Brevard County Public Schools
School Improvement Plan
2012-2013

Name of School: Area:

Principal: Area Superintendent:

SAC Chairperson:

Superintendent: Dr. Brian Binggeli

Mission Statement:

Satellite High School, a professional learning community, will create and maintain an academic and interdependent atmosphere through on-going self-reflection and personal improvement, teaming, measurable and attainable goal-setting, student-centered learning and collaboration among all stake-holders.

Vision Statement:

Satellite High School students will graduate with the academic excellence and intellectual curiosity necessary for college success, career readiness, character development, responsible citizenship and life-long learning.

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RATIONAL – Continuous Improvement Cycle Process

Data Analysis from multiple data sources:

74%   of our lowest 25% population made annual learning gains in Reading on FCAT in 2012

49%   of our lowest 25% population made annual learning gains in Reading on FCAT in 2011

51%   of our lowest 25% population made annual learning gains in Reading on FCAT in 2010

61%   of Seniors were College Ready based on ACT Reading scores in 2012

55%   of Seniors were College Ready based on ACT Reading scores in 2011

62%   of Seniors were College Ready based on ACT Reading scores in 2010

18.7   mean Reading score on PLAN Test in 2011

18.7   mean Reading score on PLAN Test in 2010

17.9   mean Reading score on PLAN Test in 2009

100% of Seniors passed the Ready to Work Reading for Information subtest in 2012

100% of Seniors passed the Ready to Work Reading for Information subtest in 2011

97% of Seniors passed the Ready to Work Reading for Information subtest in 2010

48% of students in Grades 9 and 10 scored above Level 3 in Reading on FCAT in 2012

37% of students in Grades 9 and 10 scored above Level 3 in Reading on FCAT in 2011

38% of students in Grades 9 and 10 scored above Level 3 in Reading on FCAT in 2010

47% of Seniors were eligible for Bright Futures Scholarship in 2012

48% of Seniors were eligible for Bright Futures Scholarship in 2011

51% of Seniors were eligible for Bright Futures Scholarship in 2010

Analysis of Current Practice:

During the 2010-2011 and 2011-2012 school years, Satellite High School focused on collaboration through Professional Learning Teams. Teachers examined each other's lessons and instructional strategies through observation and sharing of BEST practices to improve instruction. During the spring of 2011-2012, teachers in each department were videotaped teaching a lesson and shared that tape with colleagues for peer feedback. Teachers taught each other how to incorporate formative assessment in order to monitor student progress and shared strategies for optimum delivery of instruction.

Best Practice:

According to Jenson, direct instruction is not as effective as student-centered instruction. While the 2011-2012 school goals resulted in significant gains for our lowest 25% population on FCAT Reading, moving from 49% in 2011 to 74 % in 2012, students earning levels 4 and 5 did not demonstrate as significant an improvement moving from 37% of students scoring levels 4 and 5 in 2011 to 48% of students scoring levels 4 and 5 in 2012.

According to Eaker, DuFour, and DuFour (2002): "The framework of the Professional Learning Community model can be

put into three themes. The school has to have a solid, shared mission, vision, values, and goals; collaborative teams that work interdependently to achieve common goals; and a focus on results as evidenced by a commitment to continuous improvement." Schools doing this work have clarity of purpose and a collaborative culture, are able to turn collective inquiry into a best practice and examine current reality, are action oriented and committed to continuous improvement, and have a strong principal who empowers teachers to be leaders (DuFour, DuFour, Eaker, & Karhanek, 2004).

CONTENT AREA:

Reading	Math	Science			
Language Arts	Social Studies	Arts/PE	Other: CTE		

School Based Objective:

Satellite High School will improve Reading scores by continuing to promote and support the goals and objectives of the National Model for the Professional Learning Community.

Strategies:

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure

1. Teacher acquiring a new skill set for instructional delivery through professional development and peer coaching.	1. Continue professional development to train teachers to assist each other as peer coaches to explore and expand teaching techniques.	Current Peer Coaches Administrators Department Chairs	August 2012-May 3013	$500.00 for substitutes	IPPAS
2. Providing time for teacher observations as well as encourage-ment and motivation to participate.	2. Through PLT process teachers will collaborate on effectiveness of student centered classrooms. Allow time for dialogue about what works, what doesn't work and barriers teachers are facing while making the paradigm shift to student-centered learning.	Principal Teachers	August 2012-May 3013	$500.00 for substitutes	IPPAS
3.Teachers need time to meet with students and build relationships with students and families	3. Utilize Early Dismissal days, planning periods, 8:00-8:30 am time frame, RTI teams, Parent teacher Conferences.	Principal Teachers	August 2012-May 3013	0	IPPAS

4.ACT and PLAN tests are not a high priority to students and families	4. Make students and parents aware of importance of these exams in college readiness and the class schedule selection process. Information shared through parent newsletters, IPS meetings, pre-administration sessions.	Principal Guidance Service Professional Guidance Counselors	August 2012-May 3013	0	IPPAS ACT Data PLAN Data
5.Rising test scores on ACT needed for Bright Futures Scholarship eligibility in 2013 and 2014	5. Awareness through information sent home in parent newsletters, IPS meetings and in classroom presentations.	All Teachers Reading Coach Guidance Counselors	August 2012-May 3013	0	Bright Futures Eligibility Data
6.Non fiction reading materials are more prevalent on FCAT Reading, SAT, ACT and Advanced Placement exams	6. Increase the amount of non-fiction materials and include writing synthesis in programs across the curriculum. Teachers to utilize materials shared through Reading Coach and Reading Literacy Leadership Team meetings.	All Teachers Reading Coach Media Specialist	August 2012-May 3013	0	FCAT Data ACT Data SAT Data AP Data

EVALUATION – Outcome Measures and Reflection

Qualitative and Quantitative Professional Practice Outcomes:

Satellite High School will become a National Model recognized by All Things PLC during the 2012-2013

school year.

Three teachers will be trained to be peer coaches during the 2012-2013 school year as indicated by the number of

classroom observations noted on an end of year teacher survey.

We want teachers to make movement toward student centered learning as indicated on an end

of year teacher survey.

We want teachers to increase non-fiction reading for understanding to 70% as indicated on an

end of year teacher survey.

We want teachers to model BEST practices in instruction as measured by results of an end of year teacher survey.

Qualitative and Quantitative Student Achievement Expectations:

FCAT2

Follow grade 9 look at not only lowest 25% gains but rise and fall of levels 4 and 5

Grade 10

look at not only lowest 25% gains but rise and fall of levels 4 and 5

PLAN test acts as baseline for grade 11 ACT

Look at PLAN data for classroom placement (i.e. AP placement)

Grade 11

ACT Scores Impact on college readiness

AP Scores

Grade 12

PERT Scores following College Readiness coursework

AP Scores

End of Year Parent Survey

Follow the number of teachers with high expectations of their students

- As of Spring 2012, 74% (392 students) of Satellite High School students in Grades 9 and 10 performed at or

above satisfactory (Level 3 or higher) on the FCAT2 Reading. As of Spring, 2013, the desired goal is for 78% (544 students) of students to demonstrate satisfactory progress as measured by FCAT2.

- As of Spring 2012, Satellite High School had a mean Reading Score of 18.7 on the PLAN test and as of Spring 2013, the desired goal is for the mean Reading score to move to 19.0.

- As of Spring 2012, 61% (163 students) of rising seniors were College Ready based upon ACT Reading scores. By Spring 2013, the desired goal is for 68% (184 students) of rising seniors to be College Ready.

- As of Spring 2012, Satellite High School seniors taking the Ready to Work exam had a 100% pass rate on the Reading for Information subtest. By Spring 2013, the desired goal is to maintain a 100% pass rate on the Reading for Information subtest.

- Expand student-centered classrooms to include peer coaching and model classrooms.

- Broaden parameters of RTI to reach larger percentage lowest 25% population of students. Utilize counselors and exceptional education teachers to serve as sources of support for all RTI teams.

- Saturday School redefined to Monday Afterschool program to expand parameters of detention to allow for tutoring opportunities and teacher contact.

APPENDIX A

(ALL SCHOOLS)

Reading Goal	2012 Current Level of Performance	2013 Expected Level of Performance
1.	(Enter percentage information and the number of students that percentage reflects ie. 28%=129 students)	(Enter percentage information and the number of students that percentage reflects ie. 31%=1134 students)

Anticipated Barrier(s): 1.		
Strategy(s): 1.		
FCAT 2.0 Students scoring at Achievement Level 3 **Barrier(s):** **Strategy(s):** 1.	25%=137 students	28%=194 students

Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading **Barrier(s):** **Strategy(s):** 1.	50%=1 student	Only 1 student will take FAA 2012-2013
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading **Barrier(s):** **Strategy(s):** 1.	48%= 269 students	50%=347 students

Florida Alternate Assessment: Students scoring at or above Level 7 in Reading **Barrier(s):** **Strategy(s):** 1.	0	Only 1 student will take FAA 2012-2013
Florida Alternate Assessment: Percentage of students making learning Gains in Reading **Barrier(s):** **Strategy(s):** 1.	50%=1 student	Only 1 student will take FAA 2012-2013

	74%= 108 students	78%=541 students
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.**	0	0
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 :	Enter numerical data for current level of performance	Enter numerical data for expected level of performance
White:	FCAT- 28%=37 students AMO- 24%	AMO-20%
Black:	FCAT-63%=5 students AMO- 15%	
Hispanic:	FCAT-35%=20 students AMO-28%	AMO-23%
Asian:	FCAT-60%=3 students AMO- 0	
American Indian:	0	
English Language Learners (ELL) not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):** **1.**	FCAT-80%=8 students AMO-0	

Students with Disabilities (SWD) not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):** 1.	FCAT-28%=37 students AMO-55%	AMO-54%
Economically Disadvantaged Students not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):** 1.	FCAT-40%= 51 students AMO-35%	AMO-29%

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:**	Teaching Language Skills	Giving teachers BEST strategies to use Track teacher ESOL course enrollment	ESOL Itinerant Teacher ESOL Contact Administration
2012 Current Percent of Students Proficient in **Reading:**	Teaching Language Skills	Giving teachers BEST strategies to use Track teacher ESOL course enrollment	ESOL Itinerant Teacher ESOL Contact Administration
2012 Current Percent of Students Proficient in **Writing**:	Teaching Language Skills	Giving teachers BEST strategies to use Track teacher ESOL course enrollment	ESOL Itinerant Teacher ESOL Contact Administration

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.**	**N/A**	

Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics **Barrier(s):** **Strategy(s):** 1.	**50%=1 student**	
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Mathematics **Barrier(s):** **Strategy(s):** 1.	**N/A**	

Florida Alternate Assessment:	0	
Students scoring at or above Level 7 in Mathematics **Barrier(s):** **Strategy(s):** 1.		
Florida Alternate Assessment:	**50%=1 student**	
Percentage of students making learning Gains in Mathematics **Barrier(s):** **Strategy(s):** 1.		

FCAT 2.0 Percentage of students in lowest 25% making learning gains in Mathematics **Barrier(s):** **Strategy(s):** 1.	**N/A**	
Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Mathematics **Barrier(s):** **Strategy(s):** 1.	0	
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 :	Met Target Math	
White:	74%	77%
Black:		
Hispanic:	77%	79%
Asian:		
American Indian:		
English Language Learners (ELL) not making satisfactory progress in Mathematics		
Students with Disabilities (SWD) not making satisfactory progress in Mathematics	56%	51%
Economically Disadvantaged Students not making satisfactory progress in Mathematics	38%	35%

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	92%=241 students	94%=291 students
Florida Alternate Assessment: Students scoring at 4 or higher in writing	100%= 1 student	

Science Goal(s) (High School)	2012 Current Level of Performance	2013 Expected Level of Performance

1.	(Enter percentage information and the number of students that percentage reflects)	(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	67%=2 students	Only 1 student taking FAA 2012-2013
Florida Alternate Assessment: Students scoring at or above Level 7 in Science	33%=1 student	Only 1 student taking FAA 2012-2013

Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. **White:** **Black:** **Hispanic:** **Asian:** **American Indian**:	N/A	
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		

APPENDIX B

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**:**	43%=32 students	
Students scoring at or above Achievement Levels 4 and 5 in Algebra:	17%=13 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:**		
English Language Learners (ELL) not making satisfactory progress in Algebra	0	
Students with Disabilities (SWD) not making satisfactory progress in Algebra	59%=10 students	
Economically Disadvantaged Students not making satisfactory progress in Algebra	44%=12 students	

Geometry EOC Goal	**2012 Current Level of Performance(Enter percentage information and the**	**2013 Expected Level of Performance**

	number of students that percentage reflects)	(Enter percentage information and the number of students that percentage reflects)
Barrier(s): **Strategy(s):** **1.**		
Students scoring at Achievement level 3 in Geometry**:**	61%=104 student	
Students scoring at or above Achievement Levels 4 and 5 in Geometry:	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 (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. **White:** **Black:** **Hispanic:**		
English Language Learners (ELL) not making satisfactory progress in Geometry		
Students with Disabilities (SWD) not making satisfactory progress in Geometry		
Economically Disadvantaged Students not making satisfactory progress in Geometry		

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:	50%	151
Students scoring at or above Achievement Levels 4 and 5 in Biology:	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:	Did not administer	
Students scoring at or above Achievement Levels 4 and 5 in U. S. History:	Did not administer	

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) A school administrator, reading teacher, reading coach, guidance counselors, Guidance Service Professional and school psychologist serve on our MTSS Leadership Team. A focus of the tem will be to communicate and facilitate a problem solving/decision-making system to assure assistance for struggling students. The team will plan, implement and monitor progress to improving student achievement through data collection, intervention plans and involvement with family. The team is actively involved in the development of intervention strategies and ongoing follow-up to attain student success.

PARENT INVOLVEMENT: Satellite High School achieved the Gold Star/Five Star Award with 24,828 volunteer hours recorded during the 2011-2012 school year by a total of 262 volunteers. Parent involvement is encouraged throughout the school year through the school's website, EDLINE, electronic newsletter and by our parent booster organizations. Parents serve on the School Advisory Council to assist in decision making for school improvement initiatives and volunteer assist with athletics, clubs, activities and special events.

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

The end of year daily attendance rate during the 2011-2012 school year was 96.34. We will continue to strive for high attendance but do not see evidence to make this a goal for improvement for our school this year.

SUSPENSION: Satellite High School had a 10% suspension rate during the 2011-2012 school year. We will continue our efforts to maintain a safe school and work with students using the established discipline ladder to help students correct behaviors that could cause suspension from school. We do not feel that there is a need to make this a goal for improvement for this school year.

DROP-OUT (High Schools only): Satellite High School's graduation rate for 2010-2011 was 98.6. We will continue our efforts to keep our graduation rate high but do not feel that this is an area needing attention for this year.

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.) Satellite High School strives to improve postsecondary readiness by offering and tracking students who take College Ready classes in English and mathematics, offering credit retrieval for students short of credits or needing to raise GPA's, offering computer based graduation program for students who are in danger of not graduating with their cohort.

North

Satellite High School

Dr. Ron Bobay

Mark Elliott

Jane McDermott

80%= 1 student

20%=1 student

80%=4 students