading Intervention Plan & Literacy Leadership Team (LLT) focus on students working with the following teachers on a one-on-one basis to improve their skills and abilities in Reading: Eden Cook, Lucy Casey 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 and learning strategies

teachers.

Satellite High School's Administration monitors and supports the Remediation process and

meets with teachers/reading coach 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, the Peer Counseling Program, ROTC, 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 from 7:50 - 8:40 for credit retrieval. The Postsecondary Remediation Budget for Satellite High School for 2011-2012 is \$15,800.

#### **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](https://app1.fldoe.org/Reading_Plans/Narrative/%28S%28saa40o452rdyn3iznykhluv3%29%29/NarrativeList.aspx)"

# Brevard County Public Schools School Improvement Plan 2011-2012

## 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)
Shared Reading Coach .2 units	Aretta Raines	English 6-12; reading endorsement	1st year @ SHS	13 years	2008/09 No "AYP", "B" grade, 84% L3 or higher, 48% lower 25% made learning gains. 2009/10 made "AYP", 85% L3 or higher, 55% lowest 25% made learning gains. 2010/11 No "AYP" 71% L3 or higher, 49% 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 Principals, grade level guidance counselors, reading teachers, media specialist, core content teachers and elective teachers.

*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?*

RtI team members meet within their Professional Learning Teams to discuss students who are at risk, in the lowest 25% academically, struggle with discipline issues and are not engaged in their studies. Using data-based decision making, smaller teams of three to four teachers identify target students and engage in student-centered meetings involving parents to address academic and whole-child areas that need intervention. These teams review data, set in place progress monitoring, collaborate, identify specific learning benchmarks, share intervention strategies, record the student's progress and placement in tiers 1,2 and 3 of the RtI ladder and follow up throughout the school year. Students who do not maintain a 2.0 G.P.A. and/or gain academic promotion to the next grade level are placed on the Academic RtI List and are moved up to the next appropriate tier on the RtI ladder.

*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?*

Members of the RtI Leadership Team work closely with all PLT grade level teams to identify students at risk in the subgroups identified in the School Improvement Plan (SIP) requiring intervention strategies. The schools SMART goals expressed in the SIP are directly related to deficiencies in student achievement gaps that are the basis of the SIP. RtI targets in Tiers 1,2 and 3 align with desired outcomes, and clear expectations for instruction and intervention strategies are set in the areas of Rigor, Relevance, and Relationships.

### **RtI Implementation**

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

FCAT, FAIR, READ180, 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.*

Beginning in the 2010-2011 school year, Satellite's staff began training in faculty meetings and follow-up was established in each departmental PLT meeting as well as in RtI implementation. A three to five year plan is in place to monitor the progress of the program and maintain an ongoing continuous improvement model that focuses and incorporates: Plan, Do, Study, Act. Continual faculty professional development training in the use of data gathering software programs, such as A3, to target subgroups and individual progress monitoring are ongoing.



improvement.

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

## RATIONAL

### 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, in 2010-2011, 71%. The goal was 76%. Our new goal is 74%.

In 2009-2010, 67% of SHS students made learning gains in reading, in 2010-2011, 60%. The goal was 70%. Our new goal is 63%.

In 2009-2010, 55% of our lowest 25% readers made learning gains in reading, in 2010-2011, 49%. The goal was 58%. Our new goal is 52%.

These numbers showed a 2% decrease in students reading at grade level, a 7% decrease in students making learning gains, and 6% decrease in students in our lowest 25th percentile making learning gains in reading.

A six year comparison of our lowest 25% in reading displays an up and down trend creating a barrier to success with this subgroup, thus adversely affecting our school grade in three of the last six years.

The scores for the last six years in this subgroup are as follows: 10-11 49%, 09-10 55%, 09-08 48%, 08-07 58%, 07-06 54%, 06-05 47%.

In 2009-2010, 80% of SHS students scored a 4.0 or better in writing and in 2010-2011 87% met high standards - a 7% increase. The goal was 83%. Our new goal is 90%.

2010-2011 was the first year the state implemented the more challenging FCAT 2.0.

In 2009-2010, 68% of the 11th grade students scored a 3 or above on FCAT Science, in 2010-2011, 71%. The goal was 72%. Our new goal is 74%.

In 2009-2010, 93% of SHS students scored at level 3 or above on FCAT Math, 2010-2011, 96%, The goal was 95%. Our new goal is 97%.

In 2009-2010, 80% of SHS students made learning gains in FCAT Math, 2010-2011, 82%. The goal was 82%. Our new goal is 85%.

In 2009-2010, 80% of our lowest 25% tested on grade level or above in FCAT Math, in 201-2011, 82%. The goal was 83%. Our new goal is 85%.

These numbers showed a 3% increase in students at grade level in science, a 3% increase in students at grade level in math, a 2% increase in students in our lowest 25th percentile making learning gains in math.

The 2010-2011 ACT Percentage Meeting College Ready Benchmarks are as follows:

	<u>English</u>	<u>Math</u>	<u>Reading</u>	<u>Science</u>	<u>All Four</u>
Satellite High	71	46	55	26	21
Florida	55	36	44	20	17

The 2010-2011 ACT, SAT and PERT College Ready Means Scoring a Minimum of:

	<u>English</u>	<u>Math</u>	<u>Reading</u>
On ACT	17	19	18
On SAT		440	440
On PERT		113	104

## 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.

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 selfdirective 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)

Satellite High School continues to offer our credit retrieval program (MAP) and zero hour credit retrieval for at risk students who meet basic criterion for selection in the program.

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?](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

## **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 industry certification exam 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. All 11th and 12th grade teachers administer Fall 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.

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.

# Brevard County Public Schools School Improvement Plan 2011-2012

## GOAL 1

### SCHOOL-BASED OBJECTIVE

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

Satellite High School faculty will continue their efforts in interdependent collaboration through their PLTs to explore and implement strategies to improve instructional delivery and student engagement.

### STRATEGIES:

<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMETABLE</b>	<b>BUDGET</b>	<b>IN-PROCESS MEASURE</b>
Implement data driven interventions before, during, and after school to increase student learning gains.	Classroom teachers, administrators.	Throughout the school year		<i>Foreign language, science, math, English, and reading teachers in conjunction with their Professional Learning Teams (PLT) will continue to implement tutoring sessions for students focusing on the lowest 25% with input from the Response to Intervention teams.</i>
Assess the school-wide action plan to address reading in all content areas across the curriculum.	PLT language team	Throughout the school year		<i>Reading coach, media specialist, and team teachers will continue team teaching and collaboration in FCAT 2.0 through PLT grade level and content area teams.</i>
Incorporate before, during, and post reading strategies and vocabulary development strategies to help students retain information across the curriculum.	Content area teachers	Throughout the school year		<i>Main area of focus; reading coach, media specialist, reading teachers and English teachers.</i>
Provide students with daily writing opportunities and instruction utilizing a variety of writing formats to prepare students for varied writing demands in the future.	Classroom teachers	Throughout the school year		<i>Main area of focus; science, English and social studies teachers to prepare students for varied writing</i>

				<i>demands in the future.</i>
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		<i>Main area of focus; English classes.</i>
Review <b>CRISS</b> and <b>MESH</b> reading strategies with all content area teachers to improve reading/writing skills across the curriculum.	PLT language team	Throughout the school year		<i>Reading coach, media specialist, and team teachers will continue team teaching and collaboration in FCAT 2.0 through PLT grade level and content area teams.</i>

# Brevard County Public Schools School Improvement Plan 2011-2012

## GOAL 1

### EVALUATION:

#### **OUTCOME INDICATORS**

*Results on the FCAT will demonstrate the following improvements:*

#### **Reading:**

Total  
Population: From  % in 2011 to  % in 2012.  
Level1: From  % in 2011 to  % in 2012.  
Lowest  
25%: From  % in 2011 to  % in 2012.  
Learning  
Gains: From  % in 2011 to  % in 2012.  
White: From  % in 2011 to  % in 2012.  
Blacks: From  % in 2011 to  % in 2012.  
Hispanic: From  % in 2011 to  % in 2012.  
ELL: From  % in 2011 to  % in 2012.  
SWD: From  % in 2011 to  % in 2012.  
ECD: From  % in 2011 to  % in 2012.  
Other:  
 From  % in 2011 to  % in 2012.

#### **Writing:**

Total  
Population: From  % in 2011 to  % in 2012.

#### **Math:**

Total  
Population: From  % in 2011 to  % in 2012.  
Level1: From  % in 2011 to  % in 2012.  
Lowest  
25%: From  % in 2011 to  % in 2012.  
Learning  
Gains: From  % in 2011 to  % in 2012.  
White: From  % in 2011 to  % in 2012.  
Blacks: From  % in 2011 to  % in 2012.  
Hispanic: From  % in 2011 to  % in 2012.  
ELL: From  % in 2011 to  % in 2012.  
SWD: From  % in 2011 to  % in 2012.  
ECD: From  % in 2011 to  % in 2012.  
Other:  
 From  % in 2011 to  % in 2012.

#### **Science:**

Total  
Population: From  % in 2011 to  % in 2012.

#### **ADDITIONAL OUTCOME INDICATORS:**

2011 ACT results for graduating seniors:  
Eng. 21; Math 21.3, Reading 21.8, Sci.  
Reas. 21, Composite 21.4

2011 ACT results show differences from  
previous year of: Eng. 0.4, Math -0.2, Reading -  
0.4, Sci. Reas. -0.2, Composite -0.1

#### **PROGRESS MONITORING:**

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# Brevard County Public Schools School Improvement Plan 2011-2012

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## GOAL 1

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PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<b><i>District Request</i></b>	<b><i>School Based</i></b>
Literacy Across the Curriculum;	Thinking Maps;
Professional Learning Communities;	Response to Intervention (RtI);
Lesson Study;	Research-Based Instructional Strategies;
<b><i>District Request - OTHER</i></b>	<b><i>School Based - OTHER</i></b>

# Brevard County Public Schools School Improvement Plan 2011-2012

## GOAL 1

**BUDGET:**

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
Salaries	Post Secondary Remediation Plan Extended day supplements: Two supplements are for the 0 period credit retrieval program which gives students the opportunity to make up courses that they failed previously as long as they had already received the required seat time. Two supplements were used to offer additional academic support.	Post Secondary Remediat...	\$15,800....
		<b>TOTAL:</b>	\$15,800.00



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

## RATIONAL

### Data Analysis from multiple data sources:

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*(Needs assessment that supports the need for improvement)*

Available data for graduation rates for the most recent three years available are as follows: 2007-2008, 97.65%; 2008-2009, 96.82%; 2009-2010, 99.03%. These rates show a fluctuation after 2007-2008 when the National Governors Association rate (NGA) formula became the norm. The NGA graduation rate includes recipients of standard and special diplomas but excludes GEDs.

### Best Practice:

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*(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 of DuFour's PLC goals asks, "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 on their program of study and intervening when they fail to achieve is the cornerstone of any drop-out prevention program.

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

### Analysis of Current Practice:

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*(How do we currently conduct business?)*

Currently Satellite High School identifies students who are at 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, Zero hour credit retrieval or our SOAR summer program.

# Brevard County Public Schools School Improvement Plan 2011-2012

## GOAL 2

### SCHOOL-BASED OBJECTIVE

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

Satellite High School will continue to offer credit retrieval programs before school in zero hour, during the school day (MAP) and continue the SOAR summer credit retrieval program for students in English and math.

### STRATEGIES:

<i><b>ACTION STEPS</b></i>	<i><b>PERSON RESPONSIBLE</b></i>	<i><b>TIMETABLE</b></i>	<i><b>BUDGET</b></i>	<i><b>IN-PROCESS MEASURE</b></i>
Offer peer tutoring as more one-on-one opportunities for a better success rate	Guidance counselor/peer tutor	Ongoing throughout the 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 the school year		Improvement in progress/grades
Offer Florida Virtual School for make-up credit to accommodate and offer an additional opportunity to students who perform well in technological environments	Guidance counselor/parent-student	Ongoing throughout school year		Completion of assignments at intervals throughout term
Offer Zero hour credit retrieval program to upper grade students and allow them the opportunity for promotion since the SOAR program is open only to 9th and 10th grade students who failed math or English.	Curriculum contact	Semester	\$7,230...	Completion of make-up classes in a timely fashion
Offer students the opportunity to make up	Curriculum contact	Annual		Completion of courses

courses, improve GPA and catch up in order to graduate with their cohort by enrolling in the MAP (Making Alternatives Possible) computer based graduation program

throughout each term

# Brevard County Public Schools School Improvement Plan 2011-2012

## GOAL 2

### EVALUATION:

#### **OUTCOME INDICATORS**

*Results on the FCAT will demonstrate the following improvements:*

#### **Reading:**

Total  
Population: From  % in 2011 to  % in 2012.  
Level1: From  % in 2011 to  % in 2012.  
Lowest  
25%: From  % in 2011 to  % in 2012.  
Learning  
Gains: From  % in 2011 to  % in 2012.  
White: From  % in 2011 to  % in 2012.  
Blacks: From  % in 2011 to  % in 2012.  
Hispanic: From  % in 2011 to  % in 2012.  
ELL: From  % in 2011 to  % in 2012.  
SWD: From  % in 2011 to  % in 2012.  
ECD: From  % in 2011 to  % in 2012.  
Other:  
 From  % in 2011 to  % in 2012.

#### **Writing:**

Total  
Population: From  % in 2011 to  % in 2012.

#### **Math:**

Total  
Population: From  % in 2011 to  % in 2012.  
Level1: From  % in 2011 to  % in 2012.  
Lowest  
25%: From  % in 2011 to  % in 2012.  
Learning  
Gains: From  % in 2011 to  % in 2012.  
White: From  % in 2011 to  % in 2012.  
Blacks: From  % in 2011 to  % in 2012.  
Hispanic: From  % in 2011 to  % in 2012.  
ELL: From  % in 2011 to  % in 2012.  
SWD: From  % in 2011 to  % in 2012.  
ECD: From  % in 2011 to  % in 2012.  
Other:  
 From  % in 2011 to  % in 2012.

#### **Science:**

Total  
Population: From  % in 2011 to  % in 2012.

#### **ADDITIONAL OUTCOME INDICATORS:**

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#### **PROGRESS MONITORING:**

End of semester credits completed	
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# Brevard County Public Schools School Improvement Plan 2011-2012

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## GOAL 2

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PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

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

# Brevard County Public Schools School Improvement Plan 2011-2012

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## GOAL 2

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### BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
Materials	Student planners to help all students be more organized	SAC Funds	\$3,342.75
Salaries	Credit retrieval teaching supplement for 0 period	Post Secondary Remedi...	\$7,230.00
		<b>TOTAL:</b>	<b>\$10,572.75</b>



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

## **RATIONAL**

### **Data Analysis from multiple data sources:**

---

*(Needs assessment that supports the need for improvement)*

### **Best Practice:**

---

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

### **Analysis of Current Practice:**

---

*(How do we currently conduct business?)*

# Brevard County Public Schools School Improvement Plan 2011-2012

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## GOAL 3

---

### SCHOOL-BASED OBJECTIVE

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

### STRATEGIES:

<b><i>ACTION STEPS</i></b>	<b><i>PERSON RESPONSIBLE</i></b>	<b><i>TIMETABLE</i></b>	<b><i>BUDGET</i></b>	<b><i>IN-PROCESS MEASURE</i></b>

# Brevard County Public Schools School Improvement Plan 2011-2012

## GOAL 3

### EVALUATION:

#### **OUTCOME INDICATORS**

*Results on the FCAT will demonstrate the following improvements:*

#### **Reading:**

Total  
Population: From  % in 2011 to  % in 2012.  
Level1: From  % in 2011 to  % in 2012.  
Lowest  
25%: From  % in 2011 to  % in 2012.  
Learning  
Gains: From  % in 2011 to  % in 2012.  
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ELL: From  % in 2011 to  % in 2012.  
SWD: From  % in 2011 to  % in 2012.  
ECD: From  % in 2011 to  % in 2012.  
Other:  
 From  % in 2011 to  % in 2012.

#### **Writing:**

Total  
Population: From  % in 2011 to  % in 2012.

#### **Math:**

Total  
Population: From  % in 2011 to  % in 2012.  
Level1: From  % in 2011 to  % in 2012.  
Lowest  
25%: From  % in 2011 to  % in 2012.  
Learning  
Gains: From  % in 2011 to  % in 2012.  
White: From  % in 2011 to  % in 2012.  
Blacks: From  % in 2011 to  % in 2012.  
Hispanic: From  % in 2011 to  % in 2012.  
ELL: From  % in 2011 to  % in 2012.  
SWD: From  % in 2011 to  % in 2012.  
ECD: From  % in 2011 to  % in 2012.  
Other:  
 From  % in 2011 to  % in 2012.

#### **Science:**

Total  
Population: From  % in 2011 to  % in 2012.

#### **ADDITIONAL OUTCOME INDICATORS:**

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#### **PROGRESS MONITORING:**

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# Brevard County Public Schools School Improvement Plan 2011-2012

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## GOAL 3

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PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

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

# Brevard County Public Schools School Improvement Plan 2011-2012

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## GOAL 3

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BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
		<b>TOTAL:</b>	\$0.00



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

## **RATIONAL**

### **Data Analysis from multiple data sources:**

---

*(Needs assessment that supports the need for improvement)*

### **Best Practice:**

---

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

### **Analysis of Current Practice:**

---

*(How do we currently conduct business?)*

# Brevard County Public Schools School Improvement Plan 2011-2012

## GOAL 4

### SCHOOL-BASED OBJECTIVE

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

### STRATEGIES:

<b><i>ACTION STEPS</i></b>	<b><i>PERSON RESPONSIBLE</i></b>	<b><i>TIMETABLE</i></b>	<b><i>BUDGET</i></b>	<b><i>IN-PROCESS MEASURE</i></b>

# Brevard County Public Schools School Improvement Plan 2011-2012

## GOAL 4

### EVALUATION:

#### **OUTCOME INDICATORS**

*Results on the FCAT will demonstrate the following improvements:*

#### **Reading:**

Total  
Population: From  % in 2011 to  % in 2012.  
Level1: From  % in 2011 to  % in 2012.  
Lowest  
25%: From  % in 2011 to  % in 2012.  
Learning  
Gains: From  % in 2011 to  % in 2012.  
White: From  % in 2011 to  % in 2012.  
Blacks: From  % in 2011 to  % in 2012.  
Hispanic: From  % in 2011 to  % in 2012.  
ELL: From  % in 2011 to  % in 2012.  
SWD: From  % in 2011 to  % in 2012.  
ECD: From  % in 2011 to  % in 2012.  
Other:  
 From  % in 2011 to  % in 2012.

#### **Writing:**

Total  
Population: From  % in 2011 to  % in 2012.

#### **Math:**

Total  
Population: From  % in 2011 to  % in 2012.  
Level1: From  % in 2011 to  % in 2012.  
Lowest  
25%: From  % in 2011 to  % in 2012.  
Learning  
Gains: From  % in 2011 to  % in 2012.  
White: From  % in 2011 to  % in 2012.  
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Hispanic: From  % in 2011 to  % in 2012.  
ELL: From  % in 2011 to  % in 2012.  
SWD: From  % in 2011 to  % in 2012.  
ECD: From  % in 2011 to  % in 2012.  
Other:  
 From  % in 2011 to  % in 2012.

#### **Science:**

Total  
Population: From  % in 2011 to  % in 2012.

#### **ADDITIONAL OUTCOME INDICATORS:**

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#### **PROGRESS MONITORING**

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# Brevard County Public Schools School Improvement Plan 2011-2012

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## GOAL 4

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PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

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

# Brevard County Public Schools School Improvement Plan 2011-2012

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## GOAL 4

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BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
		<b>TOTAL:</b>	\$0.00

# Brevard County Public Schools School Improvement Plan 2011-2012

## Parental Involvement

### SCHOOL-BASED OBJECTIVE

*(Action statement: What will we do to improve the level of parent satisfaction as delineated in parent survey?)*

Satellite High School will work to improve parent involvement through communication utilizing EdLine, parent newsletters, School Advisory Counsel meetings and reports and Synrevoice

- Parental Involvement

### *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.

## RATIONAL

## Data Analysis from multiple data sources:

*(Utilize results from the Parent Client Survey to develop this Needs Assessment) Click Here for Parent Client Survey Results - <http://parentsurvey.brevardschools.org/menus.html>*

The 2010-2011 Brevard Public Schools Parent Survey displayed areas of concern in parent communication through Edline in the open-ended portion of the survey. Question #10 of the survey showed an expressed concern about presentation for college preparation/information (71.5%) and college readiness in 21st century skills and organizational skills (30.4% Fair and 13.1% poor).

## Best Practice:

*(What does research tell us we should be doing?)*

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 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 parent communication 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?)*

Before the 2010-2011 school year Edline requirements for teachers consisted of twice monthly posting of information/grades. This school year, 2011-2012, is the first year a college readiness course in mathematics is being offered to students. Satellite High guidance department puts on a College Countdown program for students and parents each fall. This program offers parents and students information about the college application process, financial aide, etc. Each student and parent in grades 9,10,11 will have an Individual Planning meeting with a guidance counselor to discuss plans, progress and keys to success. This meeting is an excellent opportunity for parents to get a good handle on where their student is and what they need to do to meet future goals. Satellite High School sends out weekly messages to parents via e-mail with weekly events/activities. Satellite High School also posts messages to parents via EdLine as well as developing an EdLine message board for all parents of gifted students.

# Brevard County Public Schools School Improvement Plan 2011-2012

## GOAL 5

### SCHOOL-BASED OBJECTIVE

*(Action statement: What will we do to improve the level of parent satisfaction as delineated in parent survey?)*

Satellite High School will work to improve parent involvement through communication utilizing EdLine, parent newsletters, School Advisory Counsel meetings and reports and Synrevoice

### STRATEGIES:

<b><i>ACTION STEPS</i></b>	<b><i>PERSON RESPONSIBLE</i></b>	<b><i>TIMETABLE</i></b>	<b><i>BUDGET</i></b>	<b><i>IN-PROCESS MEASURE</i></b>
Post to Edline weekly with either grades or information pertaining to class instruction to improve parent communication.	Teachers and Principal	Weekly		Weekly EdLine reports run by Principal.
Send five parent newsletters via internet informing parents of Satellite High information and updates	Principal	Four during school year and one over the summer		Newsletter deadline dates
Send SAC parent to monthly district parent meetings held at ESF	SAC Chair	Eight meetings a year		Parent report at SAC meetings
Utilize Brevard County Synrevoice phone system throughout the year to update and inform parents of Satellite High School events.	Principal	As needed		Principal phone log

# Brevard County Public Schools School Improvement Plan 2011-2012

## Parental Involvement

### EVALUATION:

**OUTCOME INDICATORS:**

*(Should be directly connected to the parent client survey results.)*

Out of 674 parental comments on the 2010-2011 survey, 328 were statements of concern. The goal for the 2011-2012 survey is to reduce this number by 10%

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**PROGRESS MONITORING:**

2011-2012 Parent Survey and PLT/RtI meetings

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# Brevard County Public Schools School Improvement Plan 2011-2012

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## Parental Involvement

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PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

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

# Brevard County Public Schools School Improvement Plan 2011-2012

## Parental Involvement

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
		<b>TOTAL:</b>	\$0.00

