

Brevard County Public Schools School Improvement Plan 2012-2013

Name of School:

Palm Bay High School

Area:

Area I

**Principal:
Superintendent:**

John G. Thomas

Area

Dr. Mark Mullins

SAC Chairperson:

Amy Evans

Superintendent: Dr. Brian Binggeli

Mission Statement:

Palm Bay High will make a positive difference in the future of our students.

Vision Statement:

Palm Bay High stakeholders provide a caring, supportive environment where students and faculty can collaborate on strong academics and life based education leading our students toward confident and competent community members.

Brevard County Public Schools School Improvement Plan 2012-2013

RATIONAL - Continuous Improvement Cycle Process

Data Analysis from multiple data sources: *(Needs assessment that supports the need for improvement)*

In reviewing Palm Bay High School's lowest 25% students in Reading over the last year we were very pleased in the increase, but realize we still need to improve at a greater rate. In 2010, only 40% of the students who comprised the lowest 25% in reading earned a learning gain. This needs to be at 60% this year. Our proficiency rate was 50% for the 2011-12 school year. Palm Bay High is striving to see a 5% point increase to 55% for the 2012-13 school year.

When we received these results 9th and 10th grade reading and English teachers teamed together to examine where our students fell short. We analyzed the new FCAT 2.0. District Resource Teachers were brought in to help these teachers use their FAIR data more effectively in finding gaps in student's knowledge and fill in those gaps prior to testing.

In 2011, 52% of Palm Bay High School students in this category made learning gains and those gains continued with 63% earning learning gains in 2012. Our goal is 85% of our students will made learning gains. Our teachers have continued to use FAIR data, the Reading Coach began conducting Data Chats last year with all Reading students and the teachers will continue that practice this year.

Analysis of Current Practice: *(How do we currently conduct business?)*

Palm Bay High is working towards improving the effectiveness of Professional Learning Communities throughout our school. Our intent is to bring together all teachers so that they have opportunities to share best practices, analyze data effectively and collaborate about effective teaching strategies in each content area. It became evident that teachers were not fluent in analyzing data to write effectual lesson plans giving them the ability to reach all levels of student.

Professional Learning Communities will continue to focus on answering Four Essential Questions, analyzing last year's test data, and working together to best prepare our students for the FCAT 2.0 and EOC exams. They will review the common assessment that was created for each subject area and determine if they are preparing the students to be successful in that subject area. Improving student achievement is one of the main focuses for the Professional Learning Communities.

Presentations have been and will continue to be made at faculty meetings to help with the understanding of data and how to use it effectively. There will also be workshops offered on a voluntary basis on Early Release Days to those faculty members wishing to attend.

Best Practice: *(What does research tell us we should be doing as it relates to data analysis above?)*

It is evident that teachers in the secondary level tend to work in their classrooms alone, because of time constraints and scheduling. Palm Bay High is no exception. The administration and lead teachers began discussions about two years ago on ways to improve collaboration and teamwork.

Beginning with the 2011-2012 school year, Palm Bay High School implemented Professional Learning Communities (PLC) and our Collaboration and Mutual Accountability (CMA) groups across the entire curriculum in every discipline as part of the Brevard Effective Strategies for Teaching (B.E.S.T.) and Common Core. Each teacher/administrator will embrace the PLC/CMA concepts that include collaboration among teachers and will focus their efforts on improving instruction by focusing on 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 monthly faculty and department meetings, each PLC and CMA group will meet monthly to incorporate the many concepts that are the hallmarks of a modern professional learning community. Embedded in the CMA structure, teams will develop strategies to improve their assigned lowest 25% students who are part of the lowest quartile as part of their Mutual Collaboration requirement for the Instructional Personnel Performance Appraisal System (IPPAS).

According to Dr. Rick and Becky Dufour, Professional Learning Communities are comprised of educators committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students they serve. The goal of any PLC is to improve student learning by continuous learning for educators.

By creating a professional learning community, educators are more likely to have ownership and work together to achieve a common goal. Collaboration increases the likelihood that teachers will be successful by implementing the strategies discussed in the PLC meetings.

Collaboration allows time for engagement, dialogue, and decision making. It is through these meetings that students can be identified who need more time and support. Teachers can then come up with interventions that will support student learning. By providing time for teachers to collaborate, we are better able to meet the school's specific needs.

CONTENT AREA:

- | | | | | | |
|---|--|---|--|--|---|
| <input checked="" type="checkbox"/> Reading | <input checked="" type="checkbox"/> Math | <input checked="" type="checkbox"/> Writing | <input checked="" type="checkbox"/> Science | <input checked="" type="checkbox"/> Parental Involvement | <input checked="" type="checkbox"/> Drop-out Programs |
| <input checked="" type="checkbox"/> Language Arts | <input checked="" type="checkbox"/> Social Studies | <input checked="" type="checkbox"/> Arts/PE | <input checked="" type="checkbox"/> Other:
CTE,
AVID | | |

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

In order to improve student achievement, the Palm Bay High teachers will work in small Professional Learning Communities to develop and implement a system to analyze and use data effectively in the writing of assessments and lesson plans. This should have a direct impact on student achievement in all areas. Teachers will infuse a plan to utilize BEST strategies effectively in their classrooms on a regular basis in all lesson plans.

Common formative assessments will be powerful tools for determining what drives our Professional Learning Communities. Therefore, allowing the BEST instructional practices to improve student achievement. Results-oriented assessments will be used to problem solve areas of concern to improve instructional practices. By assessing throughout the year, we can then create a system that will ensure that all students, learning and not learning, receive additional time and support.

The 2012/2013 school year will see an even greater commitment to Professional Learning Communities at Palm Bay High School. Many content-specific PLCs have been organized to more intently focus on preparing students for the end of year high-stakes testing that will be administered across the major subject areas. Other non-content-specific PLCs have been organized to focus on specific strategies, such as use of 21st century technology in the classroom, in order to provide all faculty and staff with additional options to enhance student success.

Strategies: *(Small number of action oriented staff performance objectives)*

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
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1. Classroom Management	1. Enforce school-wide rules in all classrooms.	All employees	All year long	-0-	Number of discipline referrals
	2. Shared successful classroom management strategies in PLC's and at faculty meetings.	All employees	All year long	-0-	Number of discipline referrals
	3. Teachers standing at their doors between class change to help with supervision	Teachers/ Administrators	All year long	-0-	Number of incidents between class changes
2. Parent Communications	4. Remind students and parents via Edline, Parent email network and at school events to sign up for free and reduced lunch.	All employees	All year long	-0-	Number of applicants
	5. Share Fee Waiver information with all teachers regarding ACT, SAT, and college applications.	Reading Coach/ Department Chairs/ Administration	All year long	-0-	Number of students using the waivers
3. Time constraints	6. Identify specific times for monthly meetings (2 nd Tuesday of every month)	Administration	To begin with the 2 nd Tuesday in August and continue every month throughout the school year	- 0 -	Monthly meeting notes will be submitted to designated administrator by PLC leader
4. Lack of Experience	7. Training	Department Chair; County representatives as needed	Pre-Planning week; Voluntarily attend on early release days	- 0 -	Individuals trained at county level will have ERO transcript; school based training will provide attendance lists to responsible administrator
5. Teacher Agreement	8. Provide supportive qualitative and quantitative data as evidence to elicit agreement as to the effectiveness of PLCs on student achievement.	Administration; PLC Leaders; teacher leaders	Pre-Planning week; as needed throughout current school year	- 0 -	Improvement in attendance and participation during PLC meetings; Reflected in positive meeting notes submitted to responsible administrator.
6. Implementation of Data	9. How to use data on a daily basis	Administration;	Faculty Meetings; PLC Meetings; Department Meetings	-0-	Teacher usage of data when making lesson plans and assessments.

			throughout the year.		
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EVALUATION - Outcome Measures and Reflection

Qualitative and Quantitative Professional Practice Outcomes: *(Measures the level of implementation of the professional practices throughout the school)*

Teachers will learn to utilize data effectively when writing lesson plans. This method will have a direct impact on the formative assessments throughout the year. By learning to use the data in their classrooms and having data chats with students, Palm Bay High should witness an increase in formative assessments.

Administrators will conduct regular classroom walk-throughs as an informal observation process of implementation of best practice. This qualitative observation/measurement tool will be coupled with the Quantitative analysis of student achievement as indicated on FCAT, Industry Certifications and EOC testing. In addition, annual observations/evaluations will provide another source of quantitative data to measure professional practices.

Qualitative and Quantitative Student Achievement Expectations: *(Measures of student achievement)*

Year end testing (FCAT, EOC, and Industry Certifications) will be combined with all other testing (e.g.FAIR) to provide quantitative data results for student achievement. Students' past performance on these measurement devices (where applicable) will be utilized to generate expectations for school year 2012-2013 performance.

Teachers will evaluate student performance on their formative assessments in the classroom throughout the year to better prepare them for the EOC's, AP tests, certification exams and other end assessments at the end of the year. At the end of the year, teachers will be able to self-evaluate their progress with using data.

APPENDIX A (ALL SCHOOLS)

Reading Goal	2012 Current Level of Performance	2013 Expected Level of Performance
<p>1. At Palm Bay High School and in reviewing statewide data, it was determined that specific strategies need to be implemented to combat the increase in the number of students not achieving on grade level on the new FCAT 2.0 test. Approximately, twenty six ninth graders and eighteen tenth graders who had performed on grade level all or majority of their FCAT career obtained a level two status on the 2012 FCAT 2.0. Through PLC groups and mutual collaboration, groups are reviewing school wide FCAT data in the reading categories and finding specific, research proven strategies that can be utilized by English and Reading teachers, as well as all teachers to strengthen student learning and retention of skills necessary for on grade level achievement on the categories on FCAT 2.0.</p>	<p><i>(Enter percentage information and the number of students that percentage reflects ie. 28%=129 students)</i></p>	<p><i>(Enter percentage information and the number of students that percentage reflects ie. 31%=1134 students)</i></p>
<p>Anticipated Barrier(s):</p> <p>1. Lack of concentration spent by teachers with transient students and at-risk students</p> <p>2. Inadequate class time to cover all the areas of subject matter for long term learning of material.</p>		
<p>Strategy(s):</p> <p>1. More parental contact via email, phone, and mail/ utilize Saturday School in lieu to out of school suspension when appropriate using the discipline ladder/ mentorship and tutorial sessions for the lowest twenty five percent of student population who are more statistically at-risk/ more collaboration with teachers who have these students in their classes/ referrals to guidance to support in reaching at risk</p>		

<p>students</p> <p>2. Utilize the MESH handbook created by our district so that all classes can improve learning of material, student recognition within individual classes when students improve, Mutual Collaboration by teachers who teach the same subject matter or students/ BEST strategies and thinking maps in the classes/ Consistent scaffolding of material despite time constraints/ Before and after school support for students to receive extra support/ utilization of the ESOL room for ESOL students and other resources.</p> <p>3. Utilize AVID strategies to engage students in the learning process.</p>		
<p>FCAT 2.0 Students scoring at Achievement Level 3</p> <p>Barrier(s): 1. Teachers misconception that these students do not need as much support as our lowest twenty five percent</p> <p>2. Differing levels of students in classes without proper lesson plans.</p> <p>Strategy(s): 1. Review of student data in student/teacher conferences so that students and teachers are aware of student areas of strength as well as areas students can improve.</p> <p>2. Utilization of differentiation strategies through assignments in a class so that individual students acquire and practice the skills they need for individual student improvement regardless of their level of learning.</p>	<p>9th grade 119 = 29%</p> <p>10th grade 78 = 23%</p>	<p>9th grade 129 = 32%</p> <p>10th grade 116 = 26%</p>
<p>Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading</p> <p>Barrier(s): 1. Misconceptions that students with physical disabilities do not fare as well as their peers therefore poorly written lesson plans. 2. Perceived notions that lower IQ students will not retain information by the teachers.</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Allow students to use variable methods to answer questions based on their disability. 2. Continuous review of subject matter. 3. Repetition of daily schedule. 	<p>6 = 43%</p>	<p>6 = 30%</p>
<p>FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading</p> <p>Barrier(s): 1. A misconception that these students do not need as much support.</p> <p>2. Poorly written lesson plans that are not utilizing data.</p> <p>3. Class work becomes more of quantity of tasks, instead of challenging for these students.</p> <p>Strategy(s): 1. Make students aware of their performance on categories on</p>	<p>9th grade 113 = 28%</p> <p>10th grade 92 = 27%</p>	<p>9th grade 121 = 30%</p> <p>10th grade 129 = 29%</p>

<p>FCAT through conferencing and a breakdown of individualized scores.</p> <p>2. Provide resources for these students such as guidance, internships with corporations, opportunities to move ahead through the utilization of dual enrollment, AP courses, virtual school and other opportunities.</p> <p>3. Create challenging assignments with more rigor and applicable to high performing students that involve more creative and hands on application.</p>		
<p>Florida Alternate Assessment: Students scoring at or above Level 7 in Reading</p> <p>Barrier(s): 1. Misconceptions that students with physical disabilities do not fare as well as their peers. 2. Perceived notions that lower IQ students will not retain information.</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Allow students to use variable methods to answer questions based on their disability. 2. Continuous review of subject matter. 3. Repetition of daily schedule. 	1 = 7%	1 = 6%
<p>Florida Alternate Assessment: Percentage of students making learning Gains in Reading</p> <p>Barrier(s): 1. Misconceptions that students with physical disabilities do not fare as well as their peers therefore poorly written lesson plans. 2. Perceived notions that lower IQ students will not retain information by the teachers.</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Allow students to use variable methods to answer questions based on their disability. 2. Continuous review of subject matter. 3. Repetition of daily schedule. 	2 out of 5 students made a learning gain in Reading	
<p>FCAT 2.0 Percentage of students in lowest 25% making learning gains in Reading</p> <p>Barrier(s): 1. Lack of parent contact when students are tardy or receiving discipline referrals. 2. Failure to communicate with guidance and the deans about potential problems. 3. Lack of teaching strategies pertaining to their students.</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Increased parental contact; counseling and guidance services; and mentoring. 2. Referrals for guidance services, ESOL support through school, free and reduced lunch, waivers for college fees and ACT/ SAT tests. 3. Utilize research proven strategies such as thinking maps, and 	63%	66%

BEST strategies. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Reading Barrier(s):-+ Strategy(s): 1.	N/A	N/A
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline data 2010-11:		
Student subgroups by ethnicity NOT making satisfactory progress in reading : <div style="text-align: right; margin-right: 20px;"> <u>White;</u> → <u>Black;</u> → <u>Hispanic;</u> → <u>Asian;</u> → <u>American Indian;</u> → </div>	Enter numerical data for current level of performance 45% 78% 65% N/A N/A	Enter numerical data for expected level of performance 40% 73% 60% N/A N/A
English Language Learners (ELL) not making satisfactory progress in Reading Barrier(s): Strategy(s): 1.	N/A	N/A
Students with Disabilities (SWD) not making satisfactory progress in Reading Barrier(s): Limited use of vocabulary. Strategy(s): 1.	78%	73%

Reading Professional Development

PD Content/Topic/Focus	Target Dates/Schedule	Strategy(s) for follow-up/monitoring
FAIR Updates for teachers	August; September	Modification of lesson plans based on student results on the FAIR testing.
MESH Strategies Workshop	Various times throughout the year	Integration of strategies in the lesson plans.

CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/Monitoring
2012 Current Percent of Students Proficient in Listening/ Speaking: <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">17%</div>	Language Barrier between student and teachers	<ol style="list-style-type: none"> Assign buddies and peer tutors to the student. Use manipulatives and hands-on activities. Have students summarize in their own language. 	Connie Walker, Guidance Counselor; Amy Evans, test administrator; and Delores Cirillo, Instructional ESOL Assistant
2012 Current Percent of Students Proficient in Reading: <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">4%</div>	Language Barrier	<ol style="list-style-type: none"> Explain new vocabulary. Use visual outlines, etc. 	Connie Walker, Guidance Counselor;

	between student and teachers	3. Decide what the students need to learn from the text.	Amy Evans, test administrator; and Delores Cirillo, Instructional ESOL Assistant
2012 Current Percent of Students Proficient in Writing : <div style="border: 1px solid black; padding: 5px; display: inline-block;">0%</div>	Language Barrier between student and teachers	1. Integrate English curriculum with other subject areas. 2. Modify lesson objectives when appropriate.	Connie Walker, Guidance Counselor; Amy Evans, test administrator; and Delores Cirillo, Instructional ESOL Assistant

<p style="text-align: center;">Mathematics Goal(s):</p> <p>1. After deconstructing the current 10th, 11th, and 12th grade student data, and determining that their FCAT Math scores were the lowest in Brevard County, it was decided that Palm Bay High School's main focus will be to understand and address those academic weaknesses and gaps in learning through various means in and outside the classroom, to include, but not limited to tutoring, the purchase of tools, and the use of technology to aid in the learning process, to name just a few. Furthermore, students entering the 9th grade are lacking in many mathematical skills, i.e., fractions and linear equations that are needed to be successful in our Algebra courses and beyond. Students identified in this gap statement will demonstrate an increase in achievement in order to close the gap. Monitoring of both subgroups will be done through ongoing discussions of student work/assessment results (formative and summative) with common subject area teachers. In addition, ongoing meetings will be convened to monitor implementation/impact/modification of the overall plan.</p>	<p style="text-align: center;">2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)</p> <p>EOC Scores in Algebra I include: 9th, 10th, 11th, 12th graders who are first time test takers total = 238 students of this 91 students = 45% passed the EOC in Algebra I. In addition, 12 of the non passing students = All of the 11th and 12th grade students, summarizing 0% of the 11th and 12th grade students passed.</p> <p>Lower 25% FCAT Scores showing/not showing a learning gain: Incoming 9th grade students - 34 students = 43% showed learning gain 45 students = 57% did not show a learning gain. Current 10th, 11th, and 12th grade students = 107 tested students 22 students = 20.6% showed learning gain 85 students = 79.4% did not show a learning gain.</p>	<p style="text-align: center;">2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)</p> <p>2013 expectations are for a 10% increase in overall learning gains for the current 9th, 10th, 11th, and 12th grade students. This should affect approximately 160 students. This will be across all standardized testing platforms, i.e., FCAT, to include the lower 25%, FCAT 2.0, and the EOC exams for both, Algebra I and Geometry.</p>
<p>Anticipated Barrier(s):</p> <p>1. Teaching to the different learning challenges as it relates to historical gaps in the learning process, as well as, standard deviations between ability and</p>		

performance.		
<p>Strategy(s):</p> <ol style="list-style-type: none"> All Mathematics Teachers will work with students in areas of academic weaknesses as identified by data analysis, using Common Core standards/strategies, and 21st Century technology standards/strategies as the bridge toward success. All Mathematics Teachers will provide opportunities for teacher-led and/or peer-led tutoring throughout the school year in small group and/or individual setting as determined by the students' individual needs, based on continuous data analysis. All Mathematics Teachers will utilize best practices during instruction to meet the needs of the diverse learners by developing formative and benchmark assessments for measuring student performances and analyze student performance data for identification of weaknesses in student learning. All Mathematics Teachers will integrate technology through the utilization of teacher-led resources to further promote mathematical concepts for all students. Mutual Collaboration groups will be formed specifically focused on common content to foster the sharing of materials, curriculum alignment, assessment strategies, and overall best practices. 		
<p>FCAT 2.0 Students scoring at Achievement Level 3</p> <ol style="list-style-type: none"> Teaching to the different learning challenges as it relates to historical gaps in the learning process, as well as, standard deviations between ability and performance. <p>Strategy(s):</p> <ol style="list-style-type: none"> Strategies are to include a continuous flow of appropriate academic challenges that will stimulate high levels of achievement. Closely monitor their progress to ensure continuous growth throughout the school year. Use of Technology to assist in the learning process as it relates to student achievement. Differentiate instruction as it relates to content, process, and product. 	<p>N/A EOC Testing</p>	<p>N/A EOC Testing</p>
<p>Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics</p> <p>Barrier(s):</p> <ol style="list-style-type: none"> Lack of review when referring to mathematical symbols. Strategies with getting students to understand money. Strategies with getting the students to understand dates and time. <p>Strategy(s):</p> <ol style="list-style-type: none"> Continuous usage of the mathematical symbols. Prepared lesson plans that use real-world examples with money. Visual calendar and time work stations. 	<p>6 = 43%</p>	

<p>FCAT 2.0</p> <p>1. Teaching to the different learning challenges as it relates to historical gaps in the learning process, as well as, standard deviations between ability and performance.</p> <p>Strategy(s):</p> <p>1. Differentiated instruction as it relates to the student's content, process, and product.</p> <p>2. Challenging academic rigor to promote a rigorous educational plan to further their academic goals.</p> <p>3. Use of Technology to assist in the learning process as it relates to student achievement.</p>	<p>N/A EOC Testing</p>	<p>N/A EOC Testing</p>
<p>Florida Alternate Assessment: Students scoring at or above Level 7 in Mathematics</p> <p>Barrier(s): 1. Lack of review when referring to mathematical symbols and vocabulary. 2. Strategies with getting students to understand money. 3. Strategies with getting the students to understand dates and time.</p> <p>Strategy(s):</p> <p>1. Continuous usage of the mathematical symbols. 2. Prepared lesson plans that use real-world examples with money. 3. Visual calendar and time work stations.</p>	<p>0</p>	<p>1 = 6%</p>
<p>Florida Alternate Assessment: Percentage of students making learning Gains in Mathematics</p> <p>Barrier(s): 1. Lack of review when referring to mathematical symbols and vocabulary.. 2. Strategies with getting students to understand money. 3. Strategies with getting the students to understand dates and time.</p> <p>Strategy(s):</p> <p>1. Continuous usage of the mathematical symbols. 2. Prepared lesson plans that use real-world examples with money. 3. Visual calendar and time work stations.</p>	<p>0</p>	<p>1 = 6%</p>
<p>FCAT 2.0</p> <p>Percentage of students in lowest 25% making learning gains in Mathematics</p> <p>Barrier(s): Teaching to the different learning challenges as it relates to historical gaps in the learning process, as well as, standard deviations between ability and performance.</p> <p>Strategy(s):</p> <p>1. A significant gap in those students showing learning gain and not are very evident and concerning. Palm Bay High School's focus will be to decrease this gap to show more of a learning gain with our current student population by means of current BEST practices.</p> <p>2. Use of Technology to assist in the learning process as it relates to student achievement. Differentiate instruction as it relates to content, process, and product.</p>	<p>32%</p>	<p>48%</p>

<p>Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Mathematics</p> <p>Barrier(s): 1.): 1. Lack of review when referring to mathematical symbols and vocabulary. 2. Strategies with getting students to understand money. 3. Strategies with getting the students to understand dates and time.</p> <p>Strategy(s): 1. Continuous usage of the mathematical symbols. 2. Prepared lesson plans that use real-world examples with money. 3. Visual calendar and time work stations.</p>	N/A	N/A
<p>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:</p> <p>Baseline Data 2010-11:</p>		
<p>Student subgroups by ethnicity :</p> <p style="text-align: right;">White: →</p> <p style="text-align: right;">Black: →</p> <p style="text-align: right;">Hispanic: →</p> <p style="text-align: right;">Asian: →</p> <p style="text-align: right;">American Indian: →</p>	<p>20%</p> <p>40%</p> <p>30%</p> <p>N/A</p> <p>N/A</p>	<p>15%</p> <p>33%</p> <p>24%</p> <p>N/A</p> <p>N/A</p>
<p>English Language Learners (ELL) not making satisfactory progress in Mathematics</p>	N/A	N/A
<p>Students with Disabilities (SWD) not making satisfactory progress in Mathematics</p>	53%	48%
<p>Economically Disadvantaged Students not making satisfactory progress in Mathematics</p>	32%	25%

Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/Schedule	Strategy(s) for follow-up/monitoring
Instructional strategies that are in alignment with the new Common Core Standards as it relates to an increase in knowledge of subject matter.	Continuous review with the PLC group during the 2012-13 School year.	Classroom implementation, Student Portfolios, Teacher Observation/Documentation of students' work, and/or overall results in both, teacher-generated, and/or standardized test scores.
Use of technology as it relates to student achievement in mathematics	Continuous review with the PLC group during the 2012-13 School year.	Classroom implementation, Student Portfolios, Teacher Observation/Documentation of students' work, and/or overall results in both, teacher-generated, and/or standardized test scores.
Differentiation strategies as it relates to content, process, and product.	Continuous review with the PLC group during the 2012-13 School year.	Classroom implementation, Student Portfolios, Teacher Observation/Documentation of students' work, and/or overall results in both, teacher-generated, and/or standardized test scores.

<p>Writing In analyzing the writing scores for 2012, Palm Bay High will continue to</p>	<p>2012 Current Level of Performance (Enter percentage)</p>	<p>2013 Expected Level of Performance</p>
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review strategies with the students to increase our level of success.	information and the number of students that percentage reflects)	(Enter percentage information and the number of students that percentage reflects)
<p>Barrier(s): 1. Limited expertise and use of proper teaching strategies to increase writing abilities. 2. Techniques to have students focus more on quantity rather than quality. 3. Utilization of higher level vocabulary in the class. 4. Specify how to respond to the prompts. 5. Teach students to transfer between social writing and academic writing.</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> Expose the students to higher level writing styles through published authors. Practice writing drills in class. Clear explanation of writing expectations and use of a rubric. Review the difference between social networking and academic writing. Go over how to revise and correct their writings. Utilize AVID strategies. 	343 = 3.5	445 = 3.7
FCAT: Students scoring at Achievement level 3.0 and higher in writing	85%	87%
Florida Alternate Assessment: Students scoring at 4 or higher in writing	3 = 50%	4 = 22%

Science Goal(s) (High School)	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
<ol style="list-style-type: none"> Seventy-five percent of students will achieve a passing grade and/or test score in their respective courses. 		
<p>Barrier(s): Time constraints that limit the continuous review of course material.</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> Instructors will prepare students for such tests, by facilitating lessons and experiences that help students to retain the course content and material. Instructors will also prepare students for electronic testing, in advance of such testing, in such courses where this is applicable. 	Students at Palm Bay High School scored on average a 49% on the Biology End of Course (EOC), state standardized test; this was the state average.	75% of students will attain a passing score either on the Biology EOC test, an Advanced Placement test and/or attain a "C" or better in their current science class.
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in	1 = 50%	2 = 11%

Science		
Florida Alternate Assessment: Students scoring at or above Level 7 in Science	1 = 50%	2 = 11%
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. White: → Black: → Hispanic: → Asian: → American Indian: →		
English Language Learners (ELL) not making satisfactory progress in Algebra	N/A	
Students with Disabilities (SWD) not making satisfactory progress in Algebra	N/A	
Economically Disadvantaged Students not making satisfactory progress in Algebra	N/A	

APPENDIX B

(SECONDARY SCHOOLS **ONLY**)

<p style="text-align: center;">Algebra 1 EOC Goal</p> <p style="text-align: center;">As part of Florida's Next Generation Strategic Plan for the purpose of increasing student achievement and improving college and career readiness, our goal is to pursue the same. We will prepare all of our students to be college and career ready at the completion of their Algebra I course work.</p>	<p>2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)</p> <p>EOC Scores in Algebra I include: 9th, 10th, 11th, 12th graders total = 242 students of this 91 students = 37.6% passed the EOC in Algebra I. In addition, 12 of the non passing students = All of the 11th and 12th grade students, 0% of them passed.</p>	<p>2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)</p>
<p>Barrier(s): 1. Teaching to the different learning challenges as it relates to historical gaps in the learning process, as well as, standard deviations between ability and performance.</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Continuous flow of appropriate academic challenges that will stimulate high levels of achievement. Closely monitor their progress to ensure continuous growth throughout the school year. 2. Make academic 		

<p>adjustments/modifications to lessons based on student's educational plan as it relates to their IEP.</p> <p>3. Use of Technology to assist in the learning process as it relates to student achievement.</p> <p>4. Differentiate instruction as it relates to content, process, and product.</p>		
Students scoring at Achievement level 3 in Algebra:	Of the 242 students, 101 students passed with a level 3 = 41.7%	2013 expectations is to increase 10% from 2012 results.
Students scoring at or above Achievement Levels 4 and 5 in Algebra:	Of the 242 students, 5 students passed with a 4 or 5 achievement level	2013 expectations is to increase 10% from 2012 results.
<p>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11</p>		
<p>Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.</p> <p>White: →</p> <p>Black: →</p> <p>Hispanic: →</p> <p>Asian: →</p> <p>American Indian: →</p>		
English Language Learners (ELL) not making satisfactory progress in Algebra		
Students with Disabilities (SWD) not making satisfactory progress in Algebra		
Economically Disadvantaged Students not making satisfactory progress in Algebra		

<p>Geometry EOC Goal As part of Florida's Next Generation Strategic Plan for the purpose of increasing student achievement and improving college and career readiness, our goal is to pursue the same. We will prepare all of our students to be college and career ready</p>	<p>2012 Current Level of Performance(Enter percentage information and the number of students that percentage reflects) Divided into thirds: Of the 384 students, 1st third had 135 students = 35.2% 2nd third had 106</p>	<p>2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects) 2013 expectations are to increase 10% from 2012 results.</p>
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at the completion of their Algebra I course work.	students = 27.5% top third had 241 students = 62.8%	
<p>Barrier(s): Teaching to the different learning challenges as it relates to historical gaps in the learning process, as well as, standard deviations between ability and performance.</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Strategies are to include a continuous flow of appropriate academic challenges that will stimulate high levels of achievement. Closely monitor their progress to ensure continuous growth throughout the school year. 2. Make academic adjustments/modifications to lessons based on student's educational plan as it relates to their IEP. 3. Use of Technology to assist in the learning process as it relates to student achievement. 4. Differentiate instruction as it relates to content, process, and product. 		
Students scoring at Achievement level 3 in Geometry:	In reviewing the percentages for our Geo EOC, 71% of the 9 th grade students scored in the top tier; 48% of the 10 th grade students scored in the middle tier; and 60% of the 11 th grade students scored in the bottom tier.	Our goal is to have 40% of all grade levels score in the top tier this school year.
Students scoring at or above Achievement Levels 4 and 5 in Geometry:	N/A	N/A
<p>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%.</p> <p>Data 2010-11 <input type="text"/></p>		
<p>Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</p> <p>White: →</p> <p>Black: →</p>	No data for this section	Palm Bay High will strive to reduce the subgroups data by 4% this coming school

Hispanic: →		year.
English Language Learners (ELL) not making satisfactory progress in Geometry	N/A	
Students with Disabilities (SWD) not making satisfactory progress in Geometry	N/A	
Economically Disadvantaged Students not making satisfactory progress in Geometry	N/A	

Biology EOC Goal	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in Biology:	136=32%	219 = 40%
Students scoring at or above Achievement Levels 4 and 5 in Biology:		128 = 35%

Civics EOC	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in Civics:	N/A	N/A
Students scoring at or above Achievement Levels 4 and 5 in Civics:		

U.S. History EOC	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in U. S. History:	N/A	39% / 172

Students scoring at or above Achievement Levels 4 and 5 in U. S. History:	N/A	15% / 66
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Science, Technology, Engineering, and Mathematics (STEM) Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
<p>Based on the analysis of school data, identify and define areas in need of improvement:</p> <p>Goal 1: Increase the number of students interested in high tech careers.</p> <p>Goal 2: Increase the number of students fluent in MSO.</p>	Time and number of computers.	<ol style="list-style-type: none"> Utilize the Media Center before and after school for students to work on the computers. Guest speakers in Career Research classes that promote high tech careers. 	Media Specialist/Career Research Teachers/number of students utilizing the Media Center resources/number of students inquiring about the different high tech careers with their counselors.

Career and Technical Education (CTE) Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
<p>Based on the analysis of school data, identify and define areas in need of improvement:</p> <p>Goal 1: Higher enrollment in our CTE programs.</p> <p>Goal 2: Higher pass rates on the certification exam.</p>	<ol style="list-style-type: none"> Student requirements for graduation have increased leaving less room in their schedules for electives. Retention of vocabulary until the exam. 	<ol style="list-style-type: none"> Make a video for each CTE class to be aired on PTV. Constant review of vocabulary and procedures to increase student retention. 	CTE Teachers/Enrollment in each of the courses/performance on formative assessments throughout the year.

Additional Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
<p>Based on the analysis of school data, identify and define areas in need of improvement: Results from our Spring 2012 Client Survey showed that parents would like for teachers to communicate more regularly.</p> <p>Goal 1: Increase teacher posting on Edline</p> <p>Goal 2: Increase Parent contact.</p>	<ol style="list-style-type: none"> Participation by the faculty. 	<ol style="list-style-type: none"> Monitor the usage of Edline by teachers. Offer workshops and guidance to promote Edline. Encourage parent communication with positive information. 	Administrators/Edline Superusers

APPENDIX C

(TITLE 1 SCHOOLS ONLY)

Highly Effective Teachers

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

Descriptions of Strategy	Person Responsible	Projected Completion Date
1. Teachers will form Professional Learning Communities to share BEST practices.	Administration/Mentor teachers	Ongoing throughout the year
2. All new teachers are assigned a peer mentor at the beginning of the school year.	Administration/Mentor teachers	Ongoing throughout the year
3. Support all teachers by giving them the proper materials and trainings needed for their classrooms.	Administration/Mentor teachers	Ongoing throughout the year

Non-Highly Effective Instructors

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

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

For the following areas, please write a brief narrative that includes the data for the year 2011-12 and a description of changes you intend to incorporate to improve the data for the year 2012-13.

<p>MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RtI (Identify the MTSS leadership team and its role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS)</p> <p>Principal (Instructional Leader): Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.</p> <p>Assistant Principal (Content Specialist): Ensures that when new curricular materials are obtained, implementers are adequately trained to use the materials.</p> <p>Guidance Counselor (Facilitator): Helps the RtI Leadership team to function effectively by setting meeting times, developing agendas, determining effective processes to involve all team members and facilitating communication within the Leadership Team and staff. Works as liaison between Guidance Department and faculty regarding the Student Review System for the school's RtI process. Provides input regarding specific information about individual students.</p> <p>Literacy Coach (Data Mentor): Collects, organizes, displays, analyzes, and interprets data. While the AP is not the sole person who works with data, she will be responsible to assist the team in understanding and using data. Identifies and analyzes existing literature on scientifically-based curriculum-based assessments and evidence-based intervention approaches; assists with whole school screening programs that provide</p>

early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Faculty Representative(s) - MESH, ESE and Electives: Provides information about instruction by participating in the process of student data collection, delivering Tier 1 instruction, and collaborating with other faculty to implement Tier 2/3 interventions.

RtI Coach - Provides guidance on the RtI process regarding Tier I differentiated instruction practices, problem-solving methodology, data collection and analysis, proper use of interventions/assessments, and identification of students for Tier II and III services.

PARENT INVOLVEMENT: Palm Bay High encourages parents to utilize Edline and to sign up for the Parent Email Network (PEN). These two forms of communication help to distribute upcoming events, activities, and other important information to the parents/guardians. Coaches and club sponsors hold parent meetings to discuss volunteer opportunities.

Palm Bay High had 26,886 volunteer hours recorded last year with 1520 students enrolled. This year our enrollment is 1572 and we have set a goal of 28000 volunteer hours.

Our client survey results indicated the need for teachers to utilize Edline on a regular basis. Palm Bay High will do a school-wide post on Mondays. The administration encourages teachers to update grades on a continual basis.

ATTENDANCE: (Include current and expected attendance rates, excessive absences and tardies) During the 2011-12 school year, Palm Bay High had 29% excused absences and 71% unexcused out of 16,174 absences. The administration discussed absences and tardies with all students at the beginning of the school year. Teachers have been asked to continue to remind students about being absent/tardy and the effects it has on their grades.

Teachers are to call home when a student is absent more than five times in a marking period. Parent communication is a key to reducing the number of absences/tardies. Teachers will keep a log when contact is attempted/made and given to the administration and guidance counselor when the student reaches six absences.

SUSPENSION: Palm Bay High had 1262 suspensions for the 2011-12 school year. The deans analyzed this data and presented strategies to the teachers during preplanning on policies they wanted to focus on for this school year. Teachers are asked to stand at their doors between classes, to send students to the deans when they are tardy to class, make sure students always have their planner with them when leaving the classroom, and to remind students about the rules for our campus.

Our goal is to reduce the number of suspensions for this school year. If all teachers/support staff enforce the rules it should be evident with a lower suspension rate.

DROP-OUT (High Schools only): Palm Bay High had a .8% drop-out rate in 2010-11 which is the most up to date data on the DOE website. Guidance counselors, teachers, and administrators continue to work with our at risk population. Adult Education is on campus and credit retrieval opportunities.

Parent communication is a key component in decreasing the drop-out rate. Teachers utilizing Edline, reminding students and parents to check grades and contacting parents when deemed necessary will also help.

POSTSECONDARY READINESS: (How does the school incorporate students’ academic and career planning, as well as promote student course selections, so that students’ course of study is personally meaningful? Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.) Palm Bay High School conducts individual registration for all of our students grades 9-12. The students meet individually with their assigned guidance counselor to review teacher recommendations and to choose electives. Counselors ensure that all graduation requirements are met as well as counsel regarding academic and career planning. Counselors help students choose courses that will meet the student’s needs and put them in the best possible situation to meet their postsecondary goals.