

Brevard County Public Schools School Improvement Plan 2011-2012

Name of School

Titusville High

Area

North

Principal

Dr. Lori Spinner

Area Superintendent

Dr. Ronald Bobay

SAC Chairperson

Patricia Ely

Superintendent
Dr. Brian Binggeli

VISION

THS will be a High Performing Learning Culture of students and staff, which fosters collaboration, tr lifelong learning, and the pursuit of excellence.

MISSION

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

Brevard County Public Schools School Improvement Plan 2011-2012

SECTION I

School Wide Improvement Model

Describe the evidence based School Improvement Model at your school. How is this model being implemented, and how has it helped with student achievement?

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

Test Score Disaggregation

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.

In 2010, 38% of our students in the lowest 25% reading on or above grade level on the Reading FCAT. This was a 7% decrease from 2009. Titusville High has continued to decrease in the number of students in the lowest 25% reading at or above grade level for the past three years. Science scores during the past three years averaged 55% of students scoring at or above grade level. In 2010, there was a 12% decrease in Science. Scores for Writing (85%) and Math (81%) show students have maintained a steady trend of more than 80% of the students scoring at or above grade level.

In reviewing the data of the sub groups in reading, the white sub group (63%) continued to be the highest percent of students reading on or above grade level despite exhibiting a 2% drop. The black (19%) and Economically Disadvantaged (38%) sub groups were significantly lower than the white sub group. Math subgroups results in the white sub group (83%), the black (43%), and Economically Disadvantaged (60%) show a similar trend. Writing score trends show each sub group with more than 90% scoring at or above grade level. The percentage of students reading below grade level is an area that must be addressed across the curriculum at Titusville High.

Results over the past five years in the areas of Advanced Placement, Dual Enrollment, and College Readiness have shown an increase in passing rates and enrollment. Advanced Placement courses have increased from ten to twelve courses. The percent of courses with passing rates of 50% or greater has increased from 90% in 2006 to 100% in 2010. The percent of students passing Advanced Placement exams has increased from 65% in 2006 to 68% in 2010, while increasing actual AP enrollment and accessibility. Dual Enrollment participation has tripled this past school year. These areas have been identified as areas of strength at THS.

Under the State Accountability Plan, Titusville High School posted gains in six of 8 areas in 2011. Overall points earned increased 18 points -- earning the points for a grade of A for the fourth 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 Reading and Math all demonstrated significant growth. Titusville High School demonstrated a slight decline in 3 of 4 areas assessed by ACT. AP enrollment and participation increased by 49 examinations and 13 unduplicated students in 2011. Attendance rate improved to 96.84%. Participation in Dual Enrollment increased from 271 to 304 of unduplicated students in 2011. Areas of weakness and/or concern continue to be the performance of bottom quartile readers and performance of sub-groups on reading and math.

Time Line Development

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

Instructional Focus

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.

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 devoted to Content-Based Professional Learning Communities (PLCs) to meet on common goals related to their content areas. The third week is dedicated to Interest-Based PLCs which target the Lowest 25% population and under-achieving sub-populations. The fourth week is for Subject-Area Department Meetings. During these weekly faculty and/or PLC meetings, job-imbedded, school-wide staff development and teacher collaboration occurs.

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 through as well as the annual appraisal system of classroom observations.

Assessment

1. In SY 11-12 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.

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 one time AND have earned a passing score on the ACT or SAT have met the state requirements for graduation.

Extended Learning Opportunities

Describe the programs that are provided before and after school, during the summer, and during the extended school year.

Academic Support Program

Reading/Mathematics

- How is your ASP program addressing students in priority groups?
 1. Level 1 on FCAT (3rd grade is first priority)
 2. Lowest 25% in Reading
 3. K-6 students demonstrating deficiencies in reading or mathematics
- When are services being provided for reading/mathematics ASP?
- Who will be providing instruction?
- How will instruction be delivered?
- What materials will be used for ASP instruction?

Science

- How is your ASP addressing students who scored below 300 on Science FCAT or current 5th grade students in need of support?
- When are services being provided for science ASP?
- Who will be providing instruction?
- How will instruction be delivered?
- What materials will be used for ASP instruction?

Before and After School Care

Do students have opportunities to participate in learning activities (free or fee-based) before or after school?

Enrichment Opportunities

Do students have opportunities to participate in clubs?

Do students have opportunities to participate in SES or SOAR?

What other learning opportunities are available outside of the regular school curriculum?

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.

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.

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, Read 180

9th grade -Tier 2, Edge Level B

10th grade -Tier 1, Read 180

10th grade -Tier 2, Edge Level C

Retakes Tier 1 and 2 11th and 12th grade

Students who read below 5th grade -Voyager Journeys

Special Diploma- Florida Alternative Assessment

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.

The Science Department has placed an instructional emphasis on alignment to future End of Course examinations, as well as alignment to the benchmarks assessed by FCAT Science. Science Research, Advanced Placement, and AICE Science offerings are designed to challenge students to greater rigor. Experimental Design is an emphasis in all science courses as well as hands-on learning applications of scientific concepts.

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.

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 weighted by one point for any student who passes the AP course.

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.

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.

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.

The Cambridge Program (AICE) is an advanced academic program which is affiliated with the Cambridge University program. Students in 9th and 10th grade participate in pre-AICE coursework in English and Science to prepare students for AICE level courses in 11th and 12th grade. AICE coursework is college-level curricula, which enables students with successful assessments to earn college credit. AICE level courses will be available in the areas of English Composition, the Sciences, and Social Sciences/Histories. The Cambridge Program is a rigorous academic offering that is accessible for all students.

The Career Academies: A unique program to Titusville High School is our development of small learning communities: The Career Academies. The Career Academy program is now in its seventh year and all students at THS are incorporated into one or more of our Career Academies. All freshmen take a Career Research and Decision Making course. This is a course 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 area of interest and to choose electives upon entering their sophomore year. The academies are three broad-based programs, in which students can earn rewards based on the number of credits they pursue in a career area. We currently have 14 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 interests which are mapped out for them in the academy curriculum. The three Career Academies at Titusville High School are: Health and Human Services, Letters and Science, and Arts and Technology. 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. Extended Learning Opportunities 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 the lowest 25% students in an effort to promote rigorous, relevant course work, high school graduation and effective post secondary planning. Students in the bottom 25% in reading are serviced in Intensive Reading classes daily all year.

Reading Intervention Plan & Literacy Leadership Team (LLT)

"All components of the K-12 Reading Plan and statutory requirements for reading intervention will be followed. These components and approved instructional and intervention materials can be found at

https://app1.fldoe.org/Reading_Plans/Narrative/%28S%28saa40o452rdyn3iznykhluv3%29%29/NarrativeList.aspx”

Brevard County Public Schools School Improvement Plan 2011-2012

SECTION II

Highly Qualified Instructional Coaches

List your school's highly qualified instructional coaches and briefly describe their certification (s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for High Standards, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, Lowest 25%), and AYP information along with the associated school year)
Reading Coach	Debbie Parrish	Masters Degree	6	6	Effective SY 06-07, Grade A, Lowest 25%-50%, AYP-yes SY07-08, Grade A, Lowest 25%-50%, AYP-yes SY08-09, Grade B, Lowest 25%-45%, AYP-no SY09-10, Grade-B, Lowest 25%-

					38%, AYP-no
					SY10-11, Grade Pending, Lowest 25%- 39%, AYP-no

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

- Dr. Lori Spinner, Principal
- Ms. Jerrie Mallicoat, Curriculum Asst. Principal
- Ms. Sarah Riley, Guidance Counselor
- Ms. Debbie Parrish, Reading Coach
- Ms. Jessica Broyles, Guidance Service Professional
- Ms. Mary Richmond, SSNP Coordinating Teacher, School LEA

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?

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. Describe how the RtI Problem Solving process is used in developing and implementing the SIP?

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 sources(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior

All administrators and teachers are trained on AS400, Desktop Student Data System and A3 Vision. This training occurs during the first month of each year. The programs are utilized to guide teachers in their use of instructional strategies to meet the needs of the students. The data information obtained includes; FCAT scores, FAIR test scores, benchmark tests, and documented behavioral referrals.

Describe the plan to train staff on RtI.

Teachers and staff are trained by administrators during faculty meetings and leadership meetings to become more effective with integrating the RtI process into their instructional strategies and curriculum to meet the needs of the students.

- 2. Build leadership and job-related capacity at every level of the organization.
- 3. Promote continual learning and innovation through reasonable levels of autonomy, accountability and ownership.

Goal 4: Fiscal Responsibility and Organizational Effectiveness

- 1. Maintain effective and efficient resource management.
- 2. Utilize strategic planning that provides organizational focus and fosters continuous improvement.
- 3. Maintain effective school/community communication and partnerships.

RATIONAL

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

In 2011, 39% of our students in the lowest 25% reading made an annual learning gain on Reading FCAT. This was a 1% increase from 2010. Titusville High has continued to decrease in the number of students in the lowest 25% reading at or above grade level for the past three years. Science scores increased from 44% to 49% of students scoring at or above grade level. In 2011, there was a 5% increase in Science. Scores for Writing (80%) and Math (82%) show students have maintained a steady trend of more than 80% of the students scoring at or above grade level.

In reviewing the data of the sub groups in reading, the white sub group (62%) continued to be the highest percent of students reading on or above grade level. Economically Disadvantaged sub groups were significantly lower (34%) than the white sub group.

Math subgroups results in the white sub group demonstrating 84% at or above grade level. Economically Disadvantaged demonstrated only 58% at or above grade level. Writing score trends show two subgroups Economically Disadvantaged and Students with Disabilities did not demonstrated the expected gains to make AYP.

Results over the past five years in the areas of Advanced Placement, Dual Enrollment, and College Readiness have shown an increase in passing rates and enrollment. Under the State Accountability Plan, Titusville High School posted gains in six of 8 areas in 2011. Overall points earned increased 18 points -- earning the points for a grade of A for the fourth 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 Reading and Math all demonstrated significant growth. Titusville High School demonstrated a slight decline in 3 of 4 areas assessed by ACT. AP enrollment and participation increased by 49 examinations and 13 unduplicated students in 2011. Attendance rate improved to 96.84%. Participation in Dual Enrollment increased from 271 to 304 of unduplicated students in 2011. Areas of weakness and/or concern continue to be the performance of bottom quartile readers and performance of sub-groups on reading and math.

Best Practice:

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

Research indicates that intense interventions must take place in order to close the achievement gap between the sub groups. Students reading below grade level are placed in reading intervention classes in the place of electives at the secondary level. These reading intervention classes entail strategies and skills to improve reading skills as well as performance in the classroom and on standardized testing. All of the District adopted reading programs are aligned with the Sunshine State Standards, which focus on helping students attain grade level competency.

THS teachers and staff are trained in implementing Thinking Maps. 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 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. 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.

In addition, the ultimate goal of school-wide reflective practice is continuous improvement of practice in order to increase student learning. Further research indicates that as reflection increases, errors decrease. According to Dr. Rick and Becky Dufour, Professional Learning Communities (PLC) are comprised of educators committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students they serve. The key to PLCs is to improve student learning by continuous learning for educators. For the past three years, THS teachers have been prompted to reflect upon their professional practices. This year, teachers will work collaboratively toward developing PLCs. In addition, administrators will assist lead teachers in this developmental process. The Brevard Effective Strategies for Teaching (BEST) modules will serve as the foundation for assisting PLCs in developing SMART goals for improving instruction. Modules 4, 5, and 6 will be implemented in 2011-2012 school year (Formative Assessment, Differentiated Instruction, and Unit Design). In addition, the supplementary materials and training on PLCs from Dr. Rick and Becky Dufour, will be utilized to assist PLCs in their formation and implementation of SMART goals.

Analysis of Current Practice:

(How do we currently conduct business?)

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. Current practice has been to provide time during the second and third week of the month for PLC meetings. For the 2011-2012 SY the first week is a General Faculty Meeting; the second week is devoted to Content-Based Professional Learning Communities (PLCs) to meet on common goals related to their content areas. The third week is dedicated to Interest-Based PLCs which target the Lowest 25% population and under-achieving sub-populations (this is a new addition for the 11-12 SY). The fourth week is for Subject-Area Department Meetings. During these weekly faculty and/or PLC meetings, job-imbedded, school-wide staff development and teacher collaboration occurs.

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. Last year, needs assessment and feedback from teachers indicated a priority on building trust and collegial relationships was necessary before the faculty and staff were ready to proceed with actual, independently-functioning PLCs. A team of lead teachers were trained in BEST and High Performing Learning Cultures. This training was used to guide the refocusing of our school culture and vision. This included a commitment to collaboration and high expectations.

This year the "BEST Culture Team" is working toward expanding or content-based PLCs to add Interest-Based PLCs which are cross-curricular in membership and target underachieving populations. These will be in addition to our functioning Content-Based PLCs.

This effort will be done in conjunction with the new District Teacher Appraisal System.

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 1

SCHOOL-BASED OBJECTIVE

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

Titusville High School will continue implementation of Content-Based Professional Learning Communities (PLCs) utilizing the Brevard Effective Strategies for Teaching (BEST) model emphasizing Formative and Summative Assessments/Progress Monitoring, Differentiated Instructional Strategies, and Unit Design (which encompasses all six BEST modules). Content-Based PLCs will address target areas for improving student performance at all levels (including but not limited to: Advanced Placement, Dual Enrollment, CTE Industry Certification, and FCAT proficiency and improvement). PLCs will be expanded to include Interest-Based PLCs (collaborative groups) which will target the lowest 25% population and under-achieving sub-groups. All PLC Activities will be aligned with expectations of the new Teacher Appraisal System including Professional Growth Plans (PGPs) and Collaborative/Mutual Accountability Group Work.

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	IN-PROCESS MEASURE
Train four teacher-leaders and all administrators in Modules 4, 5, and 6 of BEST to serve as a school-based implementation team for THS.	District Professional Development	Summer 2011	\$1,20...	ERO Transcript
Train faculty in BEST modules 4,5,6 to incorporate into the classroom to enhance student learning and instructional methodology.	BEST Team	2011-2012	\$1,00...	Agenda and Inservice sign-in sheet
Train teachers on the PGP development process to emphasize alignment with School Improvement Plan Objectives and Outcome Measures.	Culture Club Administrators	Pre-planning Fall 2011	\$0.00	Faculty Meeting Agendas
Development of PGP Goals and Outcome Measures will be modeled on the DuFours' SMART Goal training implemented in 10-11 SY to	Teachers	Fall 2011	\$0.00	Sample PGPs representing effective SMART Goals and Outcome Measures

align with the requirements for the new Teacher Appraisal System.				
Working collaboratively, teachers will analyze student achievement data in an effort to establish individual PGP Goals.	Teachers	Fall 2011	\$0.00	Sample PGP Goal Statements.
Aligning PGP Strategies with BEST modules 1 - 6 will be done to ensure a school-wide emphasis for utilizing 21st Century skills and technology, instructional methodology and assessment.	Teachers	Fall 2011	\$0.00	Sample PGP Strategies demonstration alignment with BEST modules.
Collaborating on PGP implementation and progress monitoring will be the focus of Content-Based PLCs to support attainment of outcome measures.	Teachers (Content-based PLC)	2011-2012	\$0.00	School-wide results of PGP Implementation Rubric.
Attention to the needs of students at all levels will take place through the Content-Based PLCs and teacher Professional Growth Plans. Student Achievement areas include, but are not limited to: Advanced Placement recruitment and performance, Dual Enrollment Performance, CTE Industry Certification results, FCAT Proficiency Achievement and End of Course Exam performance.	Teachers (Content-based PLC) Teachers (PGPs)	2011-2012	\$0.00	Sample PGPs Content-Based PLC sample agendas and/or minutes.
Collaborating through Interest-based PLCs will take place to develop objectives and strategies that target the achievement results of the lowest 25%. These PLCs will serve as the Collaborative Groups as defined in the new Teacher Appraisal System.	Teachers (Interest-Based PLC)	Fall 2011	\$0.00	School-wide results of Collaboration Rubric
Working collaboratively each Interest-based PLC will choose a specific focus for closing the achievement gap	Teachers (Interest-Based PLC)	Fall 2011	\$0.00	Data results for the lowest 25% in Reading

of the lowest 25% in reading, resulting in increased student achievement.				
Addressing the needs of the bottom 25% will take place through the following areas of focus for Interest-Based PLCs: Service Learning; Data Analysis; English Language Learners; Vocabulary and Test Taking Strategies; Student Incentives; Online Tutoring Opportunities; and Before/After School Community Center Tutoring Program. These initiatives will result in increased student achievement.	Teachers (Interest-Based PLC)	2011-2012	\$6,72...	Outcome results for each Collaborative Group as measured by the new Appraisal System.
Monitoring of the efficacy of Interest-Based PLCs will be implemented by the Data Analysis PLC resulting in on-going feedback regarding PLC progress with target population.	Teachers (Data PLC)	2011-2012	\$0.00	Data Analysis PLC meeting minutes and agendas reflecting feedback to Interest-Based PLCs. School-wide results for bottom 25% in reading.
Providing opportunities for teachers to share best practices in relation to BEST modules, utilization of 21st century skills, PGP implementation, and instructional strategies, will occur during Monthly meetings (faculty and department) as a support for implementation and to continue building collegiality.	Faculty Administration	Monthly meetings/on-going	\$0.00	Meeting Agendas
Planning, Collaboration, and process monitoring of Content and Interest Based PLCs will take place during the second and third weeks of each month, resulting in increased opportunities for teachers to collaborate on instructional efficacy.	Teachers (PLCs)	2011-2012	\$0.00	PGP Implementation Rubric Results Collaborative and Mutual Accountability Rubric Results.

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 1

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Writing:

Total
Population: From % in 2011 to % in 2012.

Math:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Science:

Total
Population: From % in 2011 to % in 2012.

ADDITIONAL OUTCOME INDICATORS:

End of Course exams; Semester exams; Advanced Placement results, College Readiness results	
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PROGRESS MONITORING:

DA/District Writing Assessments	Baseline Report Mid-Year Report Narrative Report
DA Mathematics Assessment	Baseline Report Mid-Year Report Narrative Report

FAIR Testing	Baseline Report Mid-Year Report Narrative Report
SRI	Baseline Report Mid-Year Report Narrative Report

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 1

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>
	Professional Learning Communities;
<i>District Request - OTHER</i>	<i>School Based - OTHER</i>
BEST Training	BEST Training, PGP Training

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 1

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
Training	BEST Team Training	District Funded	\$1,200.00
Others	BEST Training for Faculty -- provision of meals.	Other Grants	\$1,000.00
Others	Supplemental Pay and Extra Duty Pay for tutoring and mentoring programs.	Post Secondary Remediat...	\$6,270.00
		TOTAL:	\$8,470.00

- 3. Maintain effective school/community communication and partnerships.

RATIONAL

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

The most current data reported by the Department of Education is: in November 2008, the THS dropout rate was .3%. SY 2009-2010, 96.66% of the senior class graduated. The at-risk graduation rate was calculated at 94% in 2009-2010. 2010-2011 results are still pending (November). The calculation of the graduation rate will reflect changes due to adjusted criteria. Special Diploma students and those earning a GED or Diploma through Adult Education Drop-Out Prevention Programs will no longer count towards the calculated graduation rate. It is predicted that this will have a negative impact on the overall graduation rate, as well as the at-risk graduation rate for THS due to significant numbers in those populations utilizing unique diploma options.

Best Practice:

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

The National Dropout Prevention Center/Network identifies strategies that have positive effects on dropout events.

Professional Development-&Teachers who work with youth at high risk of academic failure need to feel supported and have an avenue by which they can continue to develop skills, techniques, and learn about innovative strategies.

&&

&&Active learning embraces teaching and learning strategies that engage and involve students in the learning process. Students find new and creative ways to solve problems, achieve success, and become lifelong learners when educators show them that there are different ways to learn.

&&&

&&&Alternative schooling provides potential dropouts a variety of options that can lead to graduation, with programs paying special attention to the student's individual social needs and academic requirements for a high school diploma.

&&&

&&&&Career and Technical Education program- A quality CTE program and a related guidance program are essential for all students. School-to-work programs recognize that youth need specific skills to prepare them to measure up to the larger demands of today's workplace

&&&&

&&&&

&Safe Learning Environments- A comprehensive violence prevention plan, including conflict resolution, must deal with potential violence as well as crisis management. A safe learning environment provides daily experiences, at all grade levels, that enhance positive social attitudes and effective interpersonal skills in all students.

&

&School-Community Collaboration- When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring supportive environment where youth can thrive and achieve.

Analysis of Current Practice:

(How do we currently conduct business?)

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 the lowest 25% students in an effort to promote rigorous, relevant course work, high school graduation and effective post secondary planning. Students in the bottom 25% in reading are serviced in Intensive Reading classes daily all year.

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 2

SCHOOL-BASED OBJECTIVE

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

Titusville High faculty and staff will implement intervention programs to address the needs of students completing graduation requirements as well as those identified as at-risk students.

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	IN-PROCESS MEASURE
Identifying and scheduling of students in need of remediation into the Drop-Out Prevention computer lab to complete competency-based coursework for graduation deficiencies will be done to fully implement the Brevard Dropout Prevention Program-Credit Retrieval.	Teachers, counselors, administrators	on-going	\$39,84...	Enrollment in the STAR program.
Continue credit retrieval course in all 4 blocks and before school. The Star (Student Tailored Academic Retrieval) program will assist at-risk students in meeting promotion requirements.	Teachers, counselors, administrators	on-going	\$0.00	Enrollment in the STAR program.
Identifying 9th, 10th, 11th grade students that have received a failing grade in core subject areas will be completed to determine enrollment in the STAR program.	Teachers, counselors, administrators	on-going	\$0.00	Enrollment in the STAR program.
Identified students will attend STAR for at least 1	Teachers, counselors,	on-going	\$0.00	Enrollment in the STAR program.

out of 4 blocks a day each week to complete competency-based coursework for graduation deficiencies.	administrators			Measured improvement in SRI and FAIR. Fewer classroom failures. Increased number of students promotion and graduation.
Parents, counselors, students and teachers (administrators as needed) will participate in placing each student in the STAR program.	Teachers, counselors, administrators	on-going	\$0.00	Enrollment in the STAR program.
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.	Teachers	on-going	\$0.00	Inservice sign-in sheet
All ALS+ teachers will successfully participate in the minimum (60 hours) for the core content area (math, social studies, science) when first assigned to an ELL student.	Teachers	on-going	\$0.00	Inservice sign-in sheet
& Provide potential dropouts a variety of options that can lead to graduation with the Credit Retrieval program, Virtual School options, and Adult Ed options.	Counselors, Teachers, Administration	on-going	\$0.00	Graduation Rate, Decreased Drop-out rate
Continue utilizing additional staffing unitizing and additional course supplements to reduce class sizes and increase opportunities for remediation services in smaller groups.	Administration, Teachers	on-going	\$100,2...	Class size, Remediation service offerings
Content-Based PLC for Guidance will implement strategies to increase	Guidance Counselors	on-going	\$0.00	Implementation of PGPs, Intervention Strategies, At-risk Graduation rate

overall Graduation Rate and intervention strategies for At-Risk Graduates through the Professional Growth Plan Process.

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Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 2

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Writing:

Total
Population: From % in 2011 to % in 2012.

Math:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Science:

Total
Population: From % in 2011 to % in 2012.

ADDITIONAL OUTCOME INDICATORS:

Increased number of students graduating	Maintain a graduation rate of 94%+
Increased the at-risk student graduation rate	

PROGRESS MONITORING:

Enrollment in STAR. Measured improvement in SRI and FAIR.	
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Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 2

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>
<i>District Request - Other</i>	<i>School Based - Other</i>

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 2

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
Salaries	Staffing allocation for provision of Drop out Prevention computer labs.	Post Secondary Remedia...	\$39,842....
Salaries	Extended Duty Supplements and Teacher staffing salaries to reduce Class Sizes and remain in compliance with CSA.	District Funded	\$100,29...
		TOTAL:	\$140,140.60

- 3. Maintain effective school/community communication and partnerships.

RATIONAL

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

Best Practice:

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

Analysis of Current Practice:

(How do we currently conduct business?)

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 3

SCHOOL-BASED OBJECTIVE

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

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	IN-PROCESS MEASURE

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 3

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Writing:

Total
Population: From % in 2011 to % in 2012.

Math:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Science:

Total
Population: From % in 2011 to % in 2012.

ADDITIONAL OUTCOME INDICATORS:

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PROGRESS MONITORING:

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Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 3

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>
<i>District Request - Other</i>	<i>School Based - Other</i>

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 3

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
Salaries		Post Secondary Reme...	
		TOTAL:	\$0.00

- 3. Maintain effective school/community communication and partnerships.

RATIONAL

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

Best Practice:

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

Analysis of Current Practice:

(How do we currently conduct business?)

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 4

SCHOOL-BASED OBJECTIVE

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

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	IN-PROCESS MEASURE

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 4

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Writing:

Total
Population: From % in 2011 to % in 2012.

Math:

Total
Population: From % in 2011 to % in 2012.
Level1: From % in 2011 to % in 2012.
Lowest
25%: From % in 2011 to % in 2012.
Learning
Gains: From % in 2011 to % in 2012.
White: From % in 2011 to % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
 From % in 2011 to % in 2012.

Science:

Total
Population: From % in 2011 to % in 2012.

ADDITIONAL OUTCOME INDICATORS:

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PROGRESS MONITORING

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Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 4

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>
<i>District Request - Other</i>	<i>School Based - Other</i>

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 4

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
		TOTAL:	\$0.00

Brevard County Public Schools School Improvement Plan 2011-2012

Parental Involvement

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve the level of parent satisfaction as delineated in parent survey?)

At Titusville High School the faculty and staff will continue to increase parent involvement opportunities by disseminating information through all available resources and adding programs based upon parent request and/or feedback through Climate Survey.

- Parental Involvement

Operational Expectations

Goal 1: Student Achievement

- 1. Maximize student potential in core area achievement.
- 2. Close achievement gaps.
- 3. Deliver quality non-core area learning opportunities that provide students with a well-rounded education.
- 4. Promote student acquisition of 21st century skills.

Goal 2: Safe, Healthy and Productive Work and Learning Environment

- 1. Provide adequate and appropriate facilities.
- 2. Maintain a safe work and learning environment.
- 3. Foster shared purpose and collaboration throughout the organization.

Goal 3: Capable and Engaged Workforce

- 1. Recruit and retain the highest quality staff.
- 2. Build leadership and job-related capacity at every level of the organization.
- 3. Promote continual learning and innovation through reasonable levels of autonomy, accountability and ownership.

Goal 4: Fiscal Responsibility and Organizational Effectiveness

- 1. Maintain effective and efficient resource management.
- 2. Utilize strategic planning that provides organizational focus and fosters continuous improvement.
- 3. Maintain effective school/community communication and partnerships.

RATIONAL

Data Analysis from multiple data sources:

(Utilize results from the Parent Client Survey to develop this Needs Assessment) Click Here for Parent Client Survey Results - <http://parentsurvey.brevardschools.org/menus.html>

The number of volunteer hours for SY 2008-2009 was 16,229.50, 2009-2010 was 14,192.87, and 2010-2011 was 8,751 hours. Last school year the number of active volunteers was 181.

At the beginning of this school year 244 Edline parent accounts are currently activated and 1,197 Edline student accounts are currently active.

Climate survey results indicated parents preferred methods for communication are e-mail (91.2%) and Edline (69.9%). 89.8% of parents surveyed indicated they attended informational meetings or academics events. 70.2% of parents surveyed would like topics regarding College Entrance Exams (SAT/ACT) and College Prep Info presented. 43.2% of parents responded that they did not feel encouraged to participate in school decision making.

Best Practice:

(What does research tell us we should be doing?)

Decades of research show that when parents are involved students have: Higher grades, test scores, and graduation rates Better school attendance Increased motivation, better self-esteem Lower rates of suspension Decreased use of drugs and alcohol Fewer instances of violent behavior The Walburg study of 29 school-parent programs found that family participation in education was twice as predictive of students' academic success as family socioeconomic status. The more intensely parents are involved, the more beneficial the achievement effects. The more parents participate in schooling, in a sustained way, at every level – in advocacy, decision-making and oversight roles, as fund-raisers and boosters, as volunteers and para-professionals, and as home teachers -- the better for student achievement. This year there will be continued professional development emphasizing parental involvement and understanding the diverse needs of families at THS.

Analysis of Current Practice:

(How do we currently conduct business?)

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>, the Edline webpage, 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 transitioned to an Interest-Based PLC Mentoring Group that is targeting under-achieving sub-populations. This Mentoring program includes students, staff, and teachers. 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.

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 5

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve the level of parent satisfaction as delineated in parent survey?)

At Titusville High School the faculty and staff will continue to increase parent involvement opportunities by disseminating information through all available resources and adding programs based upon parent request and/or feedback through Climate Survey.

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	IN-PROCESS MEASURE
Continue use of the Synrevoice phone system to communicate with parents regarding academic and extracurricular events and opportunities resulting in increased parent involvement.	Administrators and Staff	on-going	\$0.00	Synrevoice
Provide parent/community newsletters through the school website to keep parents and community apprised of events and achievements occurring at THS.	Teachers and Administrators	on-going	\$0.00	Sample Newsletters and website page
Implement use of Synrevoice phone system to alert parents of the posting of each new Newsletter Edition to the School Website in an effort to provide more timely communication of school information.	Principal and Technology Specialist	quarterly	\$0.00	Synrevoice
Use of school marquee to advertise academic and extracurricular activities at THS to keep parents and community aware of events	Administrators and Staff	on-going	\$0.00	Sample Website page

occurring at THS.				
Continue update of current information on the school web page to keep parents and community aware of events and achievements occurring at THS.	Teachers and Administrators	on-going	\$0.00	Sample Website page
Add yearlong calendar feature to school website to communicate parent involvement activities, testing information and scheduled parent informational programs.	Web Master	on-going	\$0.00	Sample website calendar page
Notify parents about VIPs program for volunteer hours through newsletters and the school website to increase awareness.	Teachers and Administrator	on-going	\$0.00	Sample newsletter and website page
Continue Parent Conference Nights, Academy Expo, Open House, and Advanced Academic Program Night each school year to keep parents aware of the curriculum available to their student.	Teacher and Administrators	on-going	\$0.00	Sample flyer/newsletter/w ebpage
Add Parent Information Nights on Bright Futures Scholarships; Financial Aid Process and Opportunities; and Senior Parent Informational Session as requested through Climate Survey Responses which will better address our parents' needs regarding post-secondary planning.	Teachers, Counselors, and Administrators	on-going	\$0.00	Sample flyer/newsletter/w ebpage
Utilize the Edline school website as another source for disseminating pertinent school information and events to increase parent communication and involvement.	Web Master	on-going	\$0.00	Sample Edline page
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	Teachers	School Registration and on-going	\$0.00	Sample Edline Reports

information for monitoring student progress and academics from home.				
Promote advantages and process for activating EdLine accounts through Synrevoice system, Open House, website, and registration events to increase use of Edline.	Administration and Web Master	on-going	\$0.00	Sample flyer/newsletter/webpage
Investigate potential of forming a Parent Booster Leadership Committee to meet quarterly in an effort to increase communication and effectiveness of various Parent Booster Organizations.	Athletic Director Parent Booster Group Officers	2011-2012	\$0.00	Sample Communications between Booster Leadership and AD

Brevard County Public Schools School Improvement Plan 2011-2012

Parental Involvement

EVALUATION:

OUTCOME INDICATORS:

(Should be directly connected to the parent client survey results.)

Showing an increase in the number of volunteers through the VIPs system.	From 181 currently to 200 in 2012
Show an increase in the number of active Edline parent accounts as evidenced by the account report.	From 244 currently to 300 in 2012
PROGRESS MONITORING:	
Progress will be monitored through volunteer hours report.	
Edline use will be monitored by teacher records and the number of activated accounts.	

Brevard County Public Schools School Improvement Plan 2011-2012

Parental Involvement

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request - Other</i>	<i>School Based - Other</i>

Brevard County Public Schools School Improvement Plan 2011-2012

Parental Involvement

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
		TOTAL:	\$0.00

