Brevard County Public Schools
School Improvement Plan
2012-2013

Name of School:

Space Coast Jr/Sr High School

Area:

North

Principal:

Robert Spinner

Area Superintendent:

Dr. Ronald Bobay

SAC Chairperson:

Joanne Seale

Superintendent: Dr. Brian Binggeli

Mission Statement:

The mission of Space Coast Jr./Sr. High School is to engage all students in activities designed to promote critical thinking and decision making emphasizing the educational values of rigor, relevance, responsibility, and relationships.

Vision Statement:

The vision of Space Coast Jr./Sr. High School is to produce educated, informed citizens ready to contribute to a global society prepared for the challenges of the 21st century.

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School Improvement Plan
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RATIONALE – Continuous Improvement Cycle Process

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

Space Coast Jr/Sr High School earned a school grade of "B" in 2010. We earned enough points to make an A in 2010, but we were penalized one grade level because less than 50% of our lowest 25% made learning gains in reading (49% of the lowest 25% made learning gains). In looking at the trend data we slightly improved in our total points from 2007 to 2008 (579 points), but since 2008 we lost a total of 55 points equating to 524 points in 2011. In 2011 we were 1 point below the A grade lower limit of 525 points, without consideration of the new "other" criteria accounting for 800 points for high schools. However, Space Coast earned an A, having earned 646 high school component points. We are well on the way to earning an A in 2012 with 579 points for FCAT components. To earn an A Space Coast must achieve at least 536 high school component points.

In FCAT reading, Space Coast has been relatively constant with respect to the percentage of our 7th – 10th grade students who meet high standards as measured by the FCAT. In 2010 65% scored Level 3 or above on FCAT Reading. We increased to 66% in 2011, but dropped to 61% in 2012.

By analyzing the data by subgroup, we found that our black students have increased then decreased every other year. 40% of the black students scored Level 3 or above on FCAT Reading in 2009, but dropped significantly to 24% in 2010. Then, we experienced an increase in 2011 to 45%, but declined again to 38% in 2012. The Hispanic subgroup also made a gain from 59% in 2010 to 64% in 2011, and then decreased slightly to 58% in 2012. The white students have scored 62%-63% since 2009. We have lost ground in the Students with Disabilities subgroup; after experiencing increasing proficiency from 2006-2010, when we peaked at 30%, we experienced a decrease in 2011 to 26% and again in 2012 to 25%. We continue to see a trend, especially in 8th grade, where the number of students performing on or above grade level continues to drop. In the past, SCHS has seen a trend where students scored well on FCAT Reading in middle school but when those same students entered high school, their FCAT Reading scores declined. Apparently, this was a trend that the state was seeing across all counties, not just here at SCHS. In 2012, last year's FCAT, a new scoring system was implemented with the intention to make the scores more equitable across grade levels. In other words, you should not see a student who scores extremely well on FCAT Reading in elementary and middle school and then dramatically declines once they are tested in high school. Unfortunately, the implementation of this scoring system for the first time caused a major redistribution of scores. Elementary students appeared to decline significantly last year, middle school students a bit less, and high school students appeared to gain in reading skills. The redistribution should stabilize across grade levels on future FCAT testing.

Space Coast had an increase in 2012 in the percentage of students making learning gains in reading. 58% made learning gains in both 2010 and 2011; in 2012 62% made gains. For the students in the bottom quartile, 49% made learning gains in 2010. We improved to 57% in 2011 and increased again in 2012 to 60%.

In FCAT math, Space Coast was fairly constant until 2011 in the percentage of our 7th – 10th grade students who meet high standards. In 2010 83% scored Level 3 or above in math. We experienced a decrease to 76% in 2011 and another significant decrease in 2012 to 64%. One factor may be that 9th grade and 10th grade students did not take the FCAT in 2012 as the state is transitioning to end-of-course exams for high school math. Traditionally proficiency scores increased each year as students increased grade levels; therefore now that high school students no longer take the FCAT we are no longer benefitting from the higher scores in 9th and 10th grades.

We analyzed the FCAT math results by subgroup. In 2010, white, Hispanic, and economically disadvantaged students were at relatively high proficiency rates – 80%, 74%, and 69%, respectively. Black students and students with disabilities

were the two groups with relatively low proficiency – 52% and 37%, respectively. All subgroups except black students declined in 2011, and all subgroups declined in 2012. White students declined from 80% in 2010 to 72% in 2011 to 66% in 2012. Hispanic students declined from 74% to 63% to 55%; economically disadvantaged students declined from 69% to 64% to 55%; and students with disabilities declined from 37% to 30% to 26%. Our black students experienced an increase from 52% in 2010 to 61% in 2011, but declined to 49% in 2012.

We have experienced a decline in the percentage of students making learning gains in math, from 74% in 2010 to 65% in 2011 and 61% in 2012. We have also experienced a decline in the percentage of the lowest 25% making learning gains. In 2010 66% of the lowest 25% made gains, in 2011 65% made gains, and in 2012 56% made gains.

Proficiency in FCAT writing has dropped from 89% in 2010 to 82% in 2011 and 77% in 2012.

In FCAT science Space Coast had 63% proficiency in 2010 but dropped to 55% in 2011. We experienced an increase to 57% in 2012.

The first assessment to begin the transition to end-of-course testing in Florida was the Algebra 1 EOC Assessment. Similar to FCAT, scoring Level 3 indicates satisfactory performance. Scoring at or above Achievement Level 4 indicates the student is high achieving and has the potential to meet college-readiness standards by the time the student graduates from high school. In the Spring 2012 Algebra 1 EOC assessment 67% of our students scored Level 3 or above. 12% scored Levels 4 or 5.

Space Coast's Advanced Placement participation declined from 2010 to 2012. In 2010 189 exams were administered, 166 exams in 2011, and 132 exams in 2012. In 2008, Space Coast began the Collegiate High School program, which allows students to take classes at BCC to earn a high school diploma and an Associate of Arts degree at the same time. This likely accounts for the decrease in the number of students taking AP classes. The percentage of students passing Advanced Placement exams was 47% in 2010, but declined to 38% in 2011. In 2012 the percentage of students who passed increased to 54%. The percent of courses with passing rates of 50% or greater was 62% in 2010, 50% in 2011, and 78% in 2012.

In the four years that the district has conducted a district-wide administration of the ACT to all 11th grade students, Space Coast's composite score increased from 19.4 in 2009 to 19.6 in 2010 but decreased to 18.9 in 2011 and 18.8 in 2012. The 2012 composite score is lower than Brevard, Florida, and the nation.   All juniors are tested, whether college-bound or not.

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

Space Coast Junior/Senior High School became a Professional Learning Community during the 2011-2012 school year. We established five Professional Learning Teams: Electives, Language Arts/Reading, Math, Social Studies and Science. Each of these teams met twice per month. We continued previously established teams such as the Space Coast Leadership Team, Literacy Leadership Team and the Data Team.   These teams continued to meet one time per month.

The Professional Learning Teams created goals for their team to work on during the school year including working towards common assessments, sharing strategies and comparing data.   In addition, the members collaborated on PGP goals and strategies and worked together to achieve the goals set forth in their PGP (Professional Growth Plan). A survey given to the PLT's at the end of the year indicated that, overall, teachers felt that the time spent in PLT's was productive. They did, however, state that the meetings ran over quite often, which made it difficult for them to get to class on time and to start their day in an effective manner. Members also stated that they felt that having additional time in small groups would be a more beneficial use of their time. In response to the feedback from the PLT's, the PLT leader is making sure that the meetings end on time (8:35 a.m.), and 2 of the 3 PLT meetings per month are now designated as small group meetings where teachers can meet by grade level or curriculum.

Current practice, as stated above, has our PLT's meeting as departments. As we work towards Common Core,

discussions have arisen on how to have the PLT's work as cross-curricular teams as well. Having departments isolated, as is usual in secondary, continues to be counter-productive to meeting school goals such as writing across the content areas.

Space Coast students have the opportunity to participate in extended learning opportunities through a variety of programs. These include the Academic Support Program, the Post- Secondary Remedial Program, the Credit Retrieval Program, and enrichment opportunities.

Academic Support Program (ASP)

Thirty-one middle school students participated in a Grade Improvement for Promotion program over the summer. During the winter and spring middle school students who are failing will have opportunities for additional instruction through a mentoring program in the academic core areas: language arts, mathematics, social studies and science.

The academic core subjects will be offered for 10-12 weeks during school during multiple periods (ASP Funds $4,500.00). Student make-up of course work for the reading, mathematics and science FCAT will be the priority.

ASP funds of $3623.00 will be expended for one Language Arts extended day for students in the lowest 25%.

Space Coast believes in continuous communication with our parents. During the year we send letters home quarterly to parents of any student who is failing one or more courses, has a low GPA or has excessive absences. Each June we mail home all report cards and FCAT scores. ASP Funds of $770.00 are utilized for this purpose.

Peer mentoring program – The Guidance Department has matched our middle school students in need of assistance. They are matched up with high school students who are strong academically in the specific areas. The mentor students receive community service hours towards state scholarships.

Post-Secondary Remedial Program and Credit Retrieval Program

High School students had an opportunity during the summer to attend three different credit retrieval classes. During the school year eligible high school students have opportunities for additional instruction in language arts and social studies, and science and mathematics. PSRP dollars are used in our credit retrieval program during several periods. Additionally, we have created extra classes to service students in mathematics, science, English and social studies for those students who are in the lowest 25%. (PSRP Funds $3,623.00) The ALS program is used primarily in the credit retrieval program.

Space Coast believes in continuous communication with our parents. During the year we send letters home quarterly to parents of any student who is failing one or more courses, has a low GPA or has excessive absences. Each June we mail home all report cards and FCAT scores with a Newsletter for all grade levels. PSRP Funds of $1,540.00 are utilized for this purpose.

PSRP funds of $3,623.00 are being used to assist our lowest 25% in intensive reading.

PSRP funds of $3,623.00 are being used for an extended day for an ESE teacher to teach reading to prepare students for the Florida Alternative Assessment.

PSRP funds of $3,623.00 being used for an extended day for one high school math teacher who is working with students who fall into the lowest 25% in math subgroup. The teacher is working on shoring up the students' skills in Algebra 1a in preparation for end of course exam (EOC).

PSRP funds of $3,623.00 are being used for an extended day for one high school math teacher who is working with students who fall into the lowest 25% in math subgroup. The teacher is working on shoring up the students' skills in Geometry in preparation for end of course exam (EOC).

PSRP funds of $3,623.00 for Peer mentoring program – one counselor is working with our high school students in need of assistance. They are matched up with other high school students who are strong academically in the specific areas. The mentor students receive community service hours and credit under service learning course code.

PSRP funds $3,623.00 for after school remediation for middle school and any high school students for make up on FLVS for multiple courses.

Additionally, the media center is open before school each day and after school three days per week for students to study, receive free math tutoring provided by students in the Mu Alpha Theta Math Honor Society, and access computers.

In our PLC and Data team group, we have ten team leaders who research data and create a format to share and review data retrieved from FAIR, DA testing, FCAT, EOC, AP, ACT, PLAN, and PSAT. Our PLC team coordinators will meet twice a month for the school year to discuss data, effective strategies, best practices and shared lessons to assist teams in improving instruction with the results in improved student performance. The Data team will meet monthly to analysis the data from the about listed tests as the result are recorded. The eleven team leaders will receive a $315.00 stipend each.

Enrichment Opportunities
Space Coast Jr/Sr High School offers students opportunities to participate in numerous clubs before and after school. Academic teams and clubs as well as Career Technical Education (CTE) clubs are available to students in the middle and high school. There are many extracurricular activities for students in academic, athletics, fine/performing arts and CTE. Some of the available choices are: Academic Brain Bowl, Middle School and High School Book Clubs, Community Problem Solvers, Forensic Team, Future Problem Solvers for Middle School and High School, Knowledge Masters for Middle School and High School, Lego League, Math Team, Model Student Senate, Mu Alpha Theta Math Honor Society, NHS and NJHS, Odyssey of the Mind for Middle School and High School, Robotics, and History Honor Society.

Honors, Dual Enrollment and Advanced Placement courses are offered for accelerated high school students. Middle school students can apply for the Viper Accelerated Program, a program offering rigorous Pre-AP academic core classes to prepare students for high school AP courses and the AP Diploma program.

We also have two academies: Science, Technology, Engineering, Aerospace and Manufacturing (STEAM), and Academy of Teacher Education and Public Service (ATEPS).
We have a 7-9 grade Viper Accelerated Program for student who are interested in preparing for the Advanced Placement Diploma.

In addition, eligible students have opportunities to participate in supplemental tutoring and mentoring opportunities during the school year either before or after school.

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

The Common Core State Standards were established to make a clear set of expectations for elementary and secondary students nationwide. The Standards are to ensure that students graduate from high school with the knowledge and skills to succeed in college and to contribute to an increasingly competitive global workforce. Currently 51% of America's incoming college freshmen must take reading remediation classes prior to taking college entry-level courses. Studies have also found that our students start out in the early grades as good readers, but, by the time they reach college, lack the skills essential for deeper reading of complex texts. With the new assessments scheduled to go into effect in 2014 or later, informational texts will be the spotlight. Fourth graders will be expected to read the same amount of fiction, or "literary" texts as informational texts. By the time those learners reach eighth grade they will be expected to read 45% literary and 55% informational texts. In their senior year of high school, the scale will dramatically shift to 30% literary texts and 70% informational.

The key point about informational texts is that, under Common Core, from fifth grade on students will be introduced to point-of-view as an inherent aspect of nonfiction, and will be trained as readers, researchers, writers, and speakers to compare and contrast sources, assemble evidence, and develop their own opinions.

With Common Core students are expected to apply higher-order thinking, be able to argue points, and back up their arguments with data and evidence. Many teachers were not taught this way, which will make it a challenge for them to teach this way. Professional development that provides experiential training will give teachers the tools they need to support students in this newer model of thinking and learning.

Research indicates that during 2012 through 2014 assessments in the United States will be 75%-80% higher order questions. Comparison, contrast, and classification should be a regular part of all students' learning experiences. Using compare/contrast and classification as a basis for designing teaching/learning/assessment tasks can greatly enhance students' deep processing and understanding of the curriculum they are studying. Students need to be taught to

summarize and paraphrase as an act of critical thinking. The more students process information deeply through summarizing and note-taking, the greater their level of understanding and achievement.

The insistence on making reading and writing instruction a shared responsibility within schools signals that teachers in all disciplines will be expected to foster literacy development. Students who can read with clear comprehension and write effectively about a given subject matter will learn the material much more thoroughly than those who do not. Discipline-based instruction in reading and writing enhances student achievement in all subjects.

Research provides reasons for integrating literacy learning with other curriculum areas. First, learning in any subject area requires the use of content-specific language; therefore, reading and writing are used as tools for learning that subject area. Second, schools and society are demanding increased levels of literacy learning. Another argument for integrating literacy across the curriculum is that students will be more motivated to learn when they are presented with material in an authentic manner. This means that topics of learning are connected to things that are meaningful to the students. This can happen when topic areas are connected to experiences that students have outside of school as well as inside school. Finally, connecting literacy learning to other content areas reinforces learning in all areas.

For the 2012-2013 school year Space Coast's faculty and staff will focus on nonfiction reading and writing across the curriculum to improve student achievement. In addition Space Coast's Professional Learning Teams will continue to focus on student learning, collaboration, and results. Collaborative Mutual Accountability (CMA) teams will be a part of our mentoring plan in a more expanded fashion this year. The teachers will share the students' progress and performance within their classes with their colleagues. They will identify strategies that may be working in one class that can be shared with the student's other teachers to foster improved student achievement. The outcome of this collaboration will be two-fold: improved instructional delivery and student achievement.

CONTENT AREA:

☒Reading	☒Math	☒Writing	☒Science	☐Parental Involvement	☒Drop-out Programs
☒Language Arts	☒Social Studies	☒Arts/PE	☐Other:		

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

The faculty and staff at Space Coast Jr/Sr High School will focus on nonfiction reading and writing across the curriculum to improve student achievement.

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

Barrier	*Action Steps*	*Person Responsible*	*Timetable*	*Budget*	*In-Process Measure*
1. Outdated and inadequate ELA materials	1a.Utilize Interactive Readers purchased at $1.00 per 7th-10th gr. student	ELA Grades 7-10 Teachers	Aug. – May	$1,120.00	Twice this year, once fall semester, once spring semester, the PLT agenda will include time to share in grade level groups how this resource is being used and

					with what degree of success. [PLT Meeting Agendas]
	1b. Explore the feasibility of a site license for izzit.org	Donna Spooner	September 2012	$0	Izzit.org site license not available
	1c. Middle school LA teachers will share with High School English teachers strategies and lingo from the *Texts and Lessons for Content-Area Reading* books received last year.	Devyn Hanson	MS Teachers will collaborate to create and share a handout at a PLT meeting in December nlt 12/20/12	0	PLT Meeting Agenda; Sign-in sheet; Handout
	1d. Explore the feasibility of a site license for *The New York Times*	Joanne Seale	September 2012	0	Emails, meeting minutes, training handouts
	1e. Social Studies can share *New York Times UpFront* with ELA	Francine Drabik	Sept.-May	$273.74	Emails, checkout sheets
2. Limited access to computer labs	2a. ELA will coordinate research projects so that all levels are not trying to access labs at the same time	ELA Grade 9 and 11 Teachers	Aug. – May	0	Grade 9 completes a mini-research paper which will be moved to fall semester. Grade 11 teachers will coordinate their timelines for the term paper. Topic will be placed on PLT grade level groups' agenda. A rough draft lab use calendar will be submitted to Joanne Seale by or before Dec. 5.
	2b. Explore before-school lab access	Carrie Chinaris/Donna Spooner	By 11/15/12	0	Report will be submitted to administration re extending lab hours.

	2c. Schedule online activities earlier in the school year when there is less traffic in the labs.	World Languages Teachers	Oct. – Jan.	0	Meeting minutes; computer lab schedule
3. Not all teachers utilize appropriate technologies to provide focused instruction on word problems and vocabulary.	3a. Conduct training on tablets for all department members	Lori Dewitt	By end of first nine weeks 10/11/12	0	Sign-in sheet at department/PLT meetings
	3b. Conduct training on Easiteach for cross-curricular use	Lori Dewitt	By end of first nine weeks 10/11/12	0	Sign-in sheet at department/PLT meetings
	3c. Supply websites via Edline for practice at home or during lab time	Math Teachers	By end of first semester 12/20/12	0	Individual Teacher Edline pages
	3d. Utilize Edline for quizzes, games and other technical reading practice	Math Teachers	By end of first semester 12/20/12	0	Individual Teacher Edline pages
4. Students lack of vocabulary knowledge and number sense inhibits success on word problems	4a. Establish standards for calculator use in each class/grade level	Math Teachers	First week of school 8/14/12	0	Preplanning meeting minutes
	4b. Spiral instruction, Constant review	Math Teachers	Ongoing	Purchase Kuta Software $996 ($696 provided by math dept., request $300 from SAC	Lesson plans; classroom observations
	4c. Illustrate and practice technical reading/word problems	Math Teachers	Ongoing	Purchase Kuta Software $996 ($696 provided by math dept., request $300 from SAC	Lesson plans; classroom observations
	4d. Utilize logic	Math Teachers	Ongoing	0	Lesson plans;

	problems to build logical thinking				classroom observations
	4e. Teach test-taking strategies	Math Teachers	Begin by 11/16/12	0	Lesson plans; classroom observations
	4f. Create Word Walls	Math Teachers	Begin by 11/16/12	0	Classroom walkthroughs
5. Not all Social Studies teachers have been trained to use Document-Based Questioning (DBQs)	5a. Attend DBQ training at the Social Studies PDD.	Social Studies Teachers	9/10/12	0	Inservice records
	5b. Invite Social Studies Resource Teachers to attend department meetings and provide training	Pete Arroyo	Department Meeting October 23, 2012 With Chris Spinale and Bob McLaren From the district	0	Dept. Chair Notes/Minutes And meeting attendance records
6. Understanding the Common Core Literacy Standards	6a. Supply each teacher with a copy of Content Literacy Standards aligned with Anchor Standards	Francine Drabik	September 2012	0	PLT Meeting Minutes/ Attendance Records and A copy of the Handouts from The meeting
	6b. Conduct in-house training during PLT meetings	Francine Drabik	September-October 2012	0	PLT Meeting Minutes/ Attendance Records and a Copy of the Handouts from The meeting
7. Limited nonfiction resources for World Languages	7. Purchase Scholastic nonfiction magazines	Margaret Brugman/Valerie Eastman	September 2012	$400.00	Purchase Order
8. Understanding the correct use of word walls	8a. Conduct in-house training for the Science Department	Donna Spooner/Karin Lewis	October 2012	0	Meeting minutes, training handouts
	8b. Implement Word Walls	Science Teachers	Oct. – Apr.	0	Reading Coach will visit science classrooms for follow-up verification of understanding and

					implementation
9. Teachers are concerned about grading papers for correct writing conventions	9a. Implement basic written communication standards	Science Teachers	Sept. – Apr.	0	Rubrics, student papers
	9b. Partner with ELA teachers for collaboration on writing conventions	Science Teachers/ELA Teachers	Sept. – Apr.	0	Meeting minutes, rubrics, student papers
10. P.E. teachers don't have a classroom which makes it difficult to implement written work.	10a. Assign students to find an article and summarize it, providing evidence based on the text.	P.E. Teachers	Aug. – May	0	Student notebooks
	10b. Utilize written assignments during rainy days when students are indoors.	P.E. Teachers	Aug. – May	0	Student notebooks
11. Guidance Counselors do not have time to meet with students in their multi-level caseloads.	11a. Work with teachers for class visits during the fall for HS and spring for MS	Guidance Counselors	Sept.-Dec. 2012 Feb.-Apr. 2013	0	Emails/with dates, Newsletters
	11b. Conduct Individual IPS meetings with parents/students	Guidance Counselors	Aug. 2012-Apr. 2013	0	IPS Parent signed documentation, AS400
	11c. Perform credit checks for juniors and seniors	Guidance Counselors	Aug.-Nov. 2012	0	Signed credit check forms and grad checklists
	11d. Issue grade-level newsletters	Grade level counselors	Quarterly 2012-2013	0	Newsletters
	11.e. Complete registration meetings in the spring	Guidance Counselors	Feb. and Mar. 2013	0	Registration forms and PPP
12. CTE/ROTC has a time management issue due to	12a. Utilize Quick-Writes to check for understanding	CTE/ROTC Teachers	Weekly Oct. – May	0	Quick-write notebooks

required hands-on activities.					
	12b. Utilize Written Reflections at the end of projects	CTE/ROTC Teachers	One per nine weeks	0	Rubric, written reflection

EVALUATION – Outcome Measures and Reflection

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

Through our Professional Learning Teams, SCJSHS' teachers have worked on sharing strategies from their Professional Development Day trainings on B.E.S.T. Teachers have also collaborated on lesson plan building and common assessments in preparation for end-of-course exams (EOC) and the implementation of Common Core Standards. Class visits showed evidence of this ongoing collaboration through observations of more effective instructional delivery methods, teacher use of differentiated instructional tools, and use of formative and summative assessments. The collaboration among teachers was much greater in the 2012 year as a result of the PLT meetings. This year, our PLTs understand that text complexity and higher order questions will be what is required of students as we get closer to Common Core. They are looking at the barriers they face and have worked on strategies within each PLT to overcome the barriers to instructional delivery and student achievement. Overcoming these barriers will require a more engaged faculty who will look to each other for implementation of effective strategies as they meet more frequently in their PLTs. Teachers will work collaboratively to assist each other through feedback on enhancing instructional strategies throughout the year. With our teachers working together in a deliberate attempt to strengthen their instructional delivery, build more rigorous lessons that are relevant to the changes in our global society, and build collaborative relationships, classroom dynamics and student learning will improve. PLT input will assist us in evaluating our professional practices for improving student achievement.

Every PLT will use nonfiction literature as the basis for breaking down the text complexity in their current textbook and in supplemental non-fiction literature by utilizing The NY Times and Scholastic current event articles. Technical reading and technology tools will be used to build logical thinking. Word Walls and Data Based Questioning (DBQs) will be used to strengthen communication in reading and writing. Short and extended response questions will require evidence and justification of the students' answers.

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

As teachers implement strategies to overcome barriers to student achievement, we expect to see increased levels of performance in FCAT 2.0 reading and writing, mathematics and science and on their EOCs.

While we have seen a variation in the rise and fall of test results over the last three years, in 2012 62% of students made learning gains in reading, an increase of 4% from 2011. For the students in the bottom quartile, we experienced an increase from 49% making learning gains in 2010, to 57% in 2011 and 60% in 2012. Our advanced placement scores rose to a pass rate of 54%, up from 38% in 2011, which was a 16% gain.

In reading our expectations are that the percentage of students scoring level 3 or above will improve from 61% in 2012 to 64% in 2013. We expect all FAA students to score at or above Level 7 in reading. In writing we expect a 3% gain, increasing from 77% in 2012 to 80% in 2013 for those scoring a 3.0 or higher.

In FCAT 2.0 mathematics, we anticipate an increase from 64% to 66% for students scoring Level 3 and above. For students in the lowest 25% in mathematics, we expect learning gains to rise from 56% in 2012 to 58% in 2013. On the Algebra 1 EOC students scoring at level 3 or above was 67% in 2012; we expect that to rise to 69%. We anticipate the percentage of students scoring levels 4/5 to rise from 12% to 13%. On the Geometry EOC for 2013, we expect students scoring level 3 and above to be at 52% and levels 4/5 to reach 12%. (Note: there is no prior data on the geometry EOC, 2013 will be the first year student test for credit. Exact numerical levels for geometry EOC have not been released to the district from the State)

In FCAT 2.0 science for our 8th grade, we expect students scoring at level 3 or above to improve from 57% to 60%. On the Biology EOC our expectation for the students scoring at level 3 or above to be 41% and for level 4/5 10%. (Note: there is

no prior data on the biology EOC. 2013 will be the first year students test for credit. Exact numerical levels for biology EOC have not been released to the district from the State.)

Student surveys will give us input on the effectiveness of the implementation of our strategies used to work with students on a wide range of assessments.

APPENDIX A

(ALL SCHOOLS)

Reading Goal 1.	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects i.e. 28%=129 students)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects i.e. 31%=1134 students)
Anticipated Barrier(s): **1.**		
Strategy(s): **1.**		
FCAT 2.0 Students scoring at Achievement Level 3 **Barrier(s):** **Strategy(s):** **1.**	61% (604 students)	69% (766 students)
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading **Barrier(s):** **Strategy(s):** **1.**	0% (0 students)	0% (0 students)
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading **Barrier(s):** **Strategy(s):** **1.**	30% (301 students)	32% (355 students)
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading **Barrier(s):** **Strategy(s):** **1.**	100% (2 students)	100% (6 students)
Florida Alternate Assessment: Percentage of students making learning Gains in Reading **Barrier(s):** **Strategy(s):** **1.**	100% (2 students)	100% (6 students)
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	Enter numerical data for current	Enter numerical data for

reading :	level of performance	expected level of performance
White;	37%	30%
Black;	62%	44%
Hispanic;	42%	32%
Asian;	N/A	N/A
American Indian;	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):** **Strategy(s):** 1.	75%	59%
Economically Disadvantaged Students not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):** 1.	50%	42%

Reading Professional Development

PD Content/Topic/Focus	Target Dates/Schedule	Strategy(s) for follow-up/monitoring

CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/ Monitoring
2012 Current Percent of Students Proficient in **Listening/ Speaking:** 50%			
2012 Current Percent of Students Proficient in **Reading:** 50%			
2012 Current Percent of Students Proficient in **Writing**: 13%			

Mathematics Goal(s): 1.	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)
Anticipated Barrier(s): 1.		
Strategy(s): 1.		
FCAT 2.0 Students scoring at Achievement Level 3 **Barrier(s):** **Strategy(s):** 1.	64% (453 students)	66% (267 students)
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics **Barrier(s):** **Strategy(s):** 1.	100% (2 students)	0% (0 students)
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Mathematics **Barrier(s):** **Strategy(s):** 1.	24% (134 students)	25% (101 students)
Florida Alternate Assessment: Students scoring at or above Level 7 in Mathematics **Barrier(s):** **Strategy(s):** 1.	0% (0 students)	100% (6 students)
Florida Alternate Assessment: Percentage of students making learning Gains in Mathematics **Barrier(s):** **Strategy(s):** 1.	50% (1 student)	100% (6 students)
FCAT 2.0 Percentage of students in lowest 25% making learning gains in Mathematics **Barrier(s):** **Strategy(s):** 1.	56% (84 students)	58% (59 students)
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 Mathematics : White:	 34%	 32%
Black:	51%	42%

Hispanic:	45%	39%
Asian:	N/A	N/A
American Indian:	N/A	N/A
English Language Learners (ELL) not making satisfactory progress in Mathematics	N/A	N/A
Students with Disabilities (SWD) not making satisfactory progress in Mathematics	74%	62%
Economically Disadvantaged Students not making satisfactory progress in Mathematics	45%	41%

Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/Schedule	Strategy(s) for follow-up/monitoring

Writing	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)
Barrier(s): **Strategy(s):** 1.		
FCAT: Students scoring at Achievement level 3.0 and higher in writing	77% (383 students)	80% (406 students)
Florida Alternate Assessment: Students scoring at 4 or higher in writing	0% (0 students)	100% (2 students)

Science Goal(s) (Elementary and Middle) 1.	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)
Barrier(s): **Strategy(s):** **1.**		
FCAT 2.0 Students scoring at Achievement level 3 in Science**:**	57% (160 students)	60% (160 students)
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science	0% (0 students)	0% (0 students)
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Science:	9% (27 students)	12% (32 students)
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading	0% (0 students)	0% (0 students)

Science Goal(s) (High School) 1.	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)
Barrier(s): **Strategy(s):** **1.**		
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science	33% (1 student)	0% (0 students)
Florida Alternate Assessment: Students scoring at or above Level 7 in Science	67% (2 students)	0% (0 students)
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Science. **White:** **Black:** **Hispanic:** **Asian:** **American Indian**:	Not Available	Not Available
English Language Learners (ELL) not making satisfactory progress in Science	Not Available	Not Available
Students with Disabilities (SWD) not making satisfactory progress in Science	Not Available	Not Available
Economically Disadvantaged Students not making satisfactory progress in Science	Not Available	Not Available

APPENDIX B

(SECONDARY SCHOOLS **ONLY**)

Algebra 1 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)
Barrier(s): **Strategy(s):** **1.**		
Students scoring at Achievement level 3 in Algebra**:**	67% (132 students)	69% (138 students)
Students scoring at or above Achievement Levels 4 and 5 in Algebra:	12% (24 students)	13% (26 students)
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 (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. **White:** **Black:** **Hispanic:**	 34% 51% 45%	 32% 42% 39%
English Language Learners (ELL) not making satisfactory progress in Algebra	N/A	N/A
Students with Disabilities (SWD) not making satisfactory progress in Algebra	74%	62%
Economically Disadvantaged Students not making satisfactory progress in Algebra	45%	41%

Geometry 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)
Barrier(s): **Strategy(s):** **1.**		
Students scoring at Achievement level 3 in Geometry**:**	N/A	52% (111 students)
Students scoring at or above Achievement Levels 4 and 5 in Geometry:	N/A	12% (26 students)
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 (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. **White:** **Black:** **Hispanic:**	Not Available	32% 42% 39%
English Language Learners (ELL) not making satisfactory progress in Geometry	Not Available	N/A
Students with Disabilities (SWD) not making satisfactory progress in Geometry	Not Available	62%
Economically Disadvantaged Students not making satisfactory progress in Geometry	Not Available	41%

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:	N/A	41% (130 students)
Students scoring at or above Achievement Levels 4 and 5 in Biology:	N/A	10% (32 students)

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:	N/A	N/A

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	N/A
Students scoring at or above Achievement Levels 4 and 5 in U. S. History:	N/A	N/A

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: **Goal 1:** **Goal 2:**			

Career and Technical Education (CTE) Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: **Goal 1:** **Goal 2:**			

Additional Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: **Goal 1:** **Goal 2**:			

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.		
2.		
3.		

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

APPENDIX D

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.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RtI (Identify the MTSS leadership team and it role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS)

The MTSS Leadership Team consists of:
- Tammy Michonski – IPST/MTSS Chair
- Lisa Foster – School Psychologist
- Jackie Folger – Staffing Specialist
- Lisa Kratz – Administrator
- Teachers of student in question

The MTSS Leadership Team supports the implementation of our SIP goals by providing interventions for struggling students. Data from FCAT, FAIR, classroom reports, teacher observations and parental input are all used to determine the type, frequency, and duration of recommended interventions. Once the interventions are in place, the MTSS Leadership Team monitors the implementation through conference reports and continued data collection. The staff is trained in MTSS through Exceptional Student Education in-services.

PARENT INVOLVEMENT:

During the 2011-2012 school year, the school website was completely redesigned to improve the usability for parents and students; 63% of our parents activated EDLINE as of September 2011; and we had 237 parent surveys returned. For 2012-2013, Space Coast will continue to make improvements to the school website to advance the usability for parents and students. Teachers will continue to promote the importance of EDLINE in their classrooms. As of September 2012, 68% of our parents have activated EDLINE accounts. Notification of the parent survey will be posted on the school website, and printed in the school newsletter. In addition, a synrevoice message will made by the principal. Space Coast firmly believes that supporting more involvement at school from all families will be an important strategy to enhance student achievement.

ATTENDANCE: (Include current and expected attendance rates, excessive absences and tardies)

The attendance data for Space Coast Junior/Senior High School consistently demonstrates a strong performance. For 2010-2011 the attendance rate was 97.42%. For 2011-2012, Space Coast demonstrated an attendance rate of 97.62%, ranked first highest in the district among junior/senior high schools. Space Coast has a strong process for monitoring attendance and notification for parents. Early interventions such as a phone call home and email to a student's counselor for five (5) unexcused absences and the enforcement of the appeal process for non-attendance has enhanced our culture of strong attendance. For the 2012-2013 school year, Space Coast will continue these strategies to maintain its high attendance rate.

SUSPENSION:

In 2011-2012, Space Coast Junior/Senior High School reported 280 incidents resulting in suspension. Of the 280 students who were suspended, 1% were Asian; 13% were Black; 10% were Hispanic; 4% Multi; 73% White; 14% ESE; 1% LEP; 48% Free/Reduced. New intervention strategies being used to help reduce the number of suspensions for the 2012-2013 school year are as follows: 1) To decrease problems with bullying the Dean of students took a group of students to a workshop to learn more about bullying issues and what they can do in their own school (action plan) to inform others. 2) Teachers are being encouraged to have more parent contact with behavioral issues in their classroom. 3) Besides conferencing with students and contacting parents, Space Coast is asking teachers to remind students (via an email list Friday before) of Saturday school; since a majority of suspensions result because students do not attend Saturday School (mainly due to forgetting). 4) More specific details have been given for inappropriate behaviors/consequences in the student handbook. With the implementation of the above strategies Space Coast predicts a reduction of suspendable

offenses for the 2012 – 2013 school year.

DROP-OUT (High Schools only):

The State has not released graduation and dropout rates for 2012 at this time. Prior year released data is as follows: in SY 2009-2010, 96.6% of the senior class graduated, and in SY 2010-2011 94.4% of the senior class graduated. In-house tracking indicates that 275 high school diplomas were awarded in May 2012 and 5 Certificates of Completion were awarded. In addition, 26 students of the original cohort were retained; 15 went to Adult Education, 3 students dropped out, and 51 students transferred.

Last year an emphasis was placed on using an ACT concordant score in lieu of a passing FCAT reading score to meet graduation requirements. 12 out of 29 seniors earned the ACT concordant score, which allowed them to graduate with a standard high school diploma. Five ESE students passed with the FCAT or ACT and did not require the waiver. Five ESE students passed with the waiver. Eight students passed with FCAT scores. Therefore, total seniors that passed without using their ESE waiver were 74%. 93% passed and earned a diploma.

Many opportunities were provided to students identified as at risk for graduation. A new mentoring program was implemented utilizing our Collegiate High School students as mentors to 7th-9th grade students in classrooms each Friday to support student learning. An additional program was implemented in 2011-2012, which was funded by the School Advisory Council, to offer online ACT test preparation to all high school students. This program was used primarily by the Retakes Intensive Reading Teacher for 11th and 12th grade students who had not met the FCAT graduation requirement. This program has been funded again this year and teachers that have 11th and 12th grade students have been encouraged to have their students sign up to use the program this year, as well as continuing its use in the Retake Reading classes.

Space Coast continues to offer a computer-based credit retrieval program for students that have been identified as "at risk" due to low GPA's and/or failing one or more courses. The program allows students to complete the tasks required of a previously failed course to meet credit and GPA requirements for graduation. Because students have previously filled their seat time requirements, they can earn up to one credit in a single class period each semester.

Within the computer-based credit retrieval program, a tutoring program was developed last year. The tutors provided academic motivation by working with students in a core academic subject. They were set up with a student that had previously failed the class in the traditional classroom setting. Most tutors were one on one, but sometimes they had two and rarely three students due to a shortage of tutors. They were able to remediate missing skills and work on bringing them to grade level in their course due to the one on one instruction. The tutors not only influenced them in their academics but seemed to moderate and influence in a highly positive manner those with behavior issues. The tutoring was on a volunteer basis only. They had to want to do it or it would not work. The tutors could earn a combination of grade and/or volunteer hours. This tutoring program has been implemented again this year and additional subject areas were added due to the inclusion of over aged middle school students. Students in the computer-based program can now receive tutoring in math, science, social studies and English/reading.

Our Media Center is open every day before and after school for students that need access to computers and/or a place to work on homework and study. For students needing additional help in math, Mu Alpha Theta, the math honor society, offers tutoring Wednesday and Thursday mornings in the senior section of the cafeteria from 8:10 to 8:40. The students are expected to sign in and a record of attendance in kept by the guidance office.

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.)

Space Coast Jr. / Sr. High School addresses student academics and career planning in a variety of ways, such as through 7th grade career wheel classes and 9th grade career research and development classes. In each class, students explore a variety of career choices and required academics needed in high school leading to postsecondary college acceptance or

workplace readiness are discussed.

Counselors meet with individual students and parents throughout the year to review their grade level course requirement, through Individualized Program of Study (IPS) meetings. They review high school state graduation requirements. Additionally, Brevard County Schools adopted the Secondary Schools of National Prominence (SSNP)model where students select either three academic credits or a three credits in career technical course sequence; preparing them for direct college or workplace skills.

We offer dual enrollment and advanced placement course for student who meet the criteria to earn college credit in high school. Through our academies we give our students hands on experiences for prepare for the real world. Our teacher academy allows student to intern at the elementary school, and our middle school. Our engineering academy has its student work with community leaders in engineering, aerospace and manufacturing fields.
We offer the ACT and PERT college entrance tests. Those students who do not meet the college entrance score requirements are offered College Readiness classes in English and mathematics.