



Brevard County Public Schools

School Improvement Plan 2009-2010

Titusville High

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GENERAL SCHOOL INFORMATION

VISION

"The Titusville High School community, working together through a comprehensive curriculum in a supportive, respectful environment, will develop responsible citizens and promote pride and excellence through achievement.

MISSION

The mission of Titusville High School is to challenge each student to become a productive community member and to reach educational goals by effectively utilizing all resources.

SCHOOL DEMOGRAPHICS

coming soon

SCHOOL PROFILE

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

"Titusville High School, accredited by the Southern Association of Colleges and Schools (SACS), is located on the east coast of Central Florida, directly across the Indian River from the Kennedy Space Center. Our students (grades 9-12) are drawn from the City of Titusville, Florida. As of September 2009, the school serves almost 1,400 students. THS is a 4 x 4 block school. Students participate in four 90-minute classes daily, attempting eight credits each year.

The first public school in the city of Titusville was built on Main Street in 1888. Horse-drawn school buses transported students from Indian River City and Mims. In 1927, Titusville High School was founded at the current location, the first building devoted solely to high school classes in the city. The schools feeding into Titusville High are: Coquina Elementary, Apollo Elementary, Imperial Estates Elementary, Riverview Elementary, and Andrew Jackson Middle School. The demographics of the student population are as follows:

Demographics School District State

White 73.3% 69.7% 45.9%

Black 15% 14.7% 23.1%

Hispanic 5.6% 8.1% 24.7%

Asian 2.4% 2.1% 2.4%

Am Indian .7% .3% .3%

Multiracial 3.1% 5.2% 3.6%

Disabled 12.1% 16.8% 14.4%

Economically Disadvantaged 20.7% 30.5% 45.9%

LEP 2.4% 3% 11.9%

Female 48.4% 48.4% 48.7%

Male 51.6% 51.6% 51.3%

The Career Academies

A unique program to Titusville High School is our development of smaller leaning communities: The Career Academies. The Career Academy program is now in its sixth year. The Freshman Foundation provides ninth grade students with a strong academic curriculum and a smaller, more personalized learning environment. There are two key components to the Freshman Foundation, the two credit Inono-honors language arts course and the state required Career Pathways course. This course is a freshman seminar in which students are provided with orientation activities, technology training and a career research component, which helps to identify their strengths, weaknesses and occupational interests. Additionally, the students are oriented to the THS Career Academies and are better able to choose their Major Area of Interest and to choose electives upon entering their sophomore year.

All 10th, 11th and 12th grade students at THS are incorporated into one or more of our Career Academies. The academies are four broad-based programs, in which students can earn rewards based on the number of credits they pursue in a career area. We currently have 25 different career area programs around which students can plan their course selections. Thus, all students at THS are able to benefit from a personalized educational plan based on their career interest and personally selected Major Area of Interest, which are mapped out for them in the academy curriculum.

The four Career Academies at Titusville High School are: Business and Industry, Health and Human Services, Letters and Science, Visual and Performing Arts. Our Career Academies are a source of pride for our students, parents and faculty. In addition, 9th, 10th and 11th grade standardized test scores continue to improve, most notably FCAT Reading, Writing+ and Science.

Accelerated Programs:

The THS curriculum includes Advanced Placement (AP), Dual Enrollment and Honors courses. A variety of mechanisms for accelerated study is offered by Titusville High School. By participating in Advanced Placement, Dual Enrollment, and Early Admissions, students may earn college credit while still in high school. In school year 2009-2010, there are 658 11th and 12th graders enrolled at THS. There are 305 Advanced Placement classes taken, 541 off campus dual enrollment classes taken, and 515 on campus dual enrollment classes taken.

1. Advanced Placement (AP)

College level Advanced Placement courses are offered on the Titusville High School campus. In fact, THS has one of the largest, most successful AP programs in Brevard County. The College Board approves the rigorous curriculum written by each THS AP teacher. Further, the College Board designs the examination for each AP Course. A student who successfully completes AP coursework will receive high school credit and may be awarded college credit depending upon the college's score requirements. Advanced Placement courses are worth one point for any student who passes the AP course.

2. Dual Enrollment (Academic, Technical, Vocational)

A student may take college level courses while still in high school by co-enrolling in a community college or university. Upon completion of the college course, credit toward high school graduation will be granted.

3. Early Admissions

In lieu of the senior year of high school, a student may pursue an Early Admissions program at a community college or four-year university. The Early Admissions candidate should confer with his/her counselor in the spring of the junior year.

4. Collegiate High School -- students enroll in a rigorous program of study in the summer prior to the 10th grade year. This program combines Dual Enrollment coursework and traditional high school courses in a three-year plan for students to simultaneously complete their high school diploma requirements and Associate of Arts degree by the completion of their high school program. Currently, THS has 38 students enrolled in this new offering for 2009-2010.

Ranking and Grading

Rank-in-class shall be for the purpose of college admissions and scholarship applications. The release of such individual information shall be in accordance with School Board Rule 6Gx5-4.04. Rank-in-class shall be computed on a cumulative un-weighted GPA. Upon student or parent request, for purposes of admissions to colleges and universities which are not part of the Florida state system, and for certain scholarship applications, the rank-in-class procedure utilizing only academic subjects on a weighted basis shall be used.

Only traditionally academic courses are to be included in the weighted grade point average calculations. These courses shall include: Algebra I and above, English, Science, Social Studies, Advanced Placement courses, Foreign Language and Humanities. No exceptional education courses except Gifted are to be included.

A statement of the policy and an explanation of the district phasing structure shall be attached to all transcripts.

Test Scores

71% of the Class of 2009 took the ACT

Middle 50% ACT Composite: 21.2

51% of the Class of 2009 took the SAT I

Middle 50% SAT Verbal: 506

Middle 50% SAT Math: 510

College Attendance

The class of 2009 had 314 graduates, of those 95% or 298 indicated their intention to attend 2 year and/or 4 year colleges. Twenty-four percent students or 70 indicated they would attend a 4 year in-state college. Fourteen graduates or 4% indicated they would attend a 4 year out of state college. The number of graduates attending a 2 year college was 214 or 72%.

4 YEAR IN STATE COLLEGES 2 YEAR COLLEGES 4 YEAR OUT OF STATE COLLEGE

University of Central Florida, Brevard Community College, Savannah College of Art and Design, University of Florida, Santa Fe Community College, University of Georgia, Florida State University, Valencia Community College, Jacksonville State University, FAMU, Seminole Community College, Louisiana State University, University of North Florida, Daytona Beach Community College, University of Mobile, University of South Florida, Florida Community College, University of Pittsburgh, Florida Atlantic University, Full Sail University, Ringling College of Art, Florida Southern College, Flagler College, FIT.

Opportunities for Improvement

There has been and continues to be an achievement gap between subgroups at THS. The table below reflects the gaps over time.

FCAT Reading

(Passing - level 3, 4, 5) 2002 2006 2007 2008 2009

White Students 45% 56% 60% 60% 61%

Black Students 18% 18% 19% 25% 22%

Gap 27% 38% 41% 35% 39%

THS began the Positive Annual Progress program (+AP) in 2003 in response to the achievement gap between white and black populations. Although we can measure a steady improvement in the percent of black students passing the FCAT (scoring 3, 4 or 5), the achievement gap has grown 11%. In SY 2009-2010, we will continue the +AP program under new leadership and continue staff development in all core content areas. Counselors will continue to encourage rigorous, relevant coursework with all students emphasizing the (less obvious, unseen) advantages to students who've not been exposed to this information. Parent night meetings and personal parent-student-counselor meetings will be held by grade level in efforts to keep parents/students informed.

"

HIGHLY QUALIFIED TEACHERS

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

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

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

3.2.5	Actual 07-08	Target 08-09	Target 09-10	Target 10-11	Target 11-12	Target 12-13	Target 13-14	Target 14-15	Target 15-16	Target 16-17	Target 17-18	Target 18-19	Target 19-20
	39.58%	42.69%	45.80%	48.91%	52.02%	55.13%	58.24%	61.34%	64.45%	67.56%	70.67%	73.78%	80%

3.1.3	Actual 07-08	Target 08-09	Target 09-10	Target 10-11	Target 11-12	Target 12-13
	6.25%	8.25%	10.25%	12.25%	14.25%	16.25%

"Titusville High School ensures to the best of school leadership's ability, teachers and staff are professionally qualified. In SY 09-10, 42% of the faculty have masters degrees, and 10% are National Board Certified teachers. 46% of the THS faculty have masters degrees and/or NBC. THS administrative staff recruits, employs and retains high quality employees. Almost annually, university students train with THS teachers. New teachers are supported with mentors and systematic small group programs. Veteran teachers are encouraged to pursue National Board Certification and Leadership opportunities. THS students have performed well on all major assessments, increasing achievement scores and continuing to perform at a level higher than state and national peers. The focus of the school is to increase student achievement by expanding curriculum opportunities for all students. To that end, THS has developed, implemented, and continues to evaluate a monthly delivery of staff training addressing critical thinking, reading and other classroom instructional strategies."

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

SUBJECT AREA	COACH NAME	DEGREE	# YEARS AT SCHOOL	# YEARS AS COACH	PRIOR PERFORMANCE
Reading Coach	Debbie Parrish	Masters Degree	4	4	effective

TEACHER MENTORING

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

"New staff members are paired with teachers who have completed the Clinical Educators Training. Through this pairing teachers new to Brevard complete the county induction program. 25% of our teachers have received their Clinical Educators Training to supervise beginning teachers and senior interns. In School Year 2009-2010, we hired 3 new teachers. Our District, Brevard, has mentor teachers available to come and observe new teachers and help them develop the best teaching strategies. We utilize their services at our school to offer help and suggestions to our new teachers or to those needing assistance.

Titusville High School ensures that every professional staff member is assigned to and is a participant in one of the five academies. All new teachers have a school-based mentor, participate in the Brevard Schools' Induction Program, and join an academy. Further, should any teacher be identified in need of improvement in the teaching strategies, resources are immediately made available. (This identification occurs based upon student performance on state and classroom assessments.) Such resources may include a personalized professional development plan, counseling with helping teachers, and observations in mentoring teacher classrooms. The administrative team works to build trust and an environment of ongoing support. Other administrative resources include time for mentoring teams to meet, time to observe each other's classroom techniques, model best practices and discussion how improvements can be made. Mentoring teachers are required to have a minimum of three years teaching experience, Clinical Educator's Training, and if possible, similar certification/experiences as the mentee teacher.

Jerrie Mallicoat is responsible for the THS Mentor Teacher Program. She oversees 3 new teachers this year.

Description of Mentoring Expectations: Teachers assigned to mentor teachers new to THS will assist new teachers in transitioning to a new school environment, modeling effective practice, supporting new teachers in lesson planning, instructional methods, and classroom management plans. Mentor teachers will also serve as a peer coach, offering support based upon the Quality Indicators of Instruction."

EXTENDED LEARNING OPPORTINITIES ([link to sample](#))

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

"THS makes use of multiple extended learning opportunities before school, after school, Saturday School and during the summer. Teachers' work days have been adjusted to permit them to work after the school day with students seeking additional help. Many times, teachers will work with students before the school day as well. In the fourth quarter, the Credit Retrieval Lab is opened Zero Block to assist students outside of the school day with credit retrieval. Saturday School extends the school week for students who require additional support following disciplinary action. Extended School Year is available to any ESE student whose IEP notes the need for additional educational and/or therapeutic support. THS has a Positive Annual Progress program designed to work with minority students in an effort to promote rigorous, relevant course work, high school graduation and effective post secondary planning.

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CONTINUOUS IMPROVEMENT MODEL

Step 1

Test Score Disaggregation: 2008-2009 FCAT Data

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

"Under the State Accountability Plan, Titusville High School posted gains in five of 8 areas in 2009. Overall points earned increased 12 points -- earning the points for a grade of A for the third year in a row. The A Grade was penalized due to bottom quartile learning gains failing to demonstrate the minimum percentage of growth. Performance in FCAT Math, Writing, Science, and Learning Gains in Math all demonstrated significant growth. Titusville High School also demonstrated improvement in all areas assessed by the ACT and SAT. AP enrollment and participation also increased in 2009. Attendance rate improved and continued to exceed 95%. Participation in Dual Enrollment increased for the fourth year in a row -- with 55% of the graduating class participating in this option. Areas of weakness and/or concern continue to be the performance of bottom quartile readers and performance of sub-groups on reading and math.

Titusville High's school-wide improvement model is based on the Florida Continuous Improvement model as required by our district."

Step 2

Time Line Development

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

"THS does not currently use an instructional focus calendar. District developed instructional plans are utilized to guide instruction. However, department meetings occur monthly in which common subject areas plan together. Previously, teachers met with the administrator in charge of curriculum to disaggregate student data. Currently, teachers have access to disaggregated data through the county wide Student Desktop Data System. Teachers use this information to identify goals, objectives, and teaching strategies in order to meet the district and state goals for student improvement and performance."

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

"See Above.

Based on the student data and district developed instructional plans, teachers and departments develop a time line for instructional focus in their applicable area."

Step 3

Instructional Focus

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

"The district provided curriculum guides are utilized as the framework for instructional planning. Departments meet monthly to align curriculum and collaboratively align curricular plans. In addition, interdisciplinary teams are established in 10th grade which facilitates curriculum alignment within English 2 and World History. On Professional Development Days, departments meet collaboratively with the instructional departments of our feeder middle school for joint instructional planning further facilitating the vertical alignment of the curriculum. "

How are instructional focus lessons developed and delivered?

"Delivery of an Instructional Focus:

In accordance with district and state expectations, teachers determine the delivery of the instructional focus. Teachers meet once a week to discuss instruction and best practices. The first week is a General Faculty Meeting, the second week is an Instructional Meeting of best practices, the third week is an Academy Meeting, and the fourth week is a Department Meeting. Administrators are able to monitor the effectiveness of instruction and implementation of best practices through these weekly meetings. During the weekly faculty meetings, job-imbedded, school-wide staff development occurs. This year, staff is implementing Thinking Maps training and use. Thinking Maps is a research-based program designed to improve student academic performance by linking proven brain research techniques with visual tools (often called graphic organizers). This thinking process instructional tool uses eight ""maps"" to teach students how, why, and when to define in context, describe, compare and contrast, classify inductively and deductively, sequence, identify cause and effect and see analogies."

How will instructional focus lessons be revised and monitored?

"Administrators are able to monitor the effectiveness of instruction and implementation of best practices through these weekly meetings. Further, administrators observe the implementation of best practices in the weekly classroom walk throughs as well as the annual appraisal system of classroom observations."

Step 4

Assessment

How are lessons plans and instructional deDescribe the types of ongoing formal assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.livery aligned across grade levels and subject areas?

1. In SY 09-10 students will participate in FAIR (the Florida Assessments for Instruction in Reading).
2. The THS 9th and 10th graders participate in BPS writing assessments twice annually.
3. BPS resource teachers are working to identify end of course exams. (Science, Math, Social Studies)
4. CTE students are being prepared for the Ready to Work exam at the close of the 3 course CTE sequence.
5. As a component of Differentiated Accountability Plans, THs will implement formative assessments for grades 9-10 in mathematics and grade 11 in science. Formative assessments were developed by District Resource Teachers and the office of Secondary Schools.

"

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

"Assessment of students for placement in remediation or enrichment is based on mastery of the Sunshine State Standards and is an ongoing process throughout the school year. Assessments, class grades and teacher recommendation are all factors in determining student mastery, surpassing mastery or not reaching mastery.

Examples include:

1. CONCORDANT SCORES –11th and 12th graders who've unsuccessfully taken the FCAT Reading or Math three times AND have earned a passing score on the ACT or SAT have met the state requirements for graduation. "

Step 5

Supplemental and Intensive Instruction/Interventions

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

"9th and 10th grade students who are found to be in bottom 25% as measured by the previous year's FCAT Reading and/or Math are targeted for supplemental and intensive instruction. In their second semester, juniors will participate in the ACT to determine college readiness."

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

"Math teachers who have demonstrated exemplary test results are the primary instructors to this population. Reading students participate in year long reading classes customized to the individual student's tier. In addition, following the ACT in 11th grade, seniors will be offered opportunities to participate in College Readiness Reading, Math and Writing courses."

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

"Intensive Reading classes target grade level and reading level of the student population being taught. There are 7 unique curricular areas:

9th grade Tier 1

9th grade Tier 2

10th grade Tier 1

10th grade Tier 2

Retakes Tier 1 and 2

Students who read below 5th grade and

Special Diploma Alternative Assessment students.

"

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

"Florida Assessments for Instruction in Reading (FAIR) is being used for Progress Monitoring. FAIR will be done 3 times during the school year and results will be available to teachers for individual instruction mapping. These results will also be used for our level 1 students in supporting AIPs and Portfolios because the tests are specifically tied to expected successes and concerns on FCAT. The program includes on grade level remediation for any areas of concern.

"

Step 6

Enrichment

Describe how students are identified for enrichment strategies.

"Those students identified as gifted by the State of Florida meet with a gifted teacher minimally once a month for personal goal setting and other success strategies.

Each year, 25 minority 9th grade students are offered an opportunity to participate in the Positive Annual Progress (+AP) program. The purpose of the +AP program is to close the educational achievement gap between minority and majority students."

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

"In addition to honors courses, students may dual enroll in Brevard Community College courses, join the THS Collegiate High School Program, or participate in the THS Advance Placement Diploma Program."

Step 7

Maintenance

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

"The content areas do not maintain a focus calendar. District Developed instructional guides are utilized as the basis for instructional planning. Because THS is a 4x4 block school, a half credit course is completed in 9 weeks and student mastery is reflected in course grades. Likewise a one credit course is completed in 18 weeks and student mastery is reflected in two 9 week course grades."

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

"Florida Assessments for Instruction in Reading (FAIR) is being used for Progress Monitoring. FAIR will be done 3 times during the school year and results will be available to teachers for individual instruction mapping. These results will also be used for our level 1 students in supporting AIPs and Portfolios because the tests are specifically tied to expected successes and concerns on FCAT. The program includes on grade level remediation for any areas of concern."

Step 8

Monitoring

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

"Administrators are able to monitor the effectiveness of instruction and implementation of best practices through these weekly meetings. Further, administrators observe the implementation of best practices in the weekly classroom walk throughs."

RESPONSE TO INTERVENTION (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

"RtI team is in the process of training in 2009-2010. The team is composed of teachers, counselors, administrators, students and parents. Child Study Teams are convened as needed and include representatives from guidance, instructional faculty, administration, parents, and students."

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

"2009-2010 is our training year for RtI. When a student with an issue is identified, the parents, teachers, guidance counselors, and the student meet to discuss the problem(s) and formulate a plan to eliminate the issue or difficulty the student is having. The follow-up CST meetings are held as needed. The guidance counselors act as facilitators, the teachers discuss the student's academic progress and any behavioral issue the student might be having. Child Study Teams meet on a regular basis, based upon teacher, counselor, or parent referrals."

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

"All administrators and RtI team review school events and data and discuss a plan of action. Additionally, the department chairs meet with their teachers to discuss the goals of the subject area for the year. Those goals and strategies are incorporated into the School Improvement Plan."

RtI Implementation

Describe the data management system used to summarize tiered data.

"All administrators and teachers are trained on AS400, Desktop Student Data System and A3 Vision Warehouse. This training occurs during the first month of each year."

Describe the plan to train staff on RtI.

Teachers and staff are trained by administrators during faculty meetings and leadership meetings.

GOAL 1: READING

STRATEGIC PLAN GOAL(S):

- 1.1.1** Implement a K - 12 comprehensive improvement program for every student scoring below grade level and decrease the achievement gap between minority and majority students on FCAT reading and math by 5% each year.
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- 1.1.3** Increase FCAT reading, math, and science mean scale scores in every middle school by 5 mean scale score points annually.
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- 1.1.5** Improve the third grade FCAT scale scores by 5 mean scale score points in both reading and math each year to achieve a rank that places Brevard in the top five districts in the state.
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- 1.1.8** Obtain adequate yearly progress based on NCLB standards at the
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- 1.1.16** Achieve the grade "A" in every school by the end of 2008 - 2009 school year.
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- 1.1.17** Increase reading and math scores by 5% for students with disabilities as measured by FCAT. Significantly cognitively disabled students will demonstrate improvement on the Florida Alternate Assessment as determined by the Department of Education by May 2009.
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- 1.1.19** Increase the percent of all ELL students scoring above Level 1 on the FCAT Reading and Math by five percent each year.
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- 1.2.2** Update the Special Diploma Option to increase rigor and relevance for students with disabilities by June, 30, 2010.
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KEY PERFORMANCE INDICATOR(S)

- 1.1.2** By 2013, the percent of students in grades 3-11 scoring at or above grade level proficiency on FCAT reading, mathematics, science, and writing will each increase by a total of 10 percentage points with a minimum of 75% at proficiency for all students and each AYP subgroup.
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- 1.1.6** By 2013, 90% of all second grade students will demonstrate reading proficiency at the end of the school year as measured by a standardized assessment.
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- 1.1.18** By 2013, every Brevard school will serve every student with disabilities (SWD) in an inclusion model, in general education classes with access to the general curriculum, for at least 80% of their school week unless the IEP clearly states how the nature of severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
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1.1.2	Actual 2007-2008	Target 2008-2009	Target 2009-2010	Target 2010-2011	Target 2011-2012	Target 2012-2013
Total	54%	58%	62%	67%	71%	75%
White	60%	63%	66%	69%	72%	75%
Black	25%	35%	45%	55%	65%	75%
Hispanic	47%	53%	58%	64%	69%	75%

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

1.1.18	Actual 2007-2008	Target 2008-2009	Target 2009-2010	Target 2010-2011	Target 2011-2012	Target 2012-2013
	43%	54%	66%	77%	89%	100%

SCHOOL-BASED OBJECTIVE (OPTIONAL):

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

"Increase achievement in reading through the implementation of Thinking Maps as an instructional tool for teaching new material. Reading and English teachers will use the Bubble Map, Double Bubble Map (Compare and Contrast), Flow Map (Sequencing), and the Multiflow Map (Cause and Effect) to improve instructional effectiveness. Increase achievement in reading by using the Indicators of Quality Instruction for self-assessment and professional development goal setting. Indicators of Quality Instruction will be used as the basis for instructional methodology."

NEEDS ASSESSMENT & RATIONALE FOR OBJECTIVE:

(Needs assessment that supports the need for improvement.)

"2009 FCAT scores indicate 58% of 9th graders and 47% of 10th graders meet high standards in reading. 22% of our African-American students; 38% Economically Disadvantaged scored at or above grade level per the NCLB report. The achievement gap between minority and majority is 39%; that is an increase of 5% since last year. 45% of the lowest 25% in 9th and 10th grade made annual learning gains. The use of Thinking Maps as a thinking and organizational tool is supported by research as an effective means for improving student comprehension and mastery of new material. By having a "common language" school-wide for organizing concepts and using graphic organizers for teaching thinking skills and new material, students will improve their ability to think critically, process new information, and comprehend new concepts. In 2009 the 9th grade students scored 7/9 in the Words/Phrases subtest, 15/19 in the Main Idea/Purpose subtest, 6/8 in the Comparisons subtest and 5/9 in the Reference/Research subtest. The 10th grader students scored 4/6 in the Words/Phrases subtest, 12/17 in the Main Idea/Purpose subtest, 11/16 in the Comparisons subtest and 7/12 in the Reference Research subtest. The subtest scores in Words/Phrases, Main Idea/Purpose and Comparisons was approximately 10% lower in the 10th grade. Both the 9th and 10th grade students scored between 55-58% on the Reference/Research subtest. "

BEST PRACTICE (OPTIONAL):

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

"THS teachers and staff are trained in Marzano's research findings of rigor, relevance and relationships as well as Bloom's Taxonomy of Questioning. In addition, all teachers have been trained on Hyerle and Yeager's Thinking Maps -- a Language for Learning. By challenging students in higher ordered thinking skills and processes, students are becoming life long learners and are preparing for successful transitions from secondary schools. The eight fundamental thinking skills described in the Thinking Maps research support the development of lifelong learning across disciplines and with greater complexity. Linking each thinking skill to a unique and dynamic visual representation, the language of Thinking Maps becomes a tool set for supporting effective instructional practice and improving student performance. Current brain research shows that the brain is a natural pattern detector and that we store and remember knowledge in both linguistic and nonlinguistic forms. The Thinking Maps are effective because the brain is supported in making patterns from content area information by showing ideas in visual-spatial-verbal form.

In addition, according to York-Barr (et.al), "the ultimate goal of school-wide reflective practice is continuous improvement of practice in order to increase student learning" (p. 123). Further researchers indicate the "as reflection increases, errors decrease" (p.123). For the last three years, THS teachers have been prompted to reflect upon their professional practices. This year, teachers will demonstrate this reflection in their personal consideration of professional accomplished practices. In addition, administrators will assist teachers in their personal, professional growth.

ANALYSIS OF CURRENT PRACTICE (OPTIONAL):

(How do we currently conduct business)

"Thinking Map training was a monthly focus during the 2008-2009 school year. However, teachers had limited opportunities for implementation. Teacher feedback indicated a need for sharing of ideas for implementation and time to work with colleagues on best practices. A current weakness identified is transferring the learned material from trainings on Thinking Maps into real classroom implementation. A second identified weakness is limited opportunities for peer collaboration on Best Practices. To address this concern, instructional focus meeting time has been dedicated to providing opportunities for collaboration and sharing of best practices."

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

PERFORMANCE INDICATORS:

Total Population	<p>"2010 FCAT scores will indicate that 75% of 9th graders and 75% of the 10th graders meet high standards in reading. (2009 FCAT scores indicate 58% of 9th graders and 47% of 10th graders meet high standards in reading.) In 2010, 75% of our African-American students will meet high standards in reading. (In 2009, 22% of our African-American students met high standards in reading.) In 2010, 75% Economically Disadvantaged will score at or above grade level per the NCLB report. (In 2009, 38% Economically Disadvantaged scored at or above grade level per the NCLB report). The achievement gap between minority and majority is 39%; that is an increase of 5% since last year. 45% of the lowest 25% in 9th and 10th grade made annual learning gains. In 2010, 75% of the lowest 25% in 9th and 10th grades will make annual learning gains. 85% of the 11th and 12th grade re-take population passed the FCAT Reading.</p> <p>"</p>
Retakes	<p>"In 2010, 85% of the 11th and 12th grade re-take population will pass the FCAT Reading. (Seventy-five percent of the 11th and 12th grade re-take population passed the FCAT Reading in 2009.)"</p>
GPA's Below 2.0	<p>"As in 2009, in 2010, there will be no graduating seniors with GPAs below 2.0"</p>
Lowest 25%	<p>"In 2010, 75% of the lowest 25% in 9th and 10th grades will make annual learning gains. (45% of the lowest 25% in 9th and 10th grade made annual learning gains in 2009.) "</p>
Level 1-2	<p>"In 2010, there will be a 5% decline in the numbers of students required to re-take FCAT reading scoring level 1 or 2 (scoring below 300). In 2009, 11/15 11th and 12th grade students required to re-take the FCAT reading scored level 1. 3/15 11th and 12th grade students required to re-take the FCAT reading scored level 2, less than 300. 15/67 (22%) 11th and 12th grade students required to re-take the FCAT reading scored level 1 or level 2. "</p>
Levels 4-5	<p>"In 2010, 28% of 9th and 10th grade students will earn level 4 or 5 on the FCAT Reading. (In 2009, 23% of 9th and 10th grade students earned level 4 or 5 on the FCAT Reading.)"</p>
Subgroups-Black	<p>"In 2010, 75% of our African-American students will meet high standards in reading. (In 2009, 22% of our African-American students met high standards in reading. The achievement gap between minority and majority is 39%.)"</p>
Subgroups-Hispan	<p>"In 2010, 75% of our Hispanic students will meet high standards in reading. (In 2009, 49% of our Hispanic students met high standards in reading. The achievement gap between minority and majority is 12%.)"</p>
Subgroups-ESE	<p>"In 2010, 75% of our ESE students will meet high standards in reading. (In 2009, 18% of our ESE students met high standards in reading. The achievement gap between disabled and non-disabled students is 39%.) In addition, THS SWD students will access the general curriculum for at least 80% of their school week unless otherwise noted in IEPs."</p>

Subgroups-ELL

Not applicable

Subgroups-ECD

"In 2010, 75% of our ECD students will meet high standards in reading. (In 2009, 38% of our ECD students met high standards in reading. The achievement gap between ECD and non-ECD students is 20%.)"

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	ASP PSRF	IN PROCESS MEASURE
Re-train/Refresh Training for all staff on Thinking Maps.	Reading Coach	On going			In-service sign in sheets and coach's calendar of training
"Teachers will use the Bubble Map, Double Bubble Map (Compare and Contrast) Flow Map (Sequencing) and the Multiflow Map (Cause and Effect)."	Teachers	On-going			"Self-reflection, peer observation, administrative CWT"
Implement Best Practice Sharing Sessions on use of Thinking Maps.	Instructional Departments	On-going			CWT and lesson plans
Teachers will conduct self-assessments using indicators of quality instruction as part of PDP Process.	Teachers	"September, 2009"			Teacher reflection with peer and administrator
CWT will provide feedback based upon the indicators of quality instruction.	Administrators	On-going			CWT
Purchase of Read 180 for second class.	"Reading Coach, bookkeeper"	"August, 2009"			Observed student use of Read 180 curriculum
"During pre-observation conference, discussion will include teacher's plan of implementation of Thinking Map strategies weekly."	Teacher and Administrator	"Spring, 2010"			"Pre-observation conference notes, lesson plans and CWT observations"
Continue STAR (Student Tailored Academic Retrieval) program to assist at-risk students in meeting graduation requirements.	"Teachers, Counselors, Administrators, "	On-going			"Improved at-risk reading student progression measured by grade level promotion , decreased reading class enrollment and graduation"
Continue FCAT incentive plan	Teachers and Administrators	On-going			Increased number of students attending games without charge given incentive rewards

Continue 9th grade house program to assist in student transition to high school	Teachers and Administrators	On-going	"Increased, improved student understanding of THS culture as measured by student interviews, teacher observation, reduction in disciplinary referral"
"9th and 10th grade teachers will instruct to improve student performance on Reference/ Research subtests, and the 10th grader teachers will instruct to close the gap with the 9th graders in Words/Phrases, Main Idea/Purpose and Comparisons."	Teachers	On-going	Increased student performance in all FCAT Reading subtests

EVALUATION:

OUTCOME MEASURE: The objective will be measured by the outcome results of the 2010 FCAT.

PROGRESS MONITORING: FAIR Assessments and SRI Assessments will be utilized quarterly to track student progress and growth in reading.

PROFESSIONAL DEVELOPMENT:

DISTRICT REQUEST: ESOL; Next Generation Sunshine State Standards for Reading; Technology for the Classroom; OTHER;

SCHOOL BASED: Thinking Maps; Reading Assessments; OTHER; Data Analysis (including Desktop); Intervention Instruction;

BUDGET:

CATEGORY	DESCRIPTION	FUNDING	AMOUNT
Materials	Thinking Maps Binders and Materials	Textbook funds	
Training	Instructional Focus Sessions on Best Practices and Sharing of Thinking Map Implementation.		
Materials	Read 180	Textbook funds	" \$8,287.98 "
Salaries	Extended services through the THS STAR	District Funded	
Salaries	.5 unit English/Reading unit from 6 Day Count	District Funded	" \$29,640.00 "
Materials	Textbooks	Textbook funds	" \$7,574.60 "

GOAL 2: MATHEMATICS

STRATEGIC PLAN GOAL(S):

- 1.1.1** Implement a K - 12 comprehensive improvement program for every student scoring below grade level and decrease the achievement gap between minority and majority students on FCAT reading and math by 5% each year.
-
- 1.1.3** Increase FCAT reading, math, and science mean scale scores in every middle school by 5 mean scale score points annually.
-
- 1.1.5** Improve the third grade FCAT scale scores by 5 mean scale score points in both reading and math each year to achieve a rank that places Brevard in the top five districts in the state.
-
- 1.1.8** Obtain adequate yearly progress based on NCLB standards at the
-
- 1.1.16** Achieve the grade "A" in every school by the end of 2008 - 2009 school year.
-
- 1.1.17** Increase reading and math scores by 5% for students with disabilities as measured by FCAT. Significantly cognitively disabled students will demonstrate improvement on the Florida Alternate Assessment as determined by the Department of Education by May 2009.
-
- 1.1.19** Increase the percent of all ELL students scoring above Level 1 on the FCAT Reading and Math by five percent each year.
-
- 1.1.21** Increase the percent of students scoring Level 4 and 5 on the FCAT Reading, Math and Science by five percent each year.
-
- 1.2.2** Update the Special Diploma Option to increase rigor and relevance for students with disabilities by June, 30, 2010.
-

KEY PERFORMANCE INDICATOR(S)

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

1.1.2	Actual 2007-2008	Target 2008-2009	Target 2009-2010	Target 2010-2011	Target 2011-2012	Target 2012-2013
Total	75%	77%	79%	81%	83%	85%
White	83%	85%	87%	89%	91%	93%
Black	43%	49%	56%	62%	69%	75%
Hispanic	60%	63%	66%	69%	72%	75%

1.1.18	Actual 2007-2008	Target 2008-2009	Target 2009-2010	Target 2010-2011	Target 2011-2012	Target 2012-2013
	43%	54%	66%	77%	89%	100%

SCHOOL-BASED OBJECTIVE (OPTIONAL):**(What we will do to improve programmatic and/or instructional effectiveness?)**

Increase achievement in math through the implementation of Thinking Maps as an instructional tool for teaching new material. Teachers will use the Bubble and Double Bubble Maps and the Classifying Map to improve instructional effectiveness. Increase achievement in math by using the Indicators of Quality Instruction for self-assessment and professional development goal setting. Indicators of Quality Instruction will be used as the basis for instructional methodology.

NEEDS ASSESSMENT & RATIONALE FOR OBJECTIVE:**(Needs assessment that supports the need for improvement.)**

"In 2009 78% of 9th graders and 81% of 10th graders met high standards on the FCAT Math. In 2009, the achievement gap between majority and minority was 34%. That was a 6% increase from 2008. In 2009, 69% of the lowest 25% in 9th and 10th grade math made annual learning gains. That was an 8% increase in students making learning gains. The use of Thinking Maps as a thinking and organizational tool is supported by research as an effective means for improving student comprehension and mastery of new material. By having a "common language" school-wide for organizing concepts and using graphic organizers for teaching thinking skills and new material, students will improve their ability to think critically, process new information, and comprehend new concepts. In 2009, 9th graders scored 4/8 in the Number Sense subtest, 4/7 in the Measurement subtest, 8/11 in the Geometry subtest, 7/10 in the Algebraic subtest and 6/8 in the Data Analysis subtest. 10th graders scored 7/11 on the Number Sense subtest, 6/10 in the Measurement subtest, 6/14 in the Geometry subtest, 8/14 in the Algebraic Thinking subtest and 6/11 in the Data Analysis subtest. "

BEST PRACTICE (OPTIONAL):**(What does research tell us we should be doing? Benchmark your results.)**

"THS teachers and staff are trained in Marzano's research findings of rigor, relevance and relationships as well as Bloom's Taxonomy of Questioning. In addition, all teachers have been trained on Hyerle and Yeager's Thinking Maps -- a Language for Learning. By challenging students in higher ordered thinking skills and processes, students are becoming life long learners and are preparing for successful transitions from secondary schools. The eight fundamental thinking skills described in the Thinking Maps research support the development of lifelong learning across disciplines and with greater complexity. Linking each thinking skill to a unique and dynamic visual representation, the language of Thinking Maps becomes a tool set for supporting effective instructional practice and improving student performance. Current brain research shows that the brain is a natural pattern detector and that we store and remember knowledge in both linguistic and nonlinguistic forms. The Thinking Maps are effective because the brain is supported in making patterns from content area information by showing ideas in visual-spatial-verbal form.

In addition, according to York-Barr (et.al), "the ultimate goal of school-wide reflective practice is continuous improvement of practice in order to increase student learning" (p. 123). Further researchers indicate the "as reflection increases, errors decrease" (p.123). For the last three years, THS teachers have been prompted to reflect upon their professional practices. This year, teachers will demonstrate this reflection in their personal consideration of professional accomplished practices. In addition, administrators will assist teachers in their personal, professional growth.

ANALYSIS OF CURRENT PRACTICE (OPTIONAL):**(How do we currently conduct business)**

"Thinking Map training was a monthly focus during the 2008-2009 school year. However, teachers had limited opportunities for implementation. Teacher feedback indicated a need for sharing of ideas for implementation and time to work with colleagues on best practices. A current weakness identified is transferring the learned material from trainings on Thinking Maps into real classroom implementation. A second identified weakness is limited opportunities for peer collaboration on Best Practices. To address this concern, instructional focus meeting time has been dedicated to providing opportunities for collaboration and sharing of best practices."

PERFORMANCE INDICATORS:**Total Population**

"2010 FCAT Math scores will indicate that 88% of 9th graders and 91% of 10th graders meet high standards in math. (In 2009 78% of 9th graders and 81% of 10th graders met high standards on the FCAT Math.) In 2010, 75% of the lowest 25% in 9th and 10th grade math will make annual learning gains. (In 2009, 69% of the lowest 25% in 9th and 10th grade math made annual learning gains. That is an 8% increase in students making learning gains.)"

Retakes	"In 2010, 75% of the 11th and 12th grade re-take population will pass the FCAT Math. (Sixty-nine percent of the 11th and 12th grade re-take population passed the FCAT Math.)"
GPA's Below 2.0	"As in 2009, in 2010, there will be no graduating seniors with GPAs below 2.0"
Lowest 25%	"In 2010, 75% of the lowest 25% in 9th and 10th grades will make annual learning gains on the FCAT Math. (69% of the lowest 25% in 9th and 10th grade made annual learning gains in math in 2009.)"
Level 1-2	"In 2010, 92% of the 11th and 12th grade re-take population will pass the FCAT Math. (Eighty-two percent of the 11th and 12th grade re-take population passed the FCAT Math in 2009.) "
Levels 4-5	"In 2010, 49% of the 9th and 10th grade students will earn 4 or 5 on the FCAT Math. (In 2009, 44% of the 9th and 10th grade students earned 4 or 5 on the FCAT Math.)"
Subgroups-Black	"In 2010, 75% of our African-American students will meet high standards in math. (In 2009, 52% of our African-American students met high standards in math. The achievement gap between minority and majority was 35%.)"
Subgroups-Hispan	"In 2010, 88% of our Hispanic students will meet high standards in math. (In 2009, 78% of our Hispanic students met high standards in math. The achievement gap between minority and majority was 34%.)"
Subgroups-ESE	"In 2010, 75% of our ESE students will meet high standards in math. (In 2009, 28% of our ESE students met high standards in math. The achievement gap between disabled and non-disabled populations was 57%.) In addition, THS SWD students will access the general curriculum for at least 80% of their school week unless otherwise noted in IEPs."
Subgroups-ELL	Not applicable
Subgroups-ECD	"In 2010, 75% of our ECD students will meet high standards in math. (In 2009, 64% of our ECD students met high standards in math.)"

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	ASP PSRF	IN-PROCESS MEASURE
CWT will provide feedback based upon and teachers will conduct self-assessments using the indicators of quality instruction as part of the PDP process.	Administrators	on-going			"CWT, teacher reflection with peer and administrator"
Teachers of 9th grade math students will evaluate their curriculum for weakness in Number Sense and Measurement. Teachers of 10th grade math students will evaluate their curriculum for weakness in Geometry and Data Analysis.	Teachers	on-going			FCAT math subtests results
Implement Best Practices Sharing Sessions on use of Thinking Maps.	Instructional Departments	on-going			CWT
Re-train/Refresh Training for all staff on Thinking Maps.	Reading Coach	on-going			In-service sign in sheets
Teachers will use the Bubble and Double Bubble Maps and the Classifying Map.	Teachers	on-going			Teacher's lesson plans
Provide remediation for students scoring level 1 and 2 who need additional instruction and practice.	Teachers	on-going			CWT and teachers' lesson plans
Schedule articulation meetings to evaluate progress and share successful practices in aligning the curriculum.	Teachers and Administrators	on-going			Department meeting calendars/agendas
"During pre-observation conference, discussion will include teacher's plan of implementation of Thinking Map strategies weekly."	Teachers and Administrators	on-going			"Pre-observation conference notes, Lesson plans and CWT observations"

Continue FCAT Incentive Plan 2009.	Teachers and Administrators	"Fall, 2009"	Increased number of students attending games without charge given incentive rewards.
Continue 9th Grade House program to assist in transition to high school.	Teachers	on-going	"Increased, improved student understanding of THS culture as measured by student interviews, teacher observation, reduction in disciplinary referral"
Increase emphasis on rigorous questioning and performance tasks in mathematics to include training for students on FCAT rubric.	Teachers	on-going	CWT
Continue STAR (Student Tailored Academic Retrieval) program to assist at-risk students in meeting graduation requirements.	"Teachers, Counselors and Administrators"	on-going	Improved at-risk math students progression measured by grade level promotion and/or graduation
Assign students in the bottom 25% to selected teachers who have demonstrated excellent FCAT Math 9 and 10 results.	Teachers and Administrators	on-going	School master schedule
Create a homeroom for and an Algebra 1B class for identified ECD and Black 9th grade students. This cohort will progress to AP Calc in the next 4 years of high school.	Teacher and Administrators	"Fall, 2009"	School master schedule
Provide instruction regarding test taking strategies and test format for the FCAT Math.	Teachers	on-going	Teacher's lesson plans

EVALUATION:

OUTCOME MEASURE: The objective will be measured by outcome results of the 2010 FCAT Math.

PROGRESS MONITORING: Course assessments will be utilized quarterly to track student progress and growth in math.

PROFESSIONAL DEVELOPMENT:

DISTRICT REQUEST: Implementation of Next Generation Sunshine State Standards for Math; Technology for the Classroom;

SCHOOL BASED: Thinking Maps; OTHER; Data Analysis (including Desktop); Using Technology in the Mathematics Classroom;

BUDGET:			
CATEGORY	DESCRIPTION	FUNDING	AMOUNT
Materials	Thinking Maps Binders and Materials	Textbook funds	
Training	Instructional Focus Sessions on Best Practices and Sharing of Thinking Map Implementation.		
Salaries	Extended Day Supplement	Post Secondary Remediation	\$3,773.00 "
Materials	Texts	Textbook funds	\$4,574.60 "

GOAL 3: WRITING

STRATEGIC PLAN GOAL(S):

- 1.1.7 Increase the percent of students scoring 3.5 and above on the FCAT Writing essay by five percent each year.

- 1.1.8 Obtain adequate yearly progress based on NCLB standards at the

- 1.1.26 By 2010, increase the FCAT writing essay scores at all grade levels to attain a rank in the top 5 districts in the state.

- 1.2.2 Update the Special Diploma Option to increase rigor and relevance for students with disabilities by June, 30, 2010.

KEY PERFORMANCE INDICATOR(S)

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

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

1.1.2	Actual 2007-2008	Target 2008-2009	Target 2009-2010	Target 2010-2011	Target 2011-2012	Target 2012-2013
Total	%	%	%	%	%	%
White	%	%	%	%	%	%
Black	%	%	%	%	%	%
Hispanic	%	%	%	%	%	%

1.1.18	Actual 2007-2008	Target 2008-2009	Target 2009-2010	Target 2010-2011	Target 2011-2012	Target 2012-2013
	43%	54%	66%	77%	89%	100%

SCHOOL-BASED OBJECTIVE (OPTIONAL):

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

"Increase achievement in writing through the implementation of Thinking Maps as an instructional tool for teaching new material. Teachers will use the Bubble and Double Bubble Maps and the Classifying Map to improve instructional effectiveness. Increase achievement in writing by using the Indicators of Quality Instruction for self-assessment and professional development goal setting. Indicators of Quality Instruction will be used as the basis for instructional methodology.

Writing performance will increase as a result of implementation of cross-disciplinary writing in the 10th grade instructional teams and use of 6-traits throughout 9th and 10th grade."

NEEDS ASSESSMENT & RATIONALE FOR OBJECTIVE:

(Needs assessment that supports the need for improvement.)

"In 2010, 69% of THS 10th graders (of all demographics, including Black and Hispanic students, Economically Disadvantaged, ESE and ELL) will meet high standards in writing by scoring 4.0+. (2009 FCAT scores indicate 78% of 10th grade students met high standards in writing (3.5+), and 64% of 10th grade students met high standards in writing by scoring 4.0+.) The use of Thinking Maps as a thinking and organizational tool is supported by research as an effective means for improving student comprehension and mastery of new material. By having a "common language" school-wide for organizing concepts and using graphic organizers for teaching thinking skills and new material, students will improve their ability to think critically, process new information, and comprehend new concepts.

BEST PRACTICE (OPTIONAL):

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

"THS teachers and staff are trained in Marzano's research findings of rigor, relevance and relationships as well as Bloom's Taxonomy of Questioning. In addition, all teachers have been trained on Hyerle and Yeager's Thinking Maps -- a Language for Learning. By challenging students in higher ordered thinking skills and processes, students are becoming life long learners and are preparing for successful transitions from secondary schools. The eight fundamental thinking skills described in the Thinking Maps research support the development of lifelong learning across disciplines and with greater complexity. Linking each thinking skill to a unique and dynamic visual representation, the language of Thinking Maps becomes a tool set for supporting effective instructional practice and improving student performance. Current brain research shows that the brain is a natural pattern detector and that we store and remember knowledge in both linguistic and nonlinguistic forms. The Thinking Maps are effective because the brain is supported in making patterns from content area information by showing ideas in visual-spatial-verbal form.

In addition, according to York-Barr (et.al), "the ultimate goal of school-wide reflective practice is continuous improvement of practice in order to increase student learning" (p. 123). Further researchers indicate the "as reflection increases, errors decrease" (p.123). For the last three years, THS teachers have been prompted to reflect upon their professional practices. This year, teachers will demonstrate this reflection in their personal consideration of professional accomplished practices. In addition, administrators will assist teachers in their personal, professional growth.

ANALYSIS OF CURRENT PRACTICE (OPTIONAL):

(How do we currently conduct business)

"Thinking Map training was a monthly focus during the 2008-2009 school year. However, teachers had limited opportunities for implementation. Teacher feedback indicated a need for sharing of ideas for implementation and time to work with colleagues on best practices. A current weakness identified is transferring the learned material from trainings on Thinking Maps into real classroom implementation. A second identified weakness is limited opportunities for peer collaboration on Best Practices. To address this concern, instructional focus meeting time has been dedicated to providing opportunities for collaboration and sharing of best practices.

PERFORMANCE INDICATORS:

Total Population

"In 2010, 67% of THS 10th graders (of all demographics, including Black and Hispanic students, Economically Disadvantaged, ESE and ELL) will meet high standards in writing by scoring 4.0+. (2009 FCAT scores indicate 78% of 10th grade students met high standards in writing (3.5+), and 64% of 10th grade students met high standards in writing by scoring 4.0+.)"

Levels 4-6

"In 2010, 67% of THS 10th graders will meet high standards in writing by scoring 4.0+. (In 2009, 64% of THS 10th graders scored 4.0+.) "

Levels 1-3

"In 2010, THS will reduce the number of 10th graders scoring levels 1, 2, 3 by 5+%. (In 2009, 23% of THS 10th graders scored levels 1, 2, 3.)"

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	ASP PSRF	IN-PROCESS MEASURE
Re-train/Refresh Training for all staff on Thinking Maps.	"Reading Coach PBS Writing Resource Teacher"	on-going			Inservice sign in sheets and coach's training calendar
Teachers will use the Bubble and Double Bubble Maps and the Sequencing Map.	Teachers	on-going			"CWT, teacher lesson plans"
Implement Best Practice Sharing Sessions on use of Thinking Maps	Instructional Departments	on-going			"CWT, lesson plans, teacher reflection with peer and administrator (written record, ie, email, etc.)"
Teachers will conduct self-assessments using indicators of quality instruction as part of PDP Process.	Teachers	"September, 2009"			"CWT, lesson plans, teacher reflection with peer and administrator (written record, ie, email, etc.)"
CWT will provide feedback based upon the indicators of quality instruction.	Administrators	on-going			Administrative CWT records
Provide opportunities for students to practice expository and persuasive writing as outlined in Brevard Writing Plan.	Teachers	on-going			"CWT, teacher lesson plans"
Provide instructional feedback for students based on FCAT Writes rubrics.	Teachers	on-going			"CWT, teacher lesson plans"
"Cross-disciplinary writing strategies will be utilized in Language Arts, Social Studies and Science classes."	Teachers	on-going			"School staff development calendar, CWT, reflective teaching practices, adjusted lesson plans"
Schedule articulation meetings to evaluate progress and share successful writing practices.	Administrators and Teachers	on-going			"School staff development calendar, CWT, reflective teaching practices, adjusted lesson plans"

Administer diagnostic writing test as outlined in Brevard Writing Plan.	Teachers	on-going	"School testing calendar, reflective teaching practices, adjusted lesson plans"
Continue FCAT Incentive Plan.	Teachers and Administrators	on-going	increased number of students attending games without charge
Provide instruction regarding test taking strategies and test format for the FCAT Writes.	Teachers	on-going	"CWT, teacher lesson plans"

EVALUATION:

OUTCOME MEASURE:

The objective will be measured by the outcome results of the 2010 FCAT Writes.

PROGRESS MONITORING:

The BPS writing assessment will be administered each semester and will be utilized quarterly to track student progress and growth in writing. English 3 research paper will measure student writing competencies.

PROFESSIONAL DEVELOPMENT:

DISTRICT REQUEST:

ESOL; FCAT Writing Scoring; Technology for the Classroom; Writing Process;

SCHOOL BASED:

Thinking Maps; Data Analysis (including Desktop); Writing Process; Writing Mechanics and Sentence Craft; Mastering Editing and Revising;

BUDGET:

CATEGORY	DESCRIPTION	FUNDING	AMOUNT
Materials	Thinking Maps Binders and Materials	Textbook funds	
Training	Instructional Focus Sessions on Best Practices and Sharing of Thinking Map Implementation.		
Salaries	Extended Day Supplement	Post Secondary Remediation Fu	' \$7,546.00 "
Materials	Textbooks	Textbook funds	' \$7,574.60 "

ADDITIONAL RESOURCES:

Mastering Ideas

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

Mastering Editing & Revising: Grade 10

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

Mastering the Craft:Secondary

http://secondarypgms.brevard.k12.fl.us/writing/Best%20Practices_Writing_SECONDARY.pdf

Mastering Writing Skills:Grades 9 & 10

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

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

Writing Folder

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

Grammar Checklist: Grades 9 & 10

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

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

Piece by Piece

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

GOAL 4: SCIENCE

STRATEGIC PLAN GOAL(S):

- 1.1.3** Increase FCAT reading, math, and science mean scale scores in every middle school by 5 mean scale score points annually.
-
- 1.1.8** Obtain adequate yearly progress based on NCLB standards at the
-
- 1.1.13** Improve the FCAT science mean scale score annually at every school by 5 mean scale score points (at grades 5, 8, &11).
-
- 1.1.15** Provide a science classroom in every elementary school by 2012-2013.
-
- 1.1.21** Increase the percent of students scoring Level 4 and 5 on the FCAT Reading, Math and Science by five percent each year.
-
- 1.2.2** Update the Special Diploma Option to increase rigor and relevance for students with disabilities by June, 30, 2010.
-

KEY PERFORMANCE INDICATOR(S)

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

1.1.2	Actual 2007-2008	Target 2008-2009	Target 2009-2010	Target 2010-2011	Target 2011-2012	Target 2012-2013
Total	%	%	%	%	%	%
White	%	%	%	%	%	%
Black	%	%	%	%	%	%
Hispanic	%	%	%	%	%	%

1.1.18	Actual 2007-2008	Target 2008-2009	Target 2009-2010	Target 2010-2011	Target 2011-2012	Target 2012-2013
	43%	54%	66%	77%	89%	100%

SCHOOL-BASED OBJECTIVE (OPTIONAL):

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

"Increase achievement in science through the implementation of Thinking Maps as an instructional tool for teaching new material. Teachers will use Bubble Maps, Circle Maps and Tree Maps to improve instructional effectiveness. Increase achievement in science by using the Indicators of Quality Instruction for self-assessment and professional development goal setting. Indicators of Quality Instruction will used as the basis for instructional methodology.

NEEDS ASSESSMENT & RATIONALE FOR OBJECTIVE:

(Needs assessment that supports the need for improvement.)

"The 2010 FCAT Science scores will indicate 60% of 11th graders met high standards in science. (In 2009, FCAT Science scores indicated that 51% of our 11th graders met high standards in science. THS students achieved a Mean Scale Score of 315 in 2009. Our highest score was in the area of Physical and Chemical Sciences with 8/13 (62%). Our lowest score areas were in the Earth Space Sciences and Scientific Thinking with 7/12 (59%). THS students scored 8/14 (58%) on Life and Environmental Sciences.) The use of Thinking Maps as a thinking and organizational tool is supported by research as an effective means for improving student comprehension and mastery of new material. By having a "common language" school-wide for organizing concepts and using graphic organizers for teaching thinking skills and new material, students will improve their ability to think critically, process new information, and comprehend new concepts.

BEST PRACTICE (OPTIONAL):

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

"THS teachers and staff are trained in Marzano's research findings of rigor, relevance and relationships as well as Bloom's Taxonomy of Questioning. In addition, all teachers have been trained on Hyerle and Yeager's Thinking Maps -- a Language for Learning. By challenging students in higher ordered thinking skills and processes, students are becoming life long learners and are preparing for successful transitions from secondary schools. The eight fundamental thinking skills described in the Thinking Maps research support the development of lifelong learning across disciplines and with greater complexity. Linking each thinking skill to a unique and dynamic visual representation, the language of Thinking Maps becomes a tool set for supporting effective instructional practice and improving student performance. Current brain research shows that the brain is a natural pattern detector and that we store and remember knowledge in both linguistic and nonlinguistic forms. The Thinking Maps are effective because the brain is supported in making patterns from content area information by showing ideas in visual-spatial-verbal form.

In addition, according to York-Barr (et.al), "the ultimate goal of school-wide reflective practice is continuous improvement of practice in order to increase student learning" (p. 123). Further researchers indicate the "as reflection increases, errors decrease" (p.123). For the last three years, THS teachers have been prompted to reflect upon their professional practices. This year, teachers will demonstrate this reflection in their personal consideration of professional accomplished practices. In addition, administrators will assist teachers in their personal, professional growth.

ANALYSIS OF CURRENT PRACTICE (OPTIONAL):

(How do we currently conduct business)

"Thinking Map training was a monthly focus during the 2008-2009 school year. However, teachers had limited opportunities for implementation. Teacher feedback indicated a need for sharing of ideas for implementation and time to work with colleagues on best practices. A current weakness identified is transferring the learned material from trainings on Thinking Maps into real classroom implementation. A second identified weakness is limited opportunities for peer collaboration on Best Practices. To address this concern, instructional focus meeting time has been dedicated to providing opportunities for collaboration and sharing of best practices.

PERFORMANCE INDICATORS:

Total Population	"The 2010 FCAT Science scores will indicate 60% of 11th graders met high standards in science. (In 2009, FCAT Science scores indicated that 51% of our 11th graders met high standards in science. THS students achieved a Mean Scale Score of 315 in 2009. Our highest score was in the area of Physical and Chemical Sciences with 8/13 (62%). Our lowest score areas were in the Earth Space Sciences and Scientific Thinking with 7/12 (59%). THS students scored 8/14 (58%) on Life and Environmental Sciences.) "
Levels 4-5	"In 2010, 13% of FCAT Science test takers will score level 4 or 5. (in 2009, 8% of the THS 11th graders scored level 4 or 5.)"
Inquiry: Min/Week	Science teachers will use at least 150/450 minutes/week for inquiry.

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	ASP PSRF	IN-PROCESS MEASURE
"Re-train, Refresh Training for all staff on Thinking Maps."	Reading Coach	on-going			"Inservice sign-in sheets, coach's training calendar and agendas"
Implement Best Practices Sharing Sessions on use of Thinking Maps.	Instructional Departments	on-going			"CWT, lesson plans, teacher reflection with peer and administrator (written record, ie, email, etc.)"
Teachers will conduct self-assessments using indicators of quality instruction as part of PDP Process.	Teachers	"September, 2009"			"Pre-observation conference notes, lesson plans and CWT observations"
Continue STAR (Student Tailored Academic Retrieval) program to assist at-risk students in meeting graduation requirements.	Teachers	on-going			Improved at-risk science students' progression measured by grade level promotion and/or graduation
"All science courses, including the science electives: Marine Science, Human Anatomy and Physiology, and Science Research, will include laboratory activities that promote scientific thinking, experimental design, and interpreting data/information from graphs and charts. Teachers will use rigorous questioning strategies. Particular emphasis will be made to increase student participation on performance task items during FCAT Science."	Teachers	on-going			Lesson plans and CWT observations
"Teachers will use Bubble Maps, Circle Maps and Tree Maps."	Teachers	on-going			Lesson plans and CWT observations

<p>"Science instructors will promote reading strategies that will expand the students' science vocabulary and teach students how to read for information. Strategies may include but are not limited to: Cornell Notes System, graphic organizers, lab reports, and reflection journals."</p>	Teachers	on-going	Lesson plans and CWT observations
<p>"Efforts will continue to provide experienced, consistent instruction in the Integrated Science Courses. A strong vertical alignment exists with the instructions for Integrated Science I and II. Instructors for Integrated III will plan collaboratively to ensure strong alignment of content standards."</p>	Teachers	on-going	Lesson plans and CWT observations
<p>"A cadre of faculty and administrators will work with students to develop a list of incentive awards. Incentive suggestions have included: expanded senior privileges, discounts on senior functions/ activities (prom, homecoming, graduation), free access to specified school events/activities, and exemption from Term 1 exams."</p>	Teachers and Administrators	Fall 2009	Increased number of students attending events without charge given incentive rewards.

"The THS Science Research program will be continued and expanded. This program, which is offered as a science elective engages students in all phases of scientific research design: research on selected topic, design of original experiment, implementation of experiment, analysis of results, and completion of written scientific report. Students also complete a project display board for competition at the Brevard Mainland Regional Science Fair, Seimens Science Competition, the Young Epidemiologist Scholarship Competition, and the Nelson Ying Prize."

Teachers

on-going

Lesson plans and CWT observations

The prediction formula using FCAT reading and math scores will be used to identify projected Science performance. Teachers will use the predicted science scores to set a goal score for each student. Students will be issued a Goal Score letter indicating their "target". Students meeting their goal score will be eligible for an incentive award.

Teachers and Administrators

Fall 2009

Student progress in science class

<p>"In addition to their course requirements, biology, chemistry, and physics instructors will cover strands D and E as follows: o Biology – D1 - (SC.D.1.4.4, SC.D.1.4.4) D2 - (SC.D.2.4.1), E1 - (SC.E.1.4.3) o Chemistry – D1 - (SC.D.1.4.1, SC.D.1.4.2) o Physics – E1 – (SC.E.1.4.1, SC.E.1.4.2, SC.E.2.4.1), E2 – (SC.E.2.4.2, SC.E.2.4.3, SC.E.2.4.6, SC.E.2.4.7)"</p>	Teachers	on-going	Lesson plans and CWT observations
<p>"11th grade instructors will adjust the order of their curriculum for the Spring Term in order to teach the necessary FCAT strands before the Science FCAT is administered. The reordering of the curriculum will accommodate the challenges of Block Scheduling. In addition, a review of the Life/Environmental strands will be implemented in the 11th grade courses as a refresher of those concepts traditional taught in the 9th grade curriculum."</p>	Teachers	on-going	Lesson plans and CWT observations
<p>9th grade science teachers will utilize 8th grade FCAT Science scores as a diagnostic tool to guide instruction.</p>	Teachers	on-going	Lesson plans and CWT observations

EVALUATION:

OUTCOME MEASURE:

The objective will be measured by outcome results of the 2010 FCAT Science.

PROGRESS MONITORING: Course assessments will be utilized quarterly to track student progress and growth in science.

PROFESSIONAL DEVELOPMENT:

DISTRICT REQUEST: AP Science; Next Generation Sunshine State Standards for Science; Technology for the Classroom;

SCHOOL BASED: Data Analysis (including Desktop); Integrated Science; Technology in the Science Classroom; Thinking Maps;

BUDGET:

CATEGORY	DESCRIPTION	FUNDING	AMOUNT
Materials	Thinking Maps Binders and Materials	Textbook funds	
Materials	ons on Best Practices and Sharing of Think		
Materials	Textbooks	Textbook funds	" \$7,574.60 "

ADDITIONAL RESOURCES:

<http://secondarypgms.brevard.k12.fl.us/sciencecurric.htm>

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

<http://www.floridastandards.org/index.aspx>

<http://www.fldoestem.org/center13.aspx>

GOAL 5: PARENTAL INVOLVEMENT

STRATEGIC PLAN GOAL(S):

1.4.1	Foster greater community involvement by increasing volunteerism and business partner involvement at each school by June 30, 2009.
1.4.2	Expand the "Be There" campaign to engage parents in their children's education, with particular emphasis on the secondary level, by June 30, 2009.

OBJECTIVES

"Provide involvement and informational opportunities for parents including all areas: academic programs, guidance services, activities, school improvement planning, and athletics. Continue to use VIPS software as well as compliance with the Jessica Lunsford Act. "

NEEDS

Climate Survey Results demonstrated a majority expressed satisfaction with the school's willingness to listen to parents; adequate progress reporting; informative printed communications; and sufficient parental involvement opportunities. The school is committed to expanding these opportunities to provide better access to all stakeholders. On-going staff development on use of EdLine has also been identified as a current need.

PERFORMANCE INDICATORS

% of parents attending a (school function)	"This percent is unknown, specifically. However, parking lots, theater seating, and bleachers are filled to capacity during THS functions."
# of school based parental involvement opportunities	"There are multiple opportunities for families to learn about THS, meet the staff, and understand curriculum and resources. These opportunities include, an annual Open House in the fall and a Curriculum Expo in the second semester. Advanced Academic Program Night held each spring is provided to all current and future THS parents. A parent conference night each semester, grade level parent meetings, the quarterly parent newsletter, the THS webpage at: http://titusville.hs.brevard.k12.fl.us , IEP meetings for ESE students, and EP meetings for GSP students. The administrative team and teacher members of the faculty work informally as a committee focused on improving Parent Involvement. For example, many of the CTE programs have parent/community advisory boards. Many sports and music programs have parent booster clubs. The Positive Annual Progress (+AP) program has a parent outreach and an advisory board, made up of professional minority community members. Additionally there are parent involvement opportunities through: School Advisory Committee ROTC Booster Club Career Technical Education Advisory Committees (i.e. Fashion, Auto, etc.) Band Booster Club Terrier Gridiron Club Positive Annual Progress Advisory Committee. "
# of volunteers hours	"In 2009, THS increased the number of volunteer hours to 19,856.57. In 2010, THS will measure a 2% increase in volunteer hours reported (attaining 20,909.46 hours). Additionally, this year there will be continued professional development emphasizing parental involvement and understanding the diverse needs of families at THS. At least one THS parent attends the District Parent Leadership Team meetings. "
# of opportunities for PLT information to be shared with parents	"Parents are able to attend the THS School Advisory Committee meetings. Parents are able to access information from the Parent Leadership Team on the THS webpage at: http://titusville.hs.brevard.k12.fl.us , "

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	ASP PSRF	IN-PROCESS MEASURE
Continue use of Sinervice	Administrators and Staff	on-going			Reduced number of parent inquiries regarding THS points of interest
Provide parent/community newsletters every quarter	Teachers and Administrators	on-going			Reduced number of parent inquiries regarding THS points of interest
Use of school marquee	Administration and Staff	on-going			Reduced number of parent/community inquiries regarding THS points of interest
Continue update of current information on the school web page	Teachers and Administrators	on-going			Quarterly staff review of web page
Parent notification of VIPs program for volunteer hours	Teachers and Administrators	on-going			Quarterly newsletter
"Continue Parent Conference Nights, Academy Expo, Open House, and Advanced Academic Program Night."	Teachers and Administrators	on-going			Parking lots filled to capacity
"Continue the Brevard District initiative for parental involvement called the ""Be There Campaign""."	Administrators	on-going			Promoted to THS parents along with the Parent Leadership Team meetings
"Continue the EdLine, on-line grade book system. Teachers will update grades weekly on the on-line grade book program. Parents will be provided secure passwords and log on information for monitoring student progress and academics from home."	Teachers	School registration and on-going			Parent and student feedback

EVALUATION:

OUTCOME MEASURE: Annual School Client Survey

PROGRESS MONITORING: "Progress will be monitored through volunteer hours report, and EdLine use will be monitored by teacher records."

BUDGET:

CATEGORY	DESCRIPTION	FUNDING	AMOUNT
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ADDITIONAL RESOURCES::

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

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

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

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

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

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

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

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

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

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

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

www.brevard.k12.fl.us/portals/parents/pdf

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

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

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

GOAL 6: ATTENDANCE

STRATEGIC PLAN GOAL(S):

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

OBJECTIVES

"To maintain or improve the average attendance rate of 96% daily attendance by .25%. (THS was at 96.03% for SY 2008-2009.)

"

NEEDS

"Titusville High School maintains an average attendance of 96% based upon 20 day membership reports. We had 261 days-of-out of school suspension all related to inappropriate school behaviors. (See RIT.)

"

PERFORMANCE INDICATORS

Total Population Titusville will remain above 96% attendance in all four quarters of the 09-10 school year and will decrease the number of out-of-school suspensions.

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	ASP PSRF	IN-PROCESS MEASURE
Continue administrative monitoring of student attendance.	Administrators	on-going			Quarterly review of student attendance by grade level
Continue teacher monitoring of student attendance.	Teachers	on-going			Referrals for non-attendance after 3 days unexcused
Continue using automated phone system to contact parents of absent students.	THS Staff	on-going			THS Budget
Use RTI and Convene team meetings for excessive attendance issues.	"Teachers, Guidance Counselors, Administrators"	on-going			Paersonal calendars of counselors and administrators

EVALUATION:

OUTCOME MEASURE: Student learning gains will be monitored based on the 2010 FCAT scores.

PROGRESS MONITORING: BPS quarterly reports will be utilized to monitor school attendance and out-of-school suspensions.

BUDGET:

CATEGORY

DESCRIPTION

FUNDING

AMOUNT

GOAL 7: TECHNOLOGY

STRATEGIC PLAN GOAL(S):

2.4.2	Provide a student to computer equity ratio of fewer than five students per one modern computer with a refresh cycle every four years.
2.4.3	Implement district standards by 2010-2011 to measure student proficiency in technology.
2.4.4	Develop and implement a plan by 2010-2011 to train all students in age-appropriate internet safety.
2.4.5	Every teacher in every school will utilize Edline by the beginning of the 2010-2011 school year.
2.4.6	By 2013, every Brevard Public School student will be technologically literate by completion of eighth grade.

KEY PERFORMANCE INDICATOR(S)

2.4.1	Every school will have 100% of its classrooms meet the Sunrise standard for technology in the classroom by the beginning of the 2010-2011 school year.
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2.4.1	Actual 2007-2008	Target 2008-2009	Target 2009-2010	Target 2010-2011	Target 2011-2012	Target 2012-2013
	%	%	%	%	%	%

OBJECTIVES

"In 2010, THS will maintain a student to modern computer ratio of fewer than 5:1 as evidenced by Computer Inventory Reports. THS will increase the availability of and to maintain appropriate classroom technology. In addition, by 2010, 100% of teachers will be using Edline to report grades, homework and attendance via the Internet as evidenced by Edline Utilization Reports. 21st Century Instructional Technology will be used by THS teachers. All classrooms contain the Sunrise Standard of Technology.
"

NEEDS

Maintain the current THS technical inventory.

PERFORMANCE INDICATORS

% of teachers utilizing Edline	"In 2010, 100% of THS teachers will use Edline weekly to communicate with parents and students regarding student progress in class."
Student to computer ratio	THS will achieve a student to modern computer ratio of fewer than 5:1 as evidenced by Computer Inventory Reports.
Make It-Take It	Not Applicable

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	ASP PSRF	IN-PROCESS MEASURE
21st Century Classroom Training pre-planning	BPS Teacher Technology Integrators	"August, 2009"			Quarterly teacher edlline account reports
Instruct 9th and 10th grade students and faculty regarding Cyber Bullying	Teachers and Administrators	on-going			Facutly meeting and student assembly regarding bullying;reduction in student disciplinary referrals
Train teachers and staff in the use of A3 Vision Warehouse	"Administrators, Media Specialist"	on-going			Teacher's IPDP and participation in RiT
"Use 65%+ of Tech funds for the instruction of students; no more than 25% of tech funds for professional development, and no more than 10% of tech funds on basic supplies or administrative technology"	THS Technology Specialist	on-going	" \$5,608.00 "		Technical purchase orders
Require teachers to post grades in Edline weekly	Administrators	on-going			Check postings weekly

EVALUATION:*OUTCOME MEASURE:*

The edline entries will be measured in weekly checks. Student learning gains will be monitored based on the 2010 FCAT scores.

PROGRESS MONITORING:

Teacher/techology specialist reports

BUDGET:

CATEGORY	DESCRIPTION	FUNDING	AMOUNT
Salaries	<u>-planning 21st Century Classroom Train</u>	District Funded	
Technology	<u>Technical support and maintenance</u>	Technology Funds	" \$5,608.00 "

GOAL 8: RIGOR & RELEVANCE

STRATEGIC PLAN GOAL(S):

1.1.25	Increase credit retrieval opportunities for students through co-enrollment in adult education and evaluate options to increase the number of credits that may be transferred to the regular high school
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KEY PERFORMANCE INDICATOR(S)

1.1.10	By 2013, Brevard's graduation rate will exceed by 3% that of any other Florida District.
1.1.11	By 2013, 75% of Brevard's 11th grade students eligible for a standard diploma, and each ethnic subgroup, will score equal to or greater than the national ACT benchmark scores on each subtest: English 18, Reading 21, Math 22, Science 24.
1.2.3	By 2013, 90% of all students who complete college level dual enrollment courses will receive a grade of "B" or better.
1.2.4	By 2013, 70% of all students and each ethnic subgroup enrolled in Advanced Placement (AP) courses will score a three or better on AP exams.
1.2.6	By 2013, 250 students will graduate with dual diplomas, earning both a high school and post-secondary diploma.
1.3.1	By 2013, Brevard will be ranked in the top five districts nationally for the number and percentage of National Board Certified Teachers.

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

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

1.2.3	Actual 2007-2008	Target 2008-2009	Target 2009-2010	Target 2010-2011	Target 2011-2012	Target 2012-2013
	0.857%	0.8656%	0.8742%	0.8828%	0.8914%	0.9%

1.2.4	Actual 2007-2008	Target 2008-2009	Target 2009-2010	Target 2010-2011	Target 2011-2012	Target 2012-2013
District	66%	66%	68%	68%	69%	70%
White	71%	73%	74%	75%	76%	77%
Black	33%	40%	48%	55%	62%	70%
Hispanic	68%	68%	68%	69%	69%	70%

1.2.6	Actual 2007-2008	Target 2008-2009	Target 2009-2010	Target 2010-2011	Target 2011-2012	Target 2012-2013
	2%	8%	5%	7%	15%	25%

1.3.1	Actual 2007-2008	Target 2008-2009	Target 2009-2010	Target 2010-2011	Target 2011-2012	Target 2012-2013
District	%	%	%	%	%	%
White	%	%	%	%	%	%
Black	%	%	%	%	%	%
Hispanic	%	%	%	%	%	%

OBJECTIVES

"To increase course rigor, enrollment and passing percentages (for all demographics) in AP, DE and honors classes. In addition, to increase the number of awards earned in the Academy program by 10% per year, starting at 843 (2009) to 928 (2010)."

NEEDS

"Based upon student achievement data, school-based, and district-based data, and the demands of a global society, the School Board of Brevard County developed the SSNP initiative to enhance rigor, relevance and relationships in the secondary school experience. See School Profile/ Demographic for CTE concentrators and industry credential information. "

PERFORMANCE INDICATORS

% enrollment in Algebra I and Geometry	
% of level 3 enrollment	
% enrollment in Pre-AICE, MYP, HS credit, AVID	

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	ASP PSRF	IN-PROCESS MEASURE
Utilize homeroom class time to educate students regarding academy choices.	Teachers	on-going			Academy homeroom calendar and agendas
Use school equipment and technology to assist students in the academy process.	Teachers and Administrators	on-going			Academy homeroom calendar and agendas
Continue implementation of Career Pathways classes for all freshman	Teachers and Administrators	on-going			School master calendar
"Provide resources for necessary materials such as paper, cords, medals, etc."	THS Principal	on-going			School budget
Identify and assist students with enrollment requirements and application information for postsecondary schools.	Counselors	on-going			Individual senior/counselor meetings twice in senior year
Identify and equip the media center and College Placement Center with current technologies and materials to access information and enhance programs.	"Counselors, Media Specialist and Administrators"	on-going			Media Budget
Welcome site visits to and from other schools by the Executive Committee.	Teachers and Administrators	on-going			Academy visitation calendar
Continue Academy nights.	Teachers and Administrators	on-going			School Activities Calendar
Continue Academy activities/program.	Teachers and Administrators	on-going			School Activities Calendar
Ensure 100% participation of grade 10 students in PLAN in October 2009.	Teachers and Administrators	on-going			School Testing Calendar
Continue Collegiate High School in 2010-2011.	Counselor and Administrators	on-going			School Master Calendar
70% of all students and each ethnic subgroup enrolled in Advanced Placement (AP) courses will score a 3 or better on AP exams.	Teachers	on-going			Advanced Placement Exams
"90% of all students who complete college level dual enrollment courses will receive a grade of ""B"" or better."	Teachers and Counselor	on-going			Student Transcripts
"75% of 11th grade students eligible for a standard diploma, and each ethnic subgroup, will score equal to or greater than the national ACT benchmark scores on each subtest: English 18, Reading 21, Math 22, Science 24."	Teachers	on-going			Junior year ACT results

EVALUATION:*OUTCOME MEASURE:*

All 9th graders will declare a Major Area of Interest. Progress will be monitored through the number of students receiving Academy awards. Student learning gains will be monitored based on the 2010 FCAT scores.

PROGRESS MONITORING:

"Student progress will be monitored by the number of AP students earning 3 and above on AP exams, by the number of DE and honors students who successfully pass their classes, and the number of Algebra 1 students who successfully pass Algebra 1."

BUDGET:

CATEGORY	DESCRIPTION	FUNDING	AMOUNT
Materials	"Provide resources for necessary materials such as paper, cords, medals, etc."		
Materials	"Identify and equip the media center and College Placement Center with current technologies"		
Materials	Dual Enrollment Textbooks	Textbook funds	" \$30,572.63

GOAL 9: CAREER & TECHNICAL EDUCATION

KEY PERFORMANCE INDICATORS(S):

1.1.10	By 2013, Brevard's graduation rate will exceed by 3% that of any other Florida District.
1.2.5	By 2013, 90 % of all high school graduates completing a Career and Technical Education program of study will be eligible for an industry certification.

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

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

OBJECTIVES

"To ensure that every student graduate is postsecondary and/or workforce ready, THS students will be required to complete a program of study which includes a minimum of three credits in at least one of the following areas prior to graduation: Approved Dual Enrollment, Advanced Placement, or Career & Technical Education Program of Study. The percentage of students of all demographic subgroups will be represented in CTE classes (at least) proportionally to the population enrollment.
"

NEEDS

"In 2008-2009, 50 students participated in the Ready to Work exam. In 2009-2010, 75+ CTE students will participate in the Ready to Work exam. In addition in SY 08-09, students were able to participate in industry exams. 80% of tested students earned Industry Certification in Fashion. 100% of students tested earned Certified Nursing Assistant's license. 12 seniors, 4 juniors and 2 sophomores completed the Florida Child Care Proficiency Credential. In SY 09-10, the percentage and number of testing students will increase."

PERFORMANCE INDICATORS

# of SLC Development & Expansion	"In SY 2009-2010, THS completes its initial course of the Emergency Services Focus within our Health and Human Services Academy. In SY 2009-2010, THS is in the planning phases for the implementation of the Performing Arts Academy (in 2010-2011) and the AICE Cambridge Program (in 2010- 2011)."
# of Performance of Students in SLC	The first cohort of students can grow to 140 students through the initial course.
# of Community Partnerships	"In 2009 - 2010, Titusville High School has, at least, 7 community partnership clusters. Within the Career Technology Education cluster, there are at least 3 partnerships, i.e. Fashion, Auto, Health. In addition, THS has at least 3 business partners: Dr. Douglas Barimo, Parrish Medical Center, State Farm Insurance."

STRATEGIES

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	ASP PSRF	IN-PROCESS MEASURE
Increase Career and Technical Education Programs enrollment.	"Teachers, counselors, administrators"	on-going			Quarterly CET enrollment
Utilize homeroom class time to educate students regarding academy choices.	Teachers	on-going			Academy Homeroom calendar and agenda
Use of school equipment and technology to assist students in the academy process.	Teachers and administrators	on-going			CWT and teachers' lesson plans
Continue implementation of Career Pathways classes for all freshmen.	Teachers and administrators	on-going			School master schedule
Provide resources for necessary materials to implement the THS academy programs.	Teachers and administrators	on-going			School budget
Include articles in the school newspaper and parent newsletter of the benefits and requirements of taking dual enrollment courses.	Teachers and administrators	on-going			School newspaper
Continue Academy Nights.	Teachers and administrators	on-going			School Academy Calendar
Continue Academy activities/programs	Teachers and administrators	on-going			School Academy Calendar
Increase the number of business partners	Teachers and administrators	on-going			Principal's letter of appreciation
90% of all high school graduates completing a Career and Technical Education program of study will be eligible for an industry certification.	Teachers and guidance counselors	on-going			Senior transcript review with counselor each semester and transcript review with academy homeroom and CTE teachers each quarter

EVALUATION:

OUTCOME MEASURE:

THS students will earn a Ready to Work Certificate and industry credentials.

PROGRESS MONITORING:

"Progress will be monitored by the number of students receiving Gold Seal Endorsement, industry credentials,

BUDGET:

CATEGORY	DESCRIPTION	FUNDING	AMOUNT
Salaries	CTE teacher salaries		
Materials	Allied Health Vocational Dual Enrollment Supply Budget	District Funded	\$300.00
Materials	CTE Program Supply	District Funded	

GOAL 10: INDIVIDUALIZED PROGRAM OF STUDY

STRATEGIC PLAN GOAL(S):

1.2.1	
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OBJECTIVES

This is the first year of IPS for 9th graders. Our objective is to have 100% of 9th grade parents attend the Individual Program of Study meeting for his/her student in SY 09-10.

NEEDS

"Titsville High School needs to increase the number of parent attended IPS meetings. School counselors attempt to meet with each senior and parent twice a year. This year, they will attempt to meet with all 9th grader and parent to complete the Individual Program of Study."

PERFORMANCE INDICATORS

% of IPS meetings	"In 2009-2010, 100% of the IPS meetins with school counselors will be completed. Counselors will adjust work days to accomodate working parents as needed."
% of ePEPs completed	100% of the 9th graders enrolled in the 1st quarter of the school year will complete an ePEP in Career Pathways and Decision Making classes by the close of the school year.
% of counselor visits to career class	Guidance counselors will visit 100% of CRDM classes this year.
% of plan/ACT results shared	100% of the PLAN and ACT results are shared with parents and students.

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	ASP PSRF	IN-PROCESS MEASURE
Contact parents to attend IPS meetings for 9th graders	"Guidance Department Chair, Counselors and clerks"	on-going			Guidance master schedule
Counselors visit CRDM classes	"Guidance Department Chair, counselors and CRDM teachers"	on-going			Guidance master schedule
Navigator 101 software will be utilized be all CRDM teachers to assist with educational planning for students.	"CRDM Teachers, Guidance Department Chair"	on-going			Completion of each unit in Navigator 101 Software.

EVALUATION:

OUTCOME MEASURE: "This objective will be evaluated by the Facts.org reports, the IPS reports, and by student major identified in AS400."

PROGRESS MONITORING: School counselors will maintain a monthly calendar measuring: IPS meetings and visits to CRDM classes. Data clerk will run student major areas of interest reports each semester.

Individualized Program of Study - Budget

CATEGORY	DESCRIPTION	FUNDING	AMOUNT
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GOAL 11: DROPOUT PREVENTION PROGRAMS

STRATEGIC PLAN GOAL(S):

1.1.10

OBJECTIVES

"The most current data reported by the Department of Education is: in November 2008, the THS dropout rate was .3%. By the close of SY 2009-2010, 99+% of the senior class will graduate. 95+% of at-risk students in grades 9, 10 and 11 will be promoted."

NEEDS

"In SY 08-09, 9.3% of THS students were retained or did not graduate. Early intervention of at risk students is necessary. These students will be identified and be moved through RTI and CST (as needed). These students can present with GPAs below 2.0, failure of the FCAT, failure or FA of classes, and/or at-risk behaviors, etc. "

PERFORMANCE INDICATORS

% graduation rate	"By the close of SY 2009-2010, at least 99% of the senior class will graduate."
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% dropout rate	"95+% of at-risk students in grades 9, 10 and 11 will be promoted."
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STRATEGIES:

ACTION STEPS

Fully implement the Brevard Dropout Prevention Program - Credit Retrieval Program

Continue credit retrieval course in all 4 blocks and before school. (The STAR (Student Tailored Academic Retrieval) Credit Retrieval Program will assist at-risk students in meeting promotion requirements.

"9th, 10th, 11th grade students will be identified if they have received failing grades in core subject areas."

Identified students will attend STAR for at least 1 out of 4 blocks a day each weeks.

"Parents, counselors, students and teachers (administrators as needed) will participate in placing each student."

"All ALS+ teachers will participate in the required BPS Dropout Prevention Credit Retrieval Program training at the frequency required by the county. Further, a teacher representative for the STAR Lab will participate in the BPS Dropout Prevention meetings."

"All ALS+ teachers will successfully participate in the minimum training (60 hours) for the core content area (math, social studies, science) when first assigned to an ELL student."

PERSON

RESPONSIBLE

"Teachers, counselors, administrators"

"Teachers, counselors, administrators"

"Teachers, counselors, administrators"

"Teachers, counselors, administrators"

"Teachers, counselors, administrators"

Teachers

Teachers

TIMETABLE

on-going

on-going

on-going

on-going

on-going

on-going

on-going

BUDGET

EVALUATION:

OUTCOME MEASURE:

Increased number of student promotion and graduation.

PROGRESS MONITORING:

Enrollment in the STAR program. Measured improvement in SRI and FAIR. Fewer classroom failures.

BUDGET:

CATEGORY	DESCRIPTION	FUNDING	AMOUNT
Training	Dropout Prevention Training	District Funded	
Training	ESOL Training	District Funded	