



**Brevard  
County  
Public Schools**

**School Improvement Plan  
2009-2010**

*School Name*  
**Satellite High**

*Principal*  
**Mark E. Elliott**

*SAC Chair*  
**Mark Nelson**

*Superintendent*  
**Dr. Brian Binggeli**

# GENERAL SCHOOL INFORMATION

## **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.

## **SCHOOL DEMOGRAPHICS**

*coming soon*

## **SCHOOL PROFILE**

*This section of the SIP provides a picture of the school. The reader should capture the essence of where the school is located (description of the community), who its customers are (student demographics), who serves the clientele (teacher demographics), as well as the strengths and opportunities for improvement.*

Satellite High School is located on the east coast of central Florida in the city of Satellite Beach. This beachside community consists of approximately 9,500 residents. The school serves Satellite Beach, Indian Harbour Beach, Patrick Air Force Base, the southern tip of Merritt Island, and the unincorporated area of South Patrick Shores. It is one of 15 comprehensive senior high schools in Brevard County.

Satellite High is a highly distinguished academic school. Our primary focus is to provide quality education for all students and to maximize student achievement and performance. Emphasis is placed on improving test scores and providing a safe learning environment through effective measures taken in discipline, staff development, and attendance.

Satellite High students are challenged to achieve success in appropriate class offerings including, but not limited to: traditional, honors, advanced placement, and college level dual enrollment classes. We offer 15 Advanced Placement Courses, and a large number of Satellite students are taking at least one, if not more, honors classes.

Satellite is consistently the "home" of National Merit Scholars. We have an outstanding Gifted Program that boasts 144 students in addition to other screened gifted students who are involved in gifted seminars during the school year. We have 84 students enrolled in Dual Enrollment and Early Admission Programs. Our Science Research Program has had the highest enrollment in the State of Florida for eight of the last nine years. Our Science Research students consistently place in State, National and International Competition.

Our music department has also been recognized on State, National and International forums through invitations to the Mid-West Clinic in Chicago, the Music Educators National Conference and the National Band Association Conference. Our Art and Music Departments are recognized as Demonstration Schools and serve as a model for the rest of the State. Last year we opened our Fine Arts Academy with an enrollment of 100 students. This year the number has grown to 136.

Satellite is also very competitive in its athletic programs. The school has won the Cape Coast Conference All Sports Trophy for 10 of the past 11 years. This trophy is awarded through an accumulation of points which are earned by each sport throughout the year.

Satellite High's diverse student population is comprised of approximately 1,195 students in grade 9 through 12. Satellite High has a long tradition of community and parent involvement, making it an excellent opportunity for students to excel. We are very proud of all our students, staff and their many accomplishments.

The primary focus is to provide quality education for all students and to maximize student achievement and performance. Emphasis is placed on improving test scores and providing a safe learning environment through effective measures taken in discipline, staff development, and attendance.

Satellite High School's facilities feature 61 classrooms, 10 science laboratories, school cafeteria, Media Center, sports complex and fields, a school theater, pool, air-conditioned gymnasium, band and chorus rooms, and open air dining areas.

Satellite High School's \$33 million construction and renovation project was completed fall of 2009. This includes a new two-story 900 student classroom, laboratory, and office building with the guidance and dean's offices. A renovation of all other buildings and school grounds is complete with the addition of a new two-story administration building and classrooms.

Satellite High School's community partners include approximately 40 local businesses, restaurants, and other establishments. Satellite High School has been awarded the Brevard County All Sports Trophy, the Florida Music Demonstration School Award, the 5-Star School Award, the Gold and Silver Star Awards for volunteer excellence, and the Brevard County Art Demonstration School Award.

Satellite High School's Feeder Pattern includes:

Elementary Schools: Sea Park, Holland, Surfside, and Ocean Breeze.

Middle Schools: Hoover and DeLaura.

## HIGHLY QUALIFIED TEACHERS

KPI 3.2.5 and 3.1.3 call for all an increase of NBCT teachers as well as all future teachers employed by Brevard Public Schools to attain a master's degree or higher or achieve National Board Certification. Given these objectives, describe how your school will encourage, support and ensure that these targets are met this year.

**3.2.5** All future teachers employed by Brevard Public Schools will attain a master's degree or higher or National Board Certification and 80% of the teaching staff will be at this level by 2020.

**3.1.3** By 2013, Brevard will be ranked in the top five districts nationally for the number and percentage of National Board Certified Teachers.

3.2.5	Actual 07-08	Target 08-09	Target 09-10	Target 10-11	Target 11-12	Target 12-13	Target 13-14	Target 14-15	Target 15-16	Target 16-17	Target 17-18	Target 18-19	Target 19-20
	53.26%	55.32%	57.37%	59.43%	61.49%	63.54%	65.60%	67.66%	69.72%	71.77%	73.83%	75.89%	80%

  

3.1.3	Actual 07-08	Target 08-09	Target 09-10	Target 10-11	Target 11-12	Target 12-13
	10.87%	12.87%	14.87%	16.87%	18.87%	20.87%

Satellite High School makes every effort to recruit and retain highly qualified teachers in all academic areas. Satellite High School administration hires only teachers who are certified in their subject areas of expertise for the secondary level. The No Child Left Behind Act of 2001 ensures that every student has a great teacher, reaching for the goal: a highly qualified teacher in every classroom, leaving no child behind.

Highly qualified teachers must possess at minimum a bachelor's degree, have full state certification and demonstrate subject matter mastery in each subject taught.

Satellite High School has taken the following steps to ensure a high quality, highly qualified teaching staff:

- (1) Hire only teachers with State certifications in subject areas being taught.
- (2) Implement a rigorous and relevant Teacher Induction program for new teachers.
- (3) Align Teaching standards with Student standards.
- (4) Support teachers attending workshops, roundtables, and other training sessions.
- (5) Encourage teachers to pursue National Board Certification.
- (6) Support qualified individuals in the Florida State Approved Competency Based Alternative Certification Program

## HIGHLY QUALIFIED INSTRUCTIONAL COACHES

SUBJECT AREA	COACH NAME	DEGREE	# YEARS AT SCHOOL	# YEARS AS COACH	PRIOR PERFORMANCE
Reading	Lucy Casey	BS Education	5	4	Highly Effective

## TEACHER MENTORING

TEACHER MENTORING is a structured, planned method of developing and retaining quality classroom teachers and increasing a teacher's overall job satisfaction. Describe the strategies your school employs to mentor new teachers and retain quality staff.

The Brevard County Teacher Induction Program.

Coordinator: Danny Dotson, Assistant Principal

Low performing teachers are identified by individual school administrators responsible for evaluating 20 teachers each.

Teacher mentoring activities and schedules are provided by the school district.

Beginning Teachers: None

Mentors: John Latherow, Greg Smith, Yvonne Weinstein.

Beginning teachers are expected to complete the Brevard County Induction Program in one school year. The Brevard County Induction Program is a rigorous program that includes evaluation, assessment, guidance, conference, and discussion with a Brevard County school administrator and a master teacher (often National Board Certified) who collaborate with the teacher to improve teaching strategies in and out of the classroom.

The program focuses on planning, organization, measurement of student achievement, student classroom management, and testing. The mentor teacher and school administrator work together to ensure that the teacher is working to the high standards of the school, district, and state requirements.

## **EXTENDED LEARNING OPPORTUNITIES**

*EXTENDED LEARNING OPPORTUNITIES offer before school, after school, during school, extended year, Saturday school and summer programs for students to receive remedial and enrichment assistance. Your narrative should include the students participating in the program, the selection criteria, the types of materials that will be used in each type of program, as well as any form of evaluation that will be used to determine the success of the program.*

Staff responsible:

Mark Elliott, Principal

Ilene Herr, Assistant Principal, Curriculum and Instruction

Danny Dotson, Assistant Principal/Dean

Mark Nelson, SAC Chair

214 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 Paula Ramos. 72 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 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, 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 mentoring program -- Assigned 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 create classes for students who are level I or II or who have not passed the FCAT Math or Reading portions. Four (4) teachers will receive an extended day supplement for this purpose as well as the purchase of workbooks and teacher resources. The Postsecondary Remediation Budget for Satellite High School for 2009-2010 is \$16,200.

# CONTINUOUS IMPROVEMENT MODEL

## Step 1

### **Test Score Disaggregation: 2008-2009 FCAT Data**

*What strengths and weaknesses were identified in the 2009 data by grade level and/or subject area?*

SHS strengths include all aspects of academic benchmarks except one. Failure to meet the requirement of 50% of the lowest 25% readers showing learning gains on FCAT caused SHS to fall from an A to a B grade for only the second time in 6 years, and this also caused Satellite to not make AYP.

## Step 2

### **Time Line Development**

*What is the process for developing an instructional focus calendar for reading, writing, mathematics, and science?*

We do not maintain an instructional calendar other than what is required under the Sunshine State Standards Benchmarks.

*Which instructional benchmarks were given priority focus for each content area (reading, mathematics, science, and writing)?*

Instructional benchmarks are being identified in reading and writing through cooperative collaboration within department disciplines.

## Step 3

### **Instructional Focus**

*How are lessons plans and instructional delivery aligned across grade levels and subject areas?*

Through the use of teacher teaming in our Freshman House and Fine Arts Academy, interdisciplinary integrated thematic units align similar methods, strategies and content to reinforce cognition.

*How are instructional focus lessons developed and delivered?*

School improvement is data-driven decision making. Florida's Continuous Improvement Model (FCIM), using the Plan-Do-Check-Act (PDCA) cycle, is a continuous process in which data analysis determines classroom instruction. High student achievement with the Sunshine State Standards is the teaching focus of the Continuous Improvement Model.

Plan - disaggregated student performance data and plan the instructional calendar,

Do - teach the instructional focus in the classroom,

Check - frequent student assessment, maintain and monitor the teaching and learning process, and

Act - tutorials for re-teaching or enrichment for objectives that have been mastered.

Satellite High School has implemented this model and achieved A or B school status the last 9 years.

*How will instructional focus lessons be revised and monitored?*

Using action research through individual teacher Professional Development Plans (PDP) which correlate directly with the School Improvement Plan (SIP), SHS monitors and revises instructional focus annually; quarterly if needed.

## Step 4

### **Assessment**

*How are lessons plans and instructional delivery aligned across grade levels and subject areas?*

SRI (Scholastic Reading Inventory) testing, ACT testing and teacher created evaluations.

*How are assessments used to identify students reaching mastery, surpassing mastery and those not reaching mastery?*

By monitoring areas of weakness by class, subgroups and individual students.

## Step 5

### **Supplemental and Intensive Instruction/Interventions**

*Which students will be targeted for supplemental and intensive instruction/interventions?*

Lowest 25% in reading and mathematics as well as at risk students for on time graduation.

*Describe the supplemental and intensive instruction/interventions used throughout the core content areas.*

Zero hour credit retrieval, Map lab for at risk seniors, intensive reading and math instruction for students below grade level.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Research based technological programs and hands-on one-on-one instruction.

How will the effectiveness of the interventions be measured throughout the year?

Periodic evaluation of student mastery in specified achievement benchmarks.

## Step 6

### Enrichment

Describe how students are identified for enrichment strategies.

FCAT scores are used to identify students that are below grade level and are in need of enrichment opportunities.

Describe the alternative instructional delivery methods used to support acceleration and enrichment strategies.

Classroom environments that incorporate technology rich delivery methods in cooperative learning and hands-on activities.

## Step 7

### Maintenance

How are ongoing assessment and maintenance of benchmark mastery for each grade level and content area built into the instructional focus calendar?

We do not incorporate an instructional focus calendar.

Describe the process and schedule designated for teams to review progress monitoring data and identify the instructional modifications needed.

Periodic team meetings within disciplines and teams.

## Step 8

### Monitoring

Describe the principal's and leadership team's involvement as instructional leaders in the teaching and learning process?

Satellite's Administrative team is constantly monitoring the classroom environment through Classroom Walkthroughs, Management by Walking Around, Professional Development, and improvement planning through PDPs, SIPs, and KPIs. Monitoring includes comprehensive student achievement data and a School Client Survey indicating the ratings for the SIP adequate in meeting needs of school. The Client Survey results are listed below:

Strongly Agree.....	22.55 %
Agree.....	41.10 %
Disagree.....	5.98 %
Strongly Disagree.....	1.84 %
Don't Know.....	24.69 %
Missing.....	3.83 %

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Total.....	100 %
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## **RESPONSE TO INTERVENTION (RtI)**

### **School-based RtI Team**

*Identify the school-based RtI Leadership Team.*

Satellite High School has created a RtI pilot program in its Freshman House and the Fine Arts Academy. Each of the SLCs incorporate a school administrator, a guidance counselor, and team teachers.

*Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).*

The teams meet twice monthly to review students who are struggling with academic or behavioral issues. Each student discussed in roll call is placed in review for cumulative date, assessment, interventions, academic weaknesses, and is monitored to provide additional interventions to support the student's progress.

*Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan.*

The leadership team works in the continuous improvement mode to develop and implement needs assessed.

### **RtI Implementation**

*Describe the data management system used to summarize tiered data.*

Using the online A3 Vision data system, teachers track previous year's academic achievement for intervention students and monitor student progress and manage student data. Interventions are tracked and response to intervention is logged.

*Describe the plan to train staff on RtI.*

Using the program piloted by the Freshman House team, a pre planning in-service will be given to expand the process of intervention. Staff will be instructed on behavioral and academic interventions for the classroom. Continual support training will be included throughout the year to reinforce application.

## GOAL 1: READING

### STRATEGIC PLAN GOAL(S):

- 1.1.1** By 2013, implement a K - 12 comprehensive improvement program for every student performing below grade level.
- 
- 1.1.2** By 2013, decrease the achievement gap between minority and majority students on FCAT reading and math by 5% each year.
- 
- 1.1.8** By July 30, 2014, the district and 100% of the schools will attain Adequate Yearly Progress (AYP) based on NCLB standards.
- 
- 1.1.13** Achieve the grade "A" in every school by the end of 2013 - 2014 school year.
- 
- 1.1.14** Increase reading and math scores by 5% for students with disabilities as measured by FCAT. Significantly cognitively disabled students will demonstrate improvement on the Florida Alternate Assessment as determined by the Department of Education by May 2010.
- 
- 1.1.16** By 2013, the percent of students scoring Level 4 and 5 on the FCAT Reading, Math, and Science will increase by five percent each year.
- 

### KEY PERFORMANCE INDICATOR(S)

- 1.1.3** By 2013, the percent of students in grades 3-11 scoring at or above grade level proficiency on FCAT reading, mathematics, science, and writing will each increase by a total of 10 percentage points with a minimum of 75% at proficiency for all students and each AYP subgroup.
- 
- 1.1.15** By 2013, every Brevard school will serve every student with disabilities (SWD) in an inclusion model, in general education classes with access to the general curriculum, for at least 80% of their school week unless the IEP clearly states how the nature of severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
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<b>1.1.3</b>	<b>Actual 2007-2008</b>	<b>Target 2008-2009</b>	<b>Target 2009-2010</b>	<b>Target 2010-2011</b>	<b>Target 2011-2012</b>	<b>Target 2012-2013</b>
<b>Total</b>	68%	70%	72%	74%	76%	78%
<b>White</b>	70%	72%	74%	76%	78%	80%
<b>Black</b>	%	%	%	%	%	%
<b>Hispanic</b>	22%	33%	43%	54%	64%	75%

<b>1.1.15</b>	<b>Actual 2007-2008</b>	<b>Target 2008-2009</b>	<b>Target 2009-2010</b>	<b>Target 2010-2011</b>	<b>Target 2011-2012</b>	<b>Target 2012-2013</b>
	68%	74%	81%	87%	94%	100%

**SCHOOL-BASED OBJECTIVE (OPTIONAL):**

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

**NEEDS ASSESSMENT & RATIONALE FOR OBJECTIVE:**

(Needs assessment that supports the need for improvement.)

68 % of SHS 9th and 10th grade students at Level 3 or above in Reading.  
59 % of SHS 9th and 10th grade students making Learning Gains in Reading.  
48 % of Lowest 25% Readers making Learning Gains in Reading.  
Less than 50% of 11th and 12th graders retaking the FCAT reading exam passed the exam.

**BEST PRACTICE (OPTIONAL):**

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

**ANALYSIS OF CURRENT PRACTICE (OPTIONAL):**

(How do we currently conduct business)

*\* Refer to section A6-Analytical and Decisin Making Tools in the Performance Excellence Manual to assist your team with the identification of achievement gaps.*

**PERFORMANCE INDICATORS:**

<b>Total Population</b>	75 % of 9th and 10th grade students taking the FCAT will meet High Standards in Reading, as measured by the 2009-2010 FCAT.  65 % of SHS students will make Learning Gains in Reading, as measured by the 2009-2010 FCAT.
<b>Retakes</b>	50% or more of 11th and 12th graders retaking the FCAT will pass the exam. Out of 54 FCAT Reading retake students, 21 passed in 2008-2009.
<b>GPA's Below 2.0</b>	124 students in grades 9-12 currently have a cumulative GPA below 2.0. 59 of those students are below Level 3 in Reading.
<b>Lowest 25%</b>	55% of Lowest 25% Readers will make Learning Gains in Reading, as measured by the 2009-2010 FCAT.
<b>Level 1-2</b>	50% or more of all level 1 and level 2 readers will show learning gains of 77 points or more on the Developmental Scale Score for FCAT.
<b>Levels 4-5</b>	75 % of 9th and 10th grade students taking the FCAT will meet High Standards in Reading, as measured by the 2009-2010 FCAT.
<b>Subgroups-Black</b>	46% of Black students are on grade level or above in reading. 48% of Black students will be on grade level or above in reading on the 2010 FCAT.

**Subgroups-Hispan**

75% of Hispanic students are on grade level or above in reading.  
77% of Hispanic students will be on grade level or above in reading on the 2010 FCAT.

**Subgroups-ESE**

SHS will move to all inclusive educational programs for students with disabilities (SWD).

**Subgroups-ELL**

SHS will integrate all English Language Learner (ELL) students successfully in all classes.

**Subgroups-ECD**

160 students in grades 9-12 qualify for free/reduced lunch. 45 of these students or 28% are below level 3 in Reading. 30% of these students will be at level 3 or above in reading on the 2010 FCAT.

**STRATEGIES:**

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	ASP PSRF	IN PROCESS MEASURE
A. All students who scored at Level I and Level II on the FCAT Reading Section will be placed in a required remedial reading class.	Curriculum Contact	Annually			FCAT results or SAT/ACT concordant score
B. SHS will have the Reading Coach assess the school wide action plan to address reading in all content areas across the curriculum.	Reading Coach	Throughout the school year			Teacher Observation
C. SHS will review information with other content area teachers regarding CRISS techniques to improve reading skills.	Reading Coach	Annually			Teacher Observation/Evaluation
D. SHS will provide students with the instruction and format of the FCAT.	Classroom Teachers	Semester			Teacher Evaluation Process
E. SHS will continue the 9th grade academy in order for 9th grade teachers to collaborate on best practices in reading across the curriculum.	Assistant Principal and Reading Coach	Throughout the school year			Teacher Observation/Evaluation
F. Students that have not passed the FCAT reading test will be enrolled in remediation classes until they pass the FCAT or SAT/ACT with concordant score.	Curriculum Contact	Semester	\$7,546.00	YES	FCAT remediation list updated after each FCAT administration
G. Purchase workbooks and teacher resources for FCAT Reading Remediation.	Curriculum Contact	Annually	\$1,115.00	YES	Annual review of book inventory
H. Satellite High School has eliminated exceptional education classes and phase in regular education classes for students with disabilities (SWD)who take the FCAT exam.	Curriculum Contact	Annually			Teacher observation and ongoing curriculum building/evaluating
I. Teachers continue professional development training in English as a second language for use with ELL students.	Principal	Annually			Administrative monitoring of teachers with ELL students

**EVALUATION:**

OUTCOME MEASURE: FCAT

PROGRESS MONITORING: SRI, FAIR Testing

**PROFESSIONAL DEVELOPMENT:**

DISTRICT REQUEST: CRISS;Classroom Management (including Cooperative Learning);Technology for the Classroom;Reading Assessments;Data Analysis (including Desktop);

SCHOOL BASED: Thinking Maps;CRISS;Instructional Model for Increasing Literacy Skills;

**BUDGET:**

<b>CATEGORY</b>	<b>DESCRIPTION</b>	<b>FUNDING</b>	<b>AMOUNT</b>
Materials	Workbooks/Teacher Resources for FCAT Remediation	Post Secondary Remediation	\$1,115.00
Salaries	Reading Coach	District Funded	
Salaries	Credit Retrieval 0 period	Post Secondary Remediation	\$7,546.00

## GOAL 2: MATHEMATICS

### STRATEGIC PLAN GOAL(S):

- 1.1.1** By 2013, implement a K - 12 comprehensive improvement program for every student performing below grade level.
- 
- 1.1.2** By 2013, decrease the achievement gap between minority and majority students on FCAT reading and math by 5% each year.
- 
- 1.1.8** By July 30, 2014, the district and 100% of the schools will attain Adequate Yearly Progress (AYP) based on NCLB standards.
- 
- 1.1.13** Achieve the grade "A" in every school by the end of 2013 - 2014 school year.
- 
- 1.1.14** Increase reading and math scores by 5% for students with disabilities as measured by FCAT. Significantly cognitively disabled students will demonstrate improvement on the Florida Alternate Assessment as determined by the Department of Education by May 2010.
- 
- 1.1.16** By 2013, the percent of students scoring Level 4 and 5 on the FCAT Reading, Math, and Science will increase by five percent each year.
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### KEY PERFORMANCE INDICATOR(S)

- 1.1.3** By 2013, the percent of students in grades 3-11 scoring at or above grade level proficiency on FCAT reading, mathematics, science, and writing will each increase by a total of 10 percentage points with a minimum of 75% at proficiency for all students and each AYP subgroup.
- 
- 1.1.15** By 2013, every Brevard school will serve every student with disabilities (SWD) in an inclusion model, in general education classes with access to the general curriculum, for at least 80% of their school week unless the IEP clearly states how the nature of severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- 

<b>1.1.3</b>	<b>Actual 2007-2008</b>	<b>Target 2008-2009</b>	<b>Target 2009-2010</b>	<b>Target 2010-2011</b>	<b>Target 2011-2012</b>	<b>Target 2012-2013</b>
<b>Total</b>	88%	90%	92%	94%	96%	98%
<b>White</b>	89%	91%	93%	95%	97%	99%
<b>Black</b>	%	%	%	%	%	%
<b>Hispanic</b>	56%	60%	64%	67%	71%	75%

<b>1.1.15</b>	<b>Actual 2007-2008</b>	<b>Target 2008-2009</b>	<b>Target 2009-2010</b>	<b>Target 2010-2011</b>	<b>Target 2011-2012</b>	<b>Target 2012-2013</b>
	68%	74%	81%	87%	94%	100%

**SCHOOL-BASED OBJECTIVE (OPTIONAL):**

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

**NEEDS ASSESSMENT & RATIONALE FOR OBJECTIVE:**

(Needs assessment that supports the need for improvement.)

93% of SHS 9th and 10th grade students scored Level 3 or above in Mathematics.  
78 % of SHS 9th and 10th grade students made Learning Gains in Mathematics.  
74 % of SHS lowest 25% Mathematics students made learning gains.

**BEST PRACTICE (OPTIONAL):**

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

**ANALYSIS OF CURRENT PRACTICE (OPTIONAL):**

(How do we currently conduct business)

**PERFORMANCE INDICATORS:**

<b>Total Population</b>	94 % of 9th and 10th grade students taking the FCAT will meet High Standards in Mathematics, as measured by the 2009-2010 FCAT. 83 % of 9th and 10th grade students will make Learning Gains in Mathematics, as measured by the 2009-2010 FCAT.
<b>Retakes</b>	50% or more of 11th and 12th graders retaking the FCAT will pass the exam. Of the 21 FCAT mathematics retake students, 11 passed the 2008-2009 test.
<b>GPA's Below 2.0</b>	124 students in grades 9-12 currently have a cumulative GPA below 2.0. 23 of those students or 19% are below level 3 in Mathematics. 17% or less will be below level 3 in Mathematics on the 2010 FCAT.
<b>Lowest 25%</b>	78 % of the Lowest 25 % of the student population will make Learning Gains in Mathematics, as measured by the 2009-2010 FCAT.
<b>Level 1-2</b>	50% or more of all level 1 and level 2 students will show learning gains as measured by their Developmental Scale Score for FCAT.
<b>Levels 4-5</b>	94 % of 9th and 10th grade students taking the FCAT will meet High Standards in Mathematics, as measured by the 2009-2010 FCAT
<b>Subgroups-Black</b>	58% of Black students are on or above grade level in Mathematics. 60% of Black students will be on or above grade level in Mathematics on the 2010 FCAT.
<b>Subgroups-Hispan</b>	81% of Hispanic students are on or above grade level in Mathematics. 83% of Hispanic students will be on or above grade level in Mathematics on the 2010 FCAT.

**Subgroups-ESE**

SHS will move to all inclusive educational programs for students with disabilities (SWD).

**Subgroups-ELL**

SHS will integrate all English Language Learner (ELL) students successfully in all classes.

**Subgroups-ECD**

160 students qualify for free/reduced lunch. 20 of these students or 13% are below level 3 in Mathematics. 11% or less of these students will be below level 3 in Mathematics on the 2010 FCAT.

**STRATEGIES:**

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	ASP PSRF	IN-PROCESS MEASURE
A. All students who scored at Level I on the FCAT Mathematics Section will be provided the appropriate level mathematics class to include FCAT remediation.	Curriculum Contact	Semester			FCAT results or SAT/ACT concordant score
B. SHS will provide individual training for students who have difficulty in math through a Remedial Math Program.	Remediation Teachers	Annually			Teacher Observation
C. SHS will review information with other content area teachers regarding (Creating Independence through Student-Owned Strategies) CRISS techniques to improve skills.	Curriculum Contact	Annually			Teacher Observation/Evaluation
D. SHS will provide students with the instruction and format of the FCAT.	Classroom Teachers	Annually			Teacher Evaluation Process
E. SHS will identify and monitor the lowest 25 % student population in FCAT Math with classroom teachers and administrators.	Curriculum Contact	Annually			Classroom Walkthroughs and Teacher Evaluations
F. Maintain acceptable class sizes of students in lowest 25 % for Math.	Curriculum Contact	Semester			Master Schedule
G. Satellite High School will remediate students who have scored level 1 and level 2, or who have not passed FCAT math, through Intensive Math remediation. Three (3) teachers will receive an extended day supplement for this purpose through Postsecondary Remediation funds.	Curriculum Contact	Semester	\$7,456.00	YES	FCAT remediation list updates after each FCAT administration

H. Last year Satellite High School began to phase out exceptional education classes and phase in team teaching in regular education classes	Curriculum Contact	Annually	Teacher evaluation and ongoing curriculum building/evaluation
I. Teachers continue professional development training in English as a second language for use with ELL students.	Principal	Annually	Administrative monitoring of teachers with ELL students

**EVALUATION:**

*OUTCOME MEASURE:* FCAT

*PROGRESS MONITORING:* Teacher mentors will conduct quarterly FCAT formatted assessments to monitor student progress, specifically of Lowest 25 % of student population.

**PROFESSIONAL DEVELOPMENT:**

**DISTRICT REQUEST:** Classroom Management (including Cooperative Learning);CRISS;ESOL;Technology for the Classroom;

**SCHOOL BASED:** Thinking Maps;

**BUDGET:**

CATEGORY	DESCRIPTION	FUNDING	AMOUNT
Salaries	Two extended day positions for Intensive Math	Post Secondary Remediation	\$7,546.00

**GOAL 3: WRITING**

**STRATEGIC PLAN GOAL(S):**

- 1.1.1 By 2013, implement a K - 12 comprehensive improvement program for every student performing below grade level.

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- 1.1.2 By 2013, decrease the achievement gap between minority and majority students on FCAT reading and math by 5% each year.

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- 1.1.8 By July 30, 2014, the district and 100% of the schools will attain Adequate Yearly Progress (AYP) based on NCLB standards.

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- 1.1.13 Achieve the grade "A" in every school by the end of 2013 - 2014 school year.

**KEY PERFORMANCE INDICATOR(S)**

- 1.1.3 By 2013, the percent of students in grades 3-11 scoring at or above grade level proficiency on FCAT reading, mathematics, science, and writing will each increase by a total of 10 percentage points with a minimum of 75% at proficiency for all students and each AYP subgroup.

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- 1.1.15 By 2013, every Brevard school will serve every student with disabilities (SWD) in an inclusion model, in general education classes with access to the general curriculum, for at least 80% of their school week unless the IEP clearly states how the nature of severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

1.1.3	Actual 2007-2008	Target 2008-2009	Target 2009-2010	Target 2010-2011	Target 2011-2012	Target 2012-2013
<b>Total</b>	85%	87%	89%	91%	93%	95%
<b>White</b>	86%	88%	90%	92%	94%	96%
<b>Black</b>	N/A%	N/A%	N/A%	N/A%	N/A%	N/A%
<b>Hispanic</b>	82%	84%	86%	88%	90%	92%

1.1.15	Actual 2007-2008	Target 2008-2009	Target 2009-2010	Target 2010-2011	Target 2011-2012	Target 2012-2013
	68%	74%	81%	87%	94%	100%

**SCHOOL-BASED OBJECTIVE (OPTIONAL):**

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

**NEEDS ASSESSMENT & RATIONALE FOR OBJECTIVE:**

(Needs assessment that supports the need for improvement.)

88 % of SHS 10th graders scored 4.0 and above in FCAT Writing.

**BEST PRACTICE (OPTIONAL):**

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

**ANALYSIS OF CURRENT PRACTICE (OPTIONAL):**

(How do we currently conduct business)

**PERFORMANCE INDICATORS:**

- Total Population** 90 % of 10th grade students taking the FCAT will meet High Standards (4.0 and above) in Writing, as measured by the 2009-2010 FCAT.  
SHS will move to all inclusive educational programs for students with disabilities (SWD).  
SHS will integrate English Language Learner (ELL) students successfully in all classes.
- Levels 4-6** 90 % of 10th grade students taking the FCAT will meet High Standards (4.0 and above) in Writing, as measured by the 2009-2010 FCAT.
- Levels 1-3** 50% or more of all level 1,2,3 students will show learning gains by meeting high standards in writing as measured by FCAT.

**STRATEGIES:**

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	ASP PSRF	IN-PROCESS MEASURE
A. SHS will provide assistance for students scoring below 4.0 in Writing utilizing Progress Monitoring Plans (PMPs) in English classes.	Classroom Teacher	Throughout the school year			PMP monitoring by teachers and administrators
B. SHS will provide released school time for English teachers to assess practice writing prompts for students in Grades 9-12.	Principal	Annually			Observation/Evaluation and teacher request
C. SHS will provide students with the instruction and format of the FCAT Writing test.	Classroom Teacher	Throughout the school year			Teacher evaluation process
D. SHS will provide assistance for teachers to include writing practice across the curriculum, and starting in the 9th grade Language Arts teachers will begin keeping writing portfolios for each student to document completion of writing in different genre.	Classroom Teacher	Annually			English teachers continual portfolio assessment

E. SHS will provide workshops and assistance to all teachers to develop and share lesson plans to improve writing skills in all curriculum areas.	Principal	Annually	Administrative monitoring of needs assessments
F. The teaching of grammar will be a priority in all English classrooms.	Classroom Teacher	Annually	Teacher evaluation process
G. Last year Satellite High School began to phase out exceptional education classes and phase in team teaching in regular education classes for students with disabilities (SWD).	Curriculum Contact	Throughout the school year	Teacher evaluation and ongoing curriculum building/evaluating
I. Teachers continue professional development training in English as a second Language for use will ELL students.	Principal	Annually	Administrative monitoring of teachers with ELL students

**EVALUATION:**

OUTCOME MEASURE:

FCAT

PROGRESS MONITORING:

A schoolwide writing plan with structured prewriting monitored by teachers.

**PROFESSIONAL DEVELOPMENT:**

DISTRICT REQUEST:

CRISS;ESOL;FCAT Writing Scoring;Six Traits;Writing Mechanics and Sentence Craft;

SCHOOL BASED:

Classroom Management (including Cooperative Learning);Thinking Maps;Writing Process;

**BUDGET:**

CATEGORY	DESCRIPTION	FUNDING	AMOUNT
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## **ADDITIONAL RESOURCES:**

### *Mastering Ideas*

<http://secondarypgms.brevard.k12.fl.us/writing/MasteringIdeasElabManual.pdf>

### *Mastering Editing & Revising: Grade 10*

<http://secondarypgms.brevard.k12.fl.us/writing/10th%20Mastering%20Editing%20and%20Revising.pdf>

### *Mastering the Craft: Secondary*

[http://secondarypgms.brevard.k12.fl.us/writing/Best%20Practices\\_Writing\\_SECONDARY.pdf](http://secondarypgms.brevard.k12.fl.us/writing/Best%20Practices_Writing_SECONDARY.pdf)

### *Mastering Writing Skills: Grades 9 & 10*

<http://secondarypgms.brevard.k12.fl.us/ws9.pdf>

<http://secondarypgms.brevard.k12.fl.us/ws10.pdf>

### *Writing Folder*

<http://secondarypgms.brevard.k12.fl.us/writing/Writing%20Fldr.pdf>

### *Grammar Checklist: Grades 9 & 10*

<http://secondarypgms.brevard.k12.fl.us/writing/9th%20Gr%20Grammar%20Cklist.pdf>

<http://secondarypgms.brevard.k12.fl.us/writing/10th%20Gr%20Grammar%20Cklist.pdf>

### *Piece by Piece*

<http://secondarypgms.brevard.k12.fl.us/writing/Piece%20by%20Piece%20Secondary%20Revised%2006.pdf>

**GOAL 4: SCIENCE**

**STRATEGIC PLAN GOAL(S):**

- 1.1.1 By 2013, implement a K - 12 comprehensive improvement program for every student performing below grade level.

---

- 1.1.2 By 2013, decrease the achievement gap between minority and majority students on FCAT reading and math by 5% each year.

---

- 1.1.8 By July 30, 2014, the district and 100% of the schools will attain Adequate Yearly Progress (AYP) based on NCLB standards.

---

- 1.1.13 Achieve the grade "A" in every school by the end of 2013 - 2014 school year.

---

- 1.1.16 By 2013, the percent of students scoring Level 4 and 5 on the FCAT Reading, Math, and Science will increase by five percent each year.

---

**KEY PERFORMANCE INDICATOR(S)**

- 1.1.3 By 2013, the percent of students in grades 3-11 scoring at or above grade level proficiency on FCAT reading, mathematics, science, and writing will each increase by a total of 10 percentage points with a minimum of 75% at proficiency for all students and each AYP subgroup.

---

- 1.1.15 By 2013, every Brevard school will serve every student with disabilities (SWD) in an inclusion model, in general education classes with access to the general curriculum, for at least 80% of their school week unless the IEP clearly states how the nature of severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

---

1.1.3	Actual 2007-2008	Target 2008-2009	Target 2009-2010	Target 2010-2011	Target 2011-2012	Target 2012-2013
<b>Total</b>	73%	75%	77%	79%	81%	83%
<b>White</b>	75%	77%	79%	81%	83%	85%
<b>Black</b>	N/A%	N/A%	N/A%	N/A%	N/A%	N/A%
<b>Hispanic</b>	N/A%	N/A%	N/A%	N/A%	N/A%	N/A%

  

1.1.15	Actual 2007-2008	Target 2008-2009	Target 2009-2010	Target 2010-2011	Target 2011-2012	Target 2012-2013
	68%	74%	81%	87%	94%	100%

**SCHOOL-BASED OBJECTIVE (OPTIONAL):**

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

**NEEDS ASSESSMENT & RATIONALE FOR OBJECTIVE:**

(Needs assessment that supports the need for improvement.)

67 % SHS 11th grade students scored 3 and above on FCAT Science.

**BEST PRACTICE (OPTIONAL):**

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

**ANALYSIS OF CURRENT PRACTICE (OPTIONAL):**

(How do we currently conduct business)

**PERFORMANCE INDICATORS:**

<b>Total Population</b>	75 % of Satellite High School 11th grade students will score 3 and above on FCAT Science, as measured by the 2009-2010 FCAT.
<b>Levels 4-5</b>	75 % of Satellite High School 11th grade students will score 3 and above on FCAT Science, as measured by the 2009-2010 FCAT.
<b>Inquiry: Min/Week</b>	Satellite High School follows Brevard County best practices in science and best practices dictate 40% of hands-on lab activities with skill labs, activity labs and inquiry.

**STRATEGIES:**

<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMETABLE</b>	<b>BUDGET</b>	<b>ASP PSRF</b>	<b>IN-PROCESS MEASURE</b>
A. SHS will provide students the instruction and format of the FCAT Science Test.	Classroom Teachers	Annually			Teacher evaluation process
B. SHS teachers will conduct quarterly assessments to monitor student progress.	Classroom Teachers	Every Nine Weeks			Quarterly science assessments
C. SHS teachers will continue to enhance curriculum delivery and offerings, with Technology, through Web-based instruction	Classroom Teachers	Annually			SHS technology in the classroom plans
D. SHS will ensure that all teachers are Highly Qualified and will encourage teachers to pursue advanced degrees and National Board Certification.	Principal	Annually			SHS NBCT Six Sigma plan
E. All Exceptional Education Science classes have been mainstreamed in to regular Science classes, in order to address the needs of and increasing learning gains in the lowest 25% in each specific group.	Curriculum Contact	Annually			Teacher observatin and ongoing curriculum building/evaluation

**EVALUATION:**

*OUTCOME MEASURE:* FCAT

*PROGRESS MONITORING:* School administrators will support and participate in FCAT formatted student quarterly assessments of Sunshine State Standards.

**PROFESSIONAL DEVELOPMENT:**

**DISTRICT REQUEST:** Technology in the Science Classroom;

**SCHOOL BASED:**

**BUDGET:**

CATEGORY	DESCRIPTION	FUNDING	AMOUNT
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**ADDITIONAL RESOURCES:**

- <http://secondarypgms.brevard.k12.fl.us/sciencecurric.htm>
- <http://secondarypgms.brevard.k12.fl.us/BP/bestscience.pdf>
- <http://www.floridastandards.org/index.aspx>
- <http://www.fldoestem.org/center13.aspx>

## GOAL 5: PARENTAL INVOLVEMENT

### STRATEGIC PLAN GOAL(S):

- 4.3.1** Foster greater community involvement by increasing volunteerism and business partner involvement at each school by June 30, 2010.
- 
- 4.3.2** Continue to engage parents in their children's education, with particular emphasis on the secondary level by June 30, 2010.
- 

### OBJECTIVES

The number of volunteer hours for 2009-2010 will reach 23.9 volunteer hours per student of total population to 23,860.32 hours, as evidenced on the school volunteer report.

The number of signed active business partners will increase to four (4).

### NEEDS ASSESSMENT

SHS recorded 25,367.2 hours of volunteer service with a total of 337 volunteers participating in activities for the school year 2008-2009. SHS again received the Gold and Silver awards for outstanding volunteer participation.

SHS had two (3) signed active business partner agreement forms for business partners for the 2008-2009 school year.

### PERFORMANCE INDICATORS

**% of parents attending a (school**

90% of SHS parents will attend at least one school function during the school year.

**# of school based parental involvement**

Unlimited. Parent and community members are welcome and encouraged to be a volunteer at Satellite High School. Opportunities range from assisting students and teachers in the classroom to helping with administrative and clerical duties. The largest number of parental involvement opportunities is in the disciplines of extra-curricular activities such as fine arts and athletics. Academic subjects such as science research and foreign language have great needs for community volunteers.

**# of volunteers hours**

SHS will record over 23,000 volunteer hours for the 2009-2010 school year.

**# of opportunities for PLT information to be shared with**

The School Advisory Council will meet a minimum of 8 times over the course of the school year.

**STRATEGIES:**

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	ASP PSRF	IN-PROCESS MEASURE
A. Publicize School Advisory Council (SAC) activities at all parent functions throughout the school year.	Principal	Monthly			Newsletter, web-based Scorpmail
B. Post SAC meeting date/time on the school marquee, in the school parent newsletter, and weekly email messages.	SAC Chairman	Monthly			SAC meeting agenda
C. Include SAC updates in the school newsletter.	SAC Chairman	Nine Weeks			School newsletter
D. Provide teacher training to encourage community involvement.	Principal	Annually			SAC meeting agenda
E. Five parent newsletters mailed home each year.	Principal	Five times Annually	\$2,500.00		School newsletter
F. Provide information in school newsletter about Guidance Department activities and Guidance Scholarship bulletin, the academic and testing calendars and upcoming events	Curriculum Contact	Five times Annually			Guidance scholarship bulletin schedule
G. Information sent home to parents through the parent newsletter informing parents of interim and report card dates.	Curriculum Contact	Nine Weeks			Grade reporting cycle
H. Continue to develop and implement strategies to involve retirees and community experts and specialists as volunteers and mentors.	Assistant Principal	Annually			Volunteer logs/Newsletter
I. SHS will provide a web site for Satellite High School community members.	Principal	Annually			Scorpnnet.org and maintenance log

J. SHS will provide weekly informational emails during the school year to all parents who sign up during registration.	Curriculum Contact	Annually	Scorpmail
K. Letters will be mailed home to all parents of students with Progress Monitoring Plans in Reading, Math, and Writing.	Curriculum Contact	Annually	AIP update schedule
L. Principal will utilize automated center voice call system to notify parents of important school announcements. M. Develop and implement strategies to encourage parents to volunteer and attend SAC and other school meetings (Volunteer Reception).	Principal	As Needed	Principal's voice message schedule. Volunteer logs and SAC attendance roster
N. Continue to support a volunteer training program to assist with school and classroom needs (SSNP Academies). O. Continue to support a student volunteer program and provide recognition.	Assistant Principal	Annually	Volunteer training and logs
P. Recruit and utilize volunteers to provide after school clubs and extracurricular activity help.	Assistant Principal	Annually	Activities Director club/activities schedule
L. Marketing for the Be There campaign will include letters sent home to parents, advertisement set on the school electronic sign, notice in the parent newsletter, and posters hung around campus.	Principal	Annually	Be There campaign information schedule

**EVALUATION:**

*OUTCOME MEASURE:* Brevard Schools Foundation annual volunteer hours count.  
*PROGRESS MONITORING:* Site monitoring every nine weeks.

**BUDGET:**

CATEGORY	DESCRIPTION	FUNDING	AMOUNT
Materials	Parent Newsletter, Guidance Newsletter.	Discretionary Dollars	\$2,500.00

**ADDITIONAL RESOURCES:**

<http://www.bethere.org/>

<http://www.fldoe.org/family/faminov.asp>

<http://www.fndfl.org/>

<http://facts23.facts.org/navigation/home.do>

<http://www.fldoe.org/parent/>

<http://www.floridapartnership.usf.edu/>

<http://www.floridapta.org/>

<http://www.justreadfamilies.org/>

<http://www.ptoday.com/index.php>

<http://www.rif.org/>

<http://www.ed.gov/parents/landing.jhtml>

[www.brevard.k12.fl.us/portals/parents/pdf](http://www.brevard.k12.fl.us/portals/parents/pdf)

<http://www.justreadfamilies.org/>

<http://www.i-safe.org/>

<http://www.aap.org/>

## GOAL 6: ATTENDANCE

### STRATEGIC PLAN GOAL(S):

**1.1.9** Improve student attendance rate to 95% in every school by 2010.

### OBJECTIVES

Satellite High School will attain an overall student attendance rate of 96.5% for the 2009-2010 school year as measured by the school district and school attendance reporting system.

Satellite High School will work to continue this trend of improvement at a rate of 0.5 % per year until reaching an overall rate of 97.0 % in the 2010-2011 school year, when last year's 9th grade class will graduate as 12th grade students.

### NEEDS ASSESSMENT

Satellite High School had an overall student attendance rate of 96.06 % for the 2008-2009 school year.

### PERFORMANCE INDICATORS

**Total Population**            96.5% attendance rate

**STRATEGIES:**

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	ASP PSRF	IN-PROCESS MEASURE
Satellite High School will implement stricter enforcement of current attendance policies, to include:					
Students skipping school will receive discipline referrals resulting in Saturday school detention on the 1st offense and school suspensions on all incidents of skipping thereafter, for each semester.	Assistant Principal	Annually			AS400 discipline reports
SHS teachers and attendance office staff will monitor and record students with 2 or more unexcused absences. On the 2nd unexcused absence for each class, the student will be placed on the teacher and attendance office list of students at risk for nonattendance.	Assistant Principal	Semester			AS400 discipline reports
Students who have 5 or more unexcused absences per semester will be reported to the dean and/or principal that the student is exhibiting a pattern of nonattendance. The dean and/or principal shall, unless there is "clear evidence that the absences are not a pattern of nonattendance", refer the case to the school's child study team (CST) to determine if patterns of truancy are developing.	Assistant Principal	Semester			AS400 discipline reports and CST schedule
If the CST finds a pattern of nonattendance, a meeting with the parent must be scheduled to "identify potential remedies".	Assistant Principal	Semester			CST schedule
The CST may also implement the following: frequent communication with parent from school; evaluation for alternative education programs; and attendance contracts.	Assistant Principal	Semester			CST schedule and intervention plan

SHS will continue to work closely with the Brevard County Attendance/ Truancy Officer; following all reporting procedures to the Department of Motor Vehicles and the Circuit Court-Juvenile Division on violations of the Florida School Attendance Law.

Attendance Clerk

Semester

DMV and JDC reports

Initiate incentive plan for our students to achieve better attendance. "Perfect" attendance for each month of school will be rewarded with: Student names on daily announcements. Students awarded SHS Certificates and other attainable items.

Assistant Principal

Semester

Daily attendance reports

## **EVALUATION:**

*OUTCOME MEASURE:*

Attendance rate

*PROGRESS MONITORING:*

School principal, Department Chairs, School Advisory Council (SAC), Assistant Principals, and SRO will review the effectiveness of the school attendance program through collaboration

**BUDGET:**

CATEGORY	DESCRIPTION	FUNDING	AMOUNT
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## GOAL 7: TECHNOLOGY

### STRATEGIC PLAN GOAL(S):

- 1.1.26** By 2013, every Brevard student will be technology literate by completion of the eighth grade.
- 
- 2.4.2** Provide a student to computer equity ratio of fewer than five students per one modern computer with a refresh cycle every four years.
- 
- 2.4.4** Every teacher in every school will utilize Edline by the beginning of the 2010 -2011 school year.
- 

### KEY PERFORMANCE INDICATOR(S)

- 2.4.1** Every school will have 100% of its classrooms meet the Sunrise standard for technology in the classroom by the beginning of the 2012-2013 school year.
- 

<b>2.4.1</b>	<b>Actual 2007-2008</b>	<b>Target 2008-2009</b>	<b>Target 2009-2010</b>	<b>Target 2010-2011</b>	<b>Target 2011-2012</b>	<b>Target 2012-2013</b>
	40%	60%	80%	100%	%	%

### OBJECTIVES

By 2009-2010, 100% of teachers will be using Edline to report grades, homework and attendance via the internet as evidenced by Edline Utilization Reports ( Alignment: District Technology Plan)

By 2009-2010, Satellite High School will achieve a student to modern computer ratio of fewer than 5:1 as evidenced by Computer Reports. (Alignment: District Technology Plan Goal)

### NEEDS ASSESSMENT

Satellite High School's construction of facilities is complete and updated a large amount of classroom technology. Current inventory is being catalogued and needs assessed in conjunction with the District Technology Plan and District Strategic Plan.

### PERFORMANCE INDICATORS

**% of teachers utilizing Edline** 100% of Satellite High School Teachers utilize Edline

**Student to computer ratio** 100% teacher to computer ratio.  
25% student to computer ratio (4 to 1).

**Make It-Take It** N/A

**STRATEGIES:**

<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMETABLE</b>	<b>BUDGET</b>	<b>ASP PSRF</b>	<b>IN-PROCESS MEASURE</b>
Develop a plan for delivering age-appropriate Internet safety curriculum to students (Alignment: District Technology Plan Goal)	Principal	Annually			Teacher evaluation process
Institute an Edline reporting cycle.	Principal	Annually			Teacher evaluation process
Establish computer inventory reporting procedures.	Assistant Principal Facilities	Annually			Facilities inventory reports.

**EVALUATION:**

*OUTCOME MEASURE:* School wide inventory reports.

*PROGRESS MONITORING:* Progress monitoring by Florida Innovates School Survey and Edline Utilization Reports.

**BUDGET:**

CATEGORY	DESCRIPTION	FUNDING	AMOUNT
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## GOAL 8: RIGOR & RELEVANCE

### STRATEGIC PLAN GOAL(S):

- 1.1.21** By 2014, based on each student's individual program of study and individual readiness factors, the percent of students in grades 7-12 participating in level 3 (honors) courses in mathematics, English/language arts, science, social studies, and foreign language will increase by 5 percentage points each year for all students and each ethnic subgroup.
- 
- 1.2.2** Update the Special Diploma Option to increase rigor and relevance for students with disabilities by June 30, 2010.
- 

### KEY PERFORMANCE INDICATOR(S)

- 1.1.11** By 2013, 75% of Brevard's 11th grade students eligible for a standard diploma, and each ethnic subgroup, will score equal to or greater than the national ACT benchmark scores on each subtest: English 18, Reading 21, Math 22, Science 24.
- 
- 1.2.3** By 2013, 90% of all students who complete college level dual enrollment courses will receive a grade of B or better.
- 
- 1.2.4** By 2013, 70% of all students and each ethnic group enrolled in Advanced Placement (AP) courses, International Baccalaureate (IB) program and the Cambridge (AICE) program will score a three or better on the AP exam.
- 
- 1.2.6** By 2013, 250 students will graduate with dual diplomas, earning both a high school and post-secondary diploma.
- 
- 1.3.1** By 2013, participation in Advanced Placement (AP) courses, the International Baccalaureate (IB) program, the Cambridge AICE program, and the Dual Enrollment/Collegiate High School based on the state defined eligible population and other individualized readiness factors will increase by 10 percentage points for all students and each ethnic subgroup.
- 

1.2.3	Actual 2007-2008	Target 2008-2009	Target 2009-2010	Target 2010-2011	Target 2011-2012	Target 2012-2013
	85.6%	85.6%	85.6%	85.6%	85.6%	90%

1.2.4	Actual 2007-2008	Target 2008-2009	Target 2009-2010	Target 2010-2011	Target 2011-2012	Target 2012-2013
<b>Total</b>	51%	55%	59%	63%	66%	70%
<b>White</b>	51%	55%	59%	63%	66%	70%
<b>Black</b>	20%	30%	40%	50%	60%	70%
<b>Hispanic</b>	54%	58%	61%	64%	67%	70%

1.2.6	Actual 2007-2008	Target 2008-2009	Target 2009-2010	Target 2010-2011	Target 2011-2012	Target 2012-2013
	6%	3%	6%	8%	9%	10%

<b>1.3.1</b>	<b>Actual 2007-2008</b>	<b>Target 2008-2009</b>	<b>Target 2009-2010</b>	<b>Target 2010-2011</b>	<b>Target 2011-2012</b>	<b>Target 2012-2013</b>
<b>Total</b>	%	%	%	%	%	%
<b>White</b>	%	%	%	%	%	%
<b>Black</b>	%	%	%	%	%	%
<b>Hispanic</b>	%	%	%	%	%	%

## OBJECTIVES

The enrollments in Advanced Placement classes will increase by 2 % in the 2009-2010 school year, as measured by Satellite High School's student enrollment reports.

The enrollments in dual enrollment classes will increase by 3 % in the 2009-2010 school year, as measured by Satellite High School and Brevard Community College's student enrollment reports.

The enrollments in CTE classes will increase by 2% in the 2009-2010 school year, as measured by SHS enrollment.

The enrollment of Black and Hispanic students in AP, Honors, and Dual Enrollment classes will increase by 2%.

The enrollment of Black and Hispanic male students in AP, Honors, and Dual Enrollment classes will increase by 2%.

## NEEDS ASSESSMENT

Satellite High School Advanced Placement classes include 22 % of the student population.

Satellite High School dual enrollment classes include 6.7 % of the student population.

52% of Black students and 71% of Hispanic students were enrolled in AP, Honors, and Dual Enrollment courses for the 2008-2009 school year.

36% of Black and Hispanic male students were enrolled in AP, Honors, and Dual Enrollment courses for the 2008-2009 school year.

## PERFORMANCE INDICATORS

**% of students enrolled in Honors, level 3, AP, IB, AICE and DE**

Satellite High School's enrollment of students who take one or more Honors class is 827 or 69%. The number of students who take one or more Advanced Placement class is 264 or 22%. There are 84 students, or 7%, enrolled in Dual Enrollment and the Early Admissions program.

**% of students passing AP/AICE exams**

Satellite High Schools' students performance on Advance Placement classes listed as the percentage of students scoring 3 or above are as follows: American History - 26%, Biology - 29%, Calculus AB - 45%, Calculus BC - 67%, English Language - 82%, English Literature - 68%, Environmental Science - 67%, European History - 46%, Macro Economics - 18%, Music Theory - 90%, Psychology - 86%, Statistics - 96%, Studio Art 2D & 3D - 0%, US Govt/Pol - 27%, World History - 55%

**% of students passing ACT/SAT**

Satellite High School had 167 students take the ACT test. The 2009 ACT composite scores are as follows: English - 23.3, Mathematics - 23.7, Reading - 24.5, Science - 22.8, and a Composite average of 23.7. The percentage of Satellite students ready for college level work are 84% in College English Composition, 67% in College Algebra, 75% in College Social Science, and 46% in College Biology.

The 2009 SAT Report for College Bound Seniors showed Satellite tested 233 students with a mean score in Reading of 537, a mean score in Mathematics of 553, and a mean score in Writing of 512. These scores were an improvement over the 2008 scores of 10 points in Reading, 10 points in Mathematics, and 6 points in Writing.

**STRATEGIES:**

<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMETABLE</b>	<b>BUDGET</b>	<b>ASP PSRF</b>	<b>IN-PROCESS MEASURE</b>
Provide information on Advanced Placement classes and their requirements to all students during registration.	Curriculum Contact	Annually			Registration process and schedule
Provide information on the dual enrollment program and its requirements to all students during registration.	Curriculum Contact	Annually			Registration process and schedule
Include articles in the school newspaper and the Parent Newsletter of the benefits and requirements of taking Advanced Placement classes and dual enrollment courses.	Curriculum Contact	Annually			Newsletter content
Collaborate with Brevard Community College (BCC) to offer dual enrollment awareness sessions to all 9th, 10th, and 11th grade students with an overall GPA of 2.5 by May 2010.	Curriculum Contact	Annually			Guidance/BCC meeting schedule
SHS will provide information on CTE programs to students during registration.	Curriculum Contact	Annually			Registration process and schedule
Guidance counselors will work individually with minority students to encourage taking advanced classes as appropriate.	Curriculum Contact	Throughout the school year			Master schedule

**EVALUATION:**

*OUTCOME MEASURE:* SHS Master Schedule

*PROGRESS MONITORING:* Brevard County Secondary Schools of National Prominence (SSNP).

**BUDGET:**

CATEGORY	DESCRIPTION	FUNDING	AMOUNT
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## GOAL 9: SMALL LEARNING COMMUNITIES

### KEY PERFORMANCE INDICATORS(S):

**1.2.5** By 2013, 90 % of all high school graduates completing a Career and Technical Education program of study will be eligible for an industry certification.

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1.2.5	Actual 2007-2008	Target 2008-2009	Target 2009-2010	Target 2010-2011	Target 2011-2012	Target 2012-2013
	%	%	%	%	%	%

### OBJECTIVES

The enrollment in CTE classes will increase by 2% in the 2009-2010 school year, as measured by SHS enrollment.

### NEEDS ASSESSMENT

By 2013, 90% of all Satellite High School graduates completing a Career and Technical Education program of study will be eligible for an industry certificate.

### PERFORMANCE INDICATORS

**# of SLC  
Development &  
Expansion**

Fine Arts Academy  
Automotive Service  
Communications Technology  
Drafting and Design  
Fashion Production  
Early Childhood Education  
Marketing

**# of Performance of  
Students in SLC**

132 are enrolled in the  
Fine Arts Academy.

**# of Community  
Partnerships**

Each program incorporates a Community Advisory Group that consists of many area employers.

## STRATEGIES

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	ASP PSRF	IN-PROCESS MEASURE
Provide information on all CTE classes and their requirements to all students during registration	Curriculum Contact	Annually			Registration process and Schedule
Include articles in the school newsletter of success and benefits of all CTE programs.	Principal	Throughout the school year			Newsletter
Work to develop and improve existing community partnerships.	Program teachers	Throughout the school year			Number of community partnerships

**EVALUATION:**

*OUTCOME MEASURE:* Number of students eligible for certification who complete CTE program.

*PROGRESS MONITORING:* Number of students enrolled and progressing in a CTE program.

**BUDGET:**

CATEGORY	DESCRIPTION	FUNDING	AMOUNT
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## GOAL 10: INDIVIDUALIZED PROGRAM OF STUDY

### STRATEGIC PLAN GOAL(S):

#### OBJECTIVES

By May of each school year, 100 % of 9th graders will complete their ePEP and choose a Major Area of Interest (MAI) on the ePEP, as measured by the Satellite High School guidance office through student data reports for ePEP.

#### NEEDS ASSESSMENT

Satellite High School students start the Electronic Personal Education Planner (ePEP) process in their 9th grade year.

#### PERFORMANCE INDICATORS

**% of IPS meetings**                      100% of SHS students and parents meet with their guidance counselors.

**% of ePEPs completed**                      100% of ePEPs completed by the start of a student's freshman year.

**% of counselor visits to career class**                      Minimum of 4 guidance visits per year.

**% of plan/ACT results shared**                      100%

**STRATEGIES:**

<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMETABLE</b>	<b>BUDGET</b>	<b>ASP PSRF</b>	<b>IN-PROCESS MEASURE</b>
Satellite High School will have all 9th grade students scheduled for a Career Research and Decision Making class where the ePEP will be filled out as part of the class curriculum.	Curriculum Contact	Annually			# of students with ePEP complete
Guidance Counselors will meet with all students to review their completed ePEP from the Career Research and Decision making class.	Curriculum Contact	Annually			Guidance ePEP list

**EVALUATION:**

OUTCOME MEASURE: SHS Master Schedule

PROGRESS MONITORING: Brevard County Secondary Schools of National Prominence (SSNP).

**Individualized Program of Study - Budget**

CATEGORY	DESCRIPTION	FUNDING	AMOUNT
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## GOAL 11: GRADUATION RATE

### KEY PERFORMANCE INDICATORS(S):

**1.1.10** By 2013, Brevard's graduation rate will rank in the top three in the state.

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<b>1.1.10</b>	<b>Actual 2007-2008</b>	<b>Target 2008-2009</b>	<b>Target 2009-2010</b>	<b>Target 2010-2011</b>	<b>Target 2011-2012</b>	<b>Target 2012-2013</b>
	98%	98%	99%	99%	1%	1%

### OBJECTIVES

By 2010, Satellite High School's graduation rate will increase by .5% as evidenced by the Brevard County Public Schools' Grad Rate report.

### NEEDS ASSESSMENT

Satellite High School's graduation rate for the latest reported school year of 2008 was 97.65%

### PERFORMANCE INDICATORS

**% graduation rate**                      97.65% for 2008

**% dropout rate**                        3.35% for 2008

**STRATEGIES:**

<b>ACTION STEPS</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMETABLE</b>	<b>BUDGET</b>	<b>ASP PRF</b>	<b>IN-PROCESS MEASURE</b>
Satellite High School will offer students the opportunity to take over core classes they have failed during zero period (7:50 - 8:40) in the Satellite High School MAP Lab. These are competency based/computer based courses and are designed only for students who have received a failing grade in these classes. (Students who FA'd classes are not eligible) The highest grade that can be obtained is a C in this credit retrieval program.	Curriculum Contact	Semester	\$7,546.00	YES	Enrollment and success in Zero period credit retrieval
The MAP program will give students the opportunity to earn credits for promotion since the SOAR program (summer school program) has been eliminated.	Curriculum Contact	Semester			Enrollment and success in the MAP Program

**EVALUATION:**

OUTCOME MEASURE: Graduation Rate

PROGRESS MONITORING: Post Secondary Remediation

**BUDGET:**

CATEGORY	DESCRIPTION	FUNDING	AMOUNT
Salaries	Two extended day positions for Credit Retrieval	Post Secondary Remediation Funds	\$7,546.00