

Brevard County Public Schools School Improvement Plan 2012-2013

Name of School:

Astronaut High School

Area:

North Area

Principal:

Mr. Terrance Humphrey

Area Superintendent:

Dr. Ronald Bobay

SAC Chairperson:

Cheryl Shivel

Superintendent: Dr. Brian Binggeli

Mission Statement:

Graduates of Astronaut High School shall be prepared to begin a career and/or continue their education at a post secondary technology school, community college, or university.

Vision Statement:

The Astronaut High School family of students, parents, staff, and community provides a caring school, offers a challenging learning environment, promotes student success, and instills a sense of pride in all.

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)*

After analyzing our school data for the last two years, we at Astronaut High School notice the following areas of concern: even though our Reading scores have improved, we are still below the district average in Reading, and we are below the district and state averages for Algebra EOC, Geometry EOC, and Biology EOC requirements. 73% (157 students) met or exceeded high standards in math, achieving a level 3 or higher. When we looked at our student surveys and parent surveys, we determined that Astronaut's staff provides a family-friendly environment for its students. Our staff maintains and promotes a positive school culture, while emphasizing rigorous academic curriculum and consistent cohort graduation rates.

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

Two years ago, we implemented Professional Learning Communities to improve collaboration between faculty members in each discipline. Last year our Data Review Teams focused on the bottom quartile students by mentoring, monitoring grades and classroom activity, and motivating those students who scored a Level 1 or Level 2 in Reading. One of our Data Review Teams focused on the upper Level 3 and Level 4 students through test taking and motivational strategies. Our science teachers began collaboration for meeting Biology EOC test item specifications. They used Biology EOC practice tests and district DA tests to create common formative and summative assessments. Currently, our Algebra and Geometry teachers are also collaborating to meet Algebra EOC and Geometry EOC test item specifications through the use of common formative assessments. Astronaut High School has a high involvement in student activities, dual enrollment classes, Advanced Placement courses, and community service organizations.

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

According to McTighe and Wiggins’s research on essential questions, “Essential questions are the thread that links, units, lessons, and year to year teaching and provide powerful tools for focusing daily classroom activity on meaningful goals...” (1989). Questions that probe for deeper meaning and set the stage for further questioning foster the development of critical thinking skills and higher order capabilities such as, problem solving, and the understanding of complex systems. In general, the best essential questions center on major issues, problems, concerns, interests, or themes relevant to students’ lives and to their communities. Good essential questions are open-ended, non-judgmental, meaningful and purposeful with emotional force and intellectual bite, and invite an exploration of ideas (<http://questioning.org/mar05/essential.html>).

They encourage collaboration amongst students, teachers, and the community. Effective questioning strategy by teachers is required to promote high-level thinking by students. The ability to ask great questions often separates great teachers from good ones. Essential questions are powerful, directive, and commit students to the process of critical thinking through inquiry. Ultimately, the answer to the essential question will require that students craft a response that involves knowledge construction. This new knowledge building occurs through the integration of discrete pieces of information obtained during the research process. Answers to essential questions are a direct measure of student understanding (www.onhandschool.com).

Essential questions must be powerful and commit students to the process of critical thinking through inquiry and engagement in real life problem solving. They must lead them to higher order thinking. In addition, essential questions require teachers and students to make thoughtful choices between options. The choice is based upon clearly stated criteria and used to synthesize or to develop thorough and complex understanding. Most essential questions are interdisciplinary in nature. They usually cut across lines created by schools and scholars to mark the terrain of departments and disciplines and usually lend themselves well to multidisciplinary investigations, requiring, for example, that students apply the skills and perspectives of math and language arts to social studies or science (Elder, L. & Paul, R. (2002). The answer to the essential question requires that students produce responses that involve knowledge construction and leads to an increase in reading comprehension. Ultimately, answers to essential questions are a direct measure of student understanding.

CONTENT AREA:

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

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

We at Astronaut want to increase reading comprehension of content based/non-fictional text to meet the demands of Common Core Standards, in all disciplines through school-wide implementation of essential questions to drive higher order thinking skills in students

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

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
1.A lack of experience developing higher level essential questions and applying reading comprehension strategies in the classroom	1.(a)Professional Development for teachers (b) Examples of Essential Questions are posted on SharePoint	(a)Reading Coach and Teacher Leaders (b)SharePointe Contact and Reading Coach	(a)By the end of November (b)Ongoing daily	(a)\$0.00 (b)\$0.00	(a) PD Observation and Exit Slips (b) SharePointe User Usage Reports
2.A lack of knowledge of Common Core Standards	2.Professional Development Day and monthly department PLT meetings	District, Administration , and Department Chairpersons	PDD: Sept 10 th State In-service: Oct 12 th Ongoing Monthly PLT Meeting PDD: Feb 18 th	\$0.00	Exit slips and in-service evaluations. Lesson plans
3.A lack of individualized instruction	3.Classroom pull-outs, tutoring, and mentoring sessions	Reading Coach	Ongoing weekly	\$0.00	FAIR scores, GPA improvement, FCAT Reading scores, ACT scores, classroom observation
4.Common formative assessment requires detailed item analysis and collaboration	4.(a) Allow teachers time to collaborate within their department (b) Development of KUD, KWL, and Short Responses	Administration	Ongoing	\$0.00	Lesson plans and classroom observation
5.Test-taking skills	5.Scheduled small group test-taking sessions	Data Review Teams	Ongoing until March	\$0.00	Teacher observation
6.Student	6.Continued	Data Review	Ongoing until	\$0.00	Teacher observation

motivation	teacher support in regular meetings	Teams	March		
7. Outdated block scheduling teaching strategies	7. Block scheduling instructional strategies seminar	Block scheduling seminar team	Seminar October 11-12 Faculty PD by February	\$0.00	Classroom observation and lesson plans

EVALUATION – Outcome Measures and Reflection

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

By May 2013, 100% of teachers in the core academic areas will have gained experience formulating and utilizing effective essential questions. Implementation of essential questions in the classroom will engage students in analyzing, evaluating, and synthesizing text for reading comprehension excellence. Students will demonstrate higher achievement levels in FCAT 2.0 Reading and EOC Exams.

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

Therefore, we expect that the consistent use of essential questions in core academic classes will help close the reading gap across the curriculum. A progression of student scores will be evident throughout the year on a wide range of assessments. Student scores will increase approximately 3% (47 students) on the 9th and 10th grade FCAT 2.0 Reading. Student confidence in reading comprehension will be evident through increased academic achievement.

APPENDIX A

(ALL SCHOOLS)

Reading Goal 1. To increase performance in reading comprehension, reference and research strategies, and non-fiction strategies.	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects ie. 28%=129 students)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects ie. 31%=1134 students)
Anticipated Barrier(s): 1. The availability of non-fiction literature 2. Limited background knowledge that attributes to lack of motivation for reading non-fictional texts 3. Lack of confidence and reading skills to master information texts		
Strategy(s): 1. Order more non-fiction literature for the media center and classrooms and make available for iPad's or Kindle reading. 2. Through an increase of content-based reading across the curriculum, students will gain background knowledge in a variety of subject areas. 3. Provide a wide variety of reading materials, in the media center, to target reluctant readers.		
FCAT 2.0 Students scoring at Achievement Level 3 Barrier(s): A lack of individualized instruction Strategy(s): 1. Classroom pull-outs, tutoring, and mentoring sessions	9 th Grade: 31% (93 students) 10 th Grade: 25% (62 students)	9 th Grade: 34% (113 students) 10 th Grade: 28% (89 students)
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading Barrier(s): Strategy(s): 1.	33% (3 students)	44% (4 students)
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading Barrier(s): Strategy(s): 1.	9 th Grade: 31% (93 students) 10 th Grade: 32% (79 students)	9 th Grade: 34% (113 students) 10 th Grade: 35% (112 students)
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading Barrier(s): Strategy(s): 1.	22% (2 students)	33% (3 students)
Florida Alternate Assessment: Percentage of students making learning Gains in Reading Barrier(s): Strategy(s):	0%	44% (4 students)

1.		
FCAT 2.0 Percentage of students in lowest 25% making learning gains in Reading Barrier(s): Strategy(s): 1. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Reading Barrier(s): Strategy(s): 1.	9 th Grade: 21% (63 students) 10 th Grade: 14% (37 students)	9 th Grade: 25% (83 students) 10 th Grade: 20% (64 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 reading : White: → Black: → Hispanic: → Asian: → American Indian: →	Enter numerical data for current level of performance	Enter numerical data for expected level of performance
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.	39%	34%
Economically Disadvantaged Students not making satisfactory progress in Reading Barrier(s): Strategy(s): 1.	35%	30%

Reading Professional Development

PD Content/Topic/Focus	Target Dates/Schedule	Strategy(s) for follow-up/monitoring
Increase Common Core content-based texts in each subject area	May 2013	Classroom observations
Training in developing and utilizing essential questions and KUD charts.	May 2013	Classroom observations and teacher PGP's

CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/Monitoring
2012 Current Percent of Students Proficient in Listening/ Speaking: <input type="text" value="0"/>		IPST Reviewing (We only have 1 student)	Guidance Counselor
2012 Current Percent of Students Proficient in Reading: <input type="text" value="0"/>			
2012 Current Percent of Students Proficient in Writing: <input type="text" value="0"/>			

1. Mathematics Goal(s):	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.Lack of reading comprehension for word problems		
Strategy(s): 1.Increase in content area texts across the curriculum		
FCAT 2.0 Students scoring at Achievement Level 3 Barrier(s): Strategy(s): 1.	N/A	N/A
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics Barrier(s): Strategy(s): 1.	55% (5 students)	66% (6 students)
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Mathematics Barrier(s): Strategy(s): 1.	N/A	N/A
Florida Alternate Assessment: Students scoring at or above Level 7 in Mathematics Barrier(s): Strategy(s): 1.	11% (1 student)	22% (2 students)

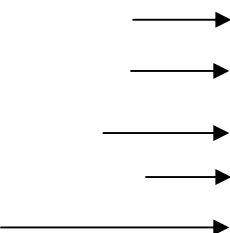
Florida Alternate Assessment: Percentage of students making learning Gains in Mathematics Barrier(s): Strategy(s): 1.	0	44% (4 students)
FCAT 2.0 Percentage of students in lowest 25% making learning gains in Mathematics Barrier(s): Strategy(s): 1.	N/A	N/A
Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Mathematics 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 : <p style="text-align: right;">White: → Black: → Hispanic: → Asian: → American Indian: →</p>	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	0%	0%
Economically Disadvantaged Students not making satisfactory progress in Mathematics	37%	25%

Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/Schedule	Strategy(s) for follow-up/monitoring
Common Core Standards (Content Based Text Reading)	PDD: Sept 10 th State In-service: Oct 12 th Ongoing Monthly PLT Meeting PDD: Feb 18 th	Exit slips and in-service evaluations. Lesson plans and classroom observations
Block Scheduling Seminar	October 11-12	Classroom observations, math department monthly meetings

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)
<p>Barrier(s): Implementing writing across the curriculum. Students do not have an extensive vocabulary or background knowledge.</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Analyze data from DA Writes in September. 2. Creating specific writing tasks for each discipline based on analysis. 3. Create word walls of academic vocabulary and display around school. 4. Increased content-area/non-fictional reading. 		
<p>FCAT: Students scoring at Achievement level 3.0 and higher in writing</p>	82% (218 students)	84% (268 students)
<p>Florida Alternate Assessment: Students scoring at 4 or higher in writing</p>	67% (2 students)	67% (2 students)

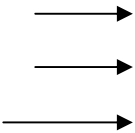
1. Science Goal(s) (Elementary and Middle)	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
<p>Barrier(s):</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. 	N/A	N/A
<p>FCAT 2.0 Students scoring at Achievement level 3 in Science:</p>	N/A	N/A
<p>Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science</p>	N/A	N/A
<p>FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Science:</p>	N/A	N/A
<p>Florida Alternate Assessment: Students scoring at or above Level 7 in Reading</p>	N/A	N/A

Science Goal(s) (High School) 1. Our goal for the 2012-2013 school year is for 100% of our students to score a level 4 or higher on the Science FAA.	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): Science students being properly prepared with scientific knowledge that will help them be successful in Biology. Strategy(s): 1. We received a grant for Madison Middle School science teachers to come over to Astronaut for a day to collaborate with our science teachers. The goal is to help align and connect the content area taught in middle school with high school.		
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science	60% (3 students)	66% (2 students)
Florida Alternate Assessment: Students scoring at or above Level 7 in Science	0	33% (1 student)
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;">  </div> <div style="text-align: left;"> <p>White:</p> <p>Black:</p> <p>Hispanic:</p> <p>Asian:</p> <p>American Indian:</p> </div> </div>		
English Language Learners (ELL) not making satisfactory progress in Algebra	N/A	N/A
Students with Disabilities (SWD) not making satisfactory progress in Algebra	0%	0%
Economically Disadvantaged Students not making satisfactory progress in Algebra	0%	0%

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)
<p>1. Our goal for 2012-2013 is for 83% of our students to score a level 3 or above on the Algebra EOC.</p>		
<p>Barrier(s): Some students struggle with reading comprehension and deciphering word problems</p> <p>Strategy(s): 1. Cross curriculum reading strategies implemented to assist students in reading comprehension.</p>		
Students scoring at Achievement level 3 in Algebra:	63% (136 students)	68% (163 students)
Students scoring at or above Achievement Levels 4 and 5 in Algebra:	10% (21 students)	15% (36 students)
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11		
<p>Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.</p> <div style="display: flex; align-items: center; margin-left: 100px;"> <div style="margin-right: 10px;"> <p>—————></p> <p>—————></p> <p>—————></p> </div> <div> <p>White:</p> <p>Black:</p> <p>Hispanic:</p> </div> </div>		
English Language Learners (ELL) not making satisfactory progress in Algebra	N/A	N/A
Students with Disabilities (SWD) not making satisfactory progress in Algebra	0%	0%
Economically Disadvantaged Students not making satisfactory progress in Algebra	0%	0%

<p align="center">Geometry EOC Goal</p> <p>In 2011-2012 we had 26% of our students score in the lowest third. In 2012-2013, we expect 63% of our students to achieve a level 3 or higher on the Geometry EOC</p>	<p>2012 Current Level of Performance(Enter percentage information and the number of students that percentage reflects)</p>	<p>2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)</p>
<p>Barrier(s): Some students struggle with reading comprehension and deciphering word problems</p> <p>Strategy(s): 1.Cross curriculum reading strategies implemented to assist students in reading comprehension.</p>		
<p>Students scoring at Achievement level 3 in Geometry:</p>	<p align="center">N/A</p>	<p align="center">63% (174 students)</p>
<p>Students scoring at or above Achievement Levels 4 and 5 in Geometry:</p>	<p align="center">N/A</p>	<p align="center">12% (33 students)</p>
<p>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline 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 align="center">  </p> <p align="right"> White: Black: Hispanic: </p>		
<p>English Language Learners (ELL) not making satisfactory progress in Geometry</p>	<p align="center">N/A</p>	<p align="center">N/A</p>
<p>Students with Disabilities (SWD) not making satisfactory progress in Geometry</p>	<p align="center">N/A</p>	<p align="center">N/A</p>
<p>Economically Disadvantaged Students not making satisfactory progress in Geometry</p>	<p align="center">N/A</p>	<p align="center">N/A</p>

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)
1. In 2011-2012 we had 39% of our students that scored in the lowest third on the Biology EOC. Our goal for 2012-2013 is for % of students to score a level 3 or above.		
Students scoring at Achievement level 3 in Biology:	N/A	33% (110 students)
Students scoring at or above Achievement Levels 4 and 5 in Biology:	N/A	17% (56 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
<p>Based on the analysis of school data, identify and define areas in need of improvement:</p> <p>Goal 1: Increase enrollment in the Engineering Academy</p> <p>Goal 2:</p>	<p>Interest and/or self-confidence</p>	<p>Promote the Engineering Academy at the middle schools</p>	<p>Academy Director</p>

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: 90% passing rate for industry certification exams</p> <p>Goal 2: 100% of teachers are certified in their content area.</p>	<p>1: Technical issues 2: Consistency of MOS throughout the Business and Finance Academy</p>	<p>1. All computers are equipped with adequate RAM 2. Incorporate MOS into all four business course.</p>	<p>1. Technical specialist and CTE staff 2. Academy coordinator</p>

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:</p> <p>Goal 1:</p> <p>Goal 2:</p>			

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

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 its role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS) MTSS/RTI: Our Individual Problem Solving Team (IPST) formerly known as RTI identifies students who are struggling behaviorally/academically but have never been identified as ESE. This team will meet once a month with our school psychologist to identify, document, collect and recommend interventions for classroom instruction. Our primary area of focus will be on seniors who have not passed their FCAT and are in jeopardy of not meeting graduation requirements in May 2013.

PARENT INVOLVEMENT: AHS parental involvement includes parental participation in Individualized Program of Study (IPS) meetings for all 9th, 10th, 11th, and 12th grade students; parent volunteers for school activities (athletic events, dances, and club activities) during the day, after school, and on the weekends. Last year 198 parent volunteers logged in 19,758 hours supporting these school activities. In addition we had 20 parents participate on AHS's School Advisory Committee and anticipate the same level of participation for the 2012-13 school year. We host parental meetings each spring to inform parents and students of academy, dual-enrollment, advanced placement, and other specialty programs.

ATTENDANCE: (Include current and expected attendance rates, excessive absences and tardies) With on-going communication from counselors, administrators, and teachers last year our attendance improved as the school year progressed. AHS consistently maintains a 95-96% attendance rate. We also implemented a new policy to reduce tardiness throughout the school day. This effort proved to be very effective in motivating students to get to all of their classes on time.

SUSPENSION: During the 2010-2011 school year, AHS had 173 suspensions and in 2011-2012 we had 165 suspensions. Our administration is working with teachers, and parents both, to decrease these disciplinary issues in 2012-2013. Our teachers will increase their contact with parents and address classroom issues before they escalate into discipline actions.

DROP-OUT (High Schools only): Programs to help increase graduation rate and reduce the number of students who drop-out AHS include performance based diploma program, a credit retrieval lab, and co-enrollment in adult education classes. These self-paced, individualized programs provide students an opportunity to make up credits and improve grade point averages so students can meet promotion and graduation requirements.

We have not received our drop-out/graduation data for the 2011-12 school year from DOE.

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.) Through IPS meetings with each student counselors discuss post-secondary goals and find ways to help student select courses that will prepare them for post-secondary education. Counselors and teachers encourage and support students to prepare for college entrance tests such as: ACT, SAT, PERT, and ASVAB. College admissions representatives and military recruiters visit frequently to communicate various entrance requirements. We encourage students to prepare for dual enrollment and collegiate high school by focusing on their GPAs, course selections, and testing requirements. These students are monitored closely by counselors to ensure student success. The Health Science, Business and Finance, and Engineering academies cohort students in courses that prepare them for the Industry Certification and post-secondary careers.

