

# **Executive Summary**

## **NEWBERRY HIGH SCHOOL**

Newberry High School is projected to enroll approximately 580 students in grades 9 through 12 for the 2008 – 2009 school year. We are estimating approximately 47 percent of these students will qualify for free or reduced lunch status.

All of the lottery funds projected for Newberry High School will be expended to achieve the objectives of our School Improvement Plan. Interventions requiring funds include purchase of instructional materials, continuation of a before and after school tutorial program, and teacher training.

In addition to utilizing lottery funds to improve instruction, the teachers and staff at Newberry High School will also use Advanced Placement monies to accomplish the Sunshine State Standards and district instructional objectives.

### **SCHOOL GRADES:**

2003-2004  
C

2004-2005  
C

2005-2006  
C

2006-2007  
**B**

2007-2008  
C

## VISION/MISSION

NEWBERRY HIGH SCHOOL, IN COOPERATION WITH PARENTS AND THE COMMUNITY, PROVIDES OPPORTUNITIES FOR STUDENTS TO MAKE LEARNING THEIR FIRST PRIORITY, TO DEVELOP PRIDE IN THEMSELVES AND IN THEIR WORK, AND TO GAIN A SENSE OF SELF WORTH THAT PERMEATES EVERY ASPECT OF THEIR LIVES.

### BELIEFS

STUDENTS WILL HAVE A BETTER OPPORTUNITY TO BE SUCCESSFUL IN LIFE IF THEY DEVELOP THE SKILLS TO ANALYZE AND EVALUATE THE SITUATIONS THEY ENCOUNTER, TO LOCATE THE INFORMATION THEY NEED, AND TO DEVELOP SOLUTIONS FOR THOSE SITUATIONS.

STUDENTS COME TO NEWBERRY HIGH SCHOOL WITH VARYING ACADEMIC NEEDS AND LEARNING STYLES. THEY WILL BEST BE SERVED WITH A VARIETY OF INSTRUCTIONAL APPROACHES.

STUDENTS DESERVE A SAFE AND POSITIVE LEARNING ENVIRONMENT, THE RESPONSIBILITY FOR WHICH IS SHARED BY THE STAFF, STUDENTS, PARENTS, AND COMMUNITY.

STUDENTS MUST BE ENCOURAGED TO IDENTIFY AND TO DEVELOP THEIR STRENGTHS, TO TAKE ADVANTAGE OF EVERY LEARNING OPPORTUNITY, TO IMPROVE THEIR PERSONAL PERFORMANCE, AND TO WORK TOGETHER TO ACHIEVE COMMON GOALS.

STUDENTS ARE RESPONSIBLE FOR THEIR BEHAVIOR AND MUST BE HELD ACCOUNTABLE FOR THEIR ACTIONS. STUDENTS WILL DEVELOP HABITS IMPORTANT FOR THE REST OF THEIR LIVES BY COOPERATING WITH THE FACULTY AND STAFF AND ACCEPTING AND FOLLOWING SCHOOL RULES.

STUDENTS CAN LEARN TO MAKE THE BEST OF THEIR ABILITIES BY SETTING GOALS, BY DEVELOPING INTERNAL MOTIVATION TO REACH THEIR GOALS, AND BY CONTINUALLY STRIVING TO IMPROVE THEIR PERSONAL PERFORMANCE.

STUDENTS CAN BEST ACHIEVE ANY OF THEIR GOALS THROUGH MASTERING READING SKILLS.

STUDENTS DEVELOP GOAL SETTING, LEADERSHIP SKILLS, SELF-ESTEEM, COOPERATION, AND EFFECTIVE SUPPORT SYSTEM THROUGH PARTICIPATION IN EXTRACURRICULAR ACTIVITIES.

STUDENTS MUST BE GIVEN OPPORTUNITIES TO DEVELOP AS HEALTHY, ETHICAL, TOLERANT, RESPECTFUL, AND PRODUCTIVE CITIZENS OF THEIR COMMUNITIES. THEIR STATE, AND THEIR COUNTRY.

## SCHOOL PROFILE /DEMOGRAPHICS

Newberry High School opened in 1970, as a community school, drawing from the areas west of Gainesville, Florida. It is one of eight high schools in the county and seventh in terms of size. The high school serves students from the cities of Newberry and Archer, and unincorporated areas of Jonesville, Half Moon, St. Peter and Haile. Newberry High is located on 41 acres of land. The facility consists of 111,846 square feet of space. Emphasis is placed on academics. The school strives to provide its students with the social and civic skills needed to be successful. Newberry is currently experiencing a multi-million dollar renovation project which includes completed science, business, and culinary arts wings, and will eventually include the renovation of the gym and classrooms as well as adding a new band room, weight room, media center and administration building.

## QUALITY STAFF

### Highly Qualified, Certified Administrators

The staff of Newberry High includes two administrators with a combined total of at least 40 years of experience in education. The principal has earned a Master of Education in Educational Leadership from Nova University and the assistant principal has earned a PhD in Educational Administration and Policy with emphasis on curriculum and instruction from the University of Florida.

### High Quality, Highly Qualified Teachers

All teachers at Newberry High are certified in the subject areas and meet highly qualified status in which they are teaching or are in the process of meeting the state of Florida's certification requirements and those of the Federal government for highly qualified status.

### School Advisory Council

The School Advisory Council is a dedicated group of individuals comprised of community leaders, teachers, parents, students, and business partners. This group is required to operate under the Sunshine Law, which means that the date, time and place of all meetings must be publicized. The meetings are held at a council agreed upon time, monthly.

The Newberry High School Advisory Council will have an active part in monitoring the School Improvement process. The plan will be presented to the Council during the first scheduled Advisory Council Meeting. Throughout the year the Council will review each segment of the plan to ensure a successful implementation to the sections listed in the plan. The Council will be responsible for the on-going monitoring of the entire plan as well as providing financial support.

### Extended Learning Opportunities

Students have additional learning opportunities before and after school and during the summer.

The media center is open to students before school from 7:30 AM to 8:30 AM, and after school, from 2:40 PM to 5:00 PM.

The computer lab is open to students before school from 7:45 am to 8:30 am.

Individual teachers provide tutoring before and after school.

The Credit Retrieval Option Program (CROP) is available to students during Fall and Spring semesters as well as during the summer to facilitate students' retrieval of missing or failed credits.

## **GOALS for Each Academic Area**

### **READING**

#### **Needs Assessment:**

1. 67% of NHS students read below grade level as measured by FCAT reading (below Level 3).
2. 53% of NHS students did not make learning gains in reading as measured by FCAT.
3. 57% of NHS students did not make adequate progress in reading as measured by FCAT.
4. 39% of 11<sup>th</sup> and 12<sup>th</sup> grade students did not meet the graduation requirement on FCAT retake.

#### **Reading Goal Statement:**

Students will successfully compete at the highest levels (local, state, and national) in reading achievement.

### **OBJECTIVES FOR READING**

Please write an objective for each subgroup that does not meet state or NCLB requirements.

Identify subgroups/needs:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> African-American | <input type="checkbox"/> Students with Disabilities                        |
| <input type="checkbox"/> Hispanic                    | <input checked="" type="checkbox"/> Economically Disadvantaged             |
| <input checked="" type="checkbox"/> White            | <input type="checkbox"/> Limited English Proficiency                       |
| <input type="checkbox"/> American Indian             | <input checked="" type="checkbox"/> Lowest 25% performing students on FCAT |
| <input type="checkbox"/> Asian                       | <input type="checkbox"/> Level 1 Students                                  |
|  | <input type="checkbox"/> Improved performance in tested clusters           |

#### 1. Objective:

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements.

The African-American subgroup will meet criteria for AYP (Adequate Yearly Progress) or meet criteria for Safe Harbor during the 2008-2009 school year.

#### **Strategies:**

These are actions to be taken in order to achieve the objective. Be specific and align to AYP subgroups. List strategies in priority order.

1. 9<sup>th</sup> through 12<sup>th</sup> grade students in the lowest quartile in reading achievement (includes all Level 1 and Level 2 students under the 45<sup>th</sup> percentile) will receive reading remediation instruction through an Intensive Reading class.
2. Materials which address FCAT skills will be purchased/developed for use in the classrooms.
3. Internet sites will be used to review FCAT skills.
4. Before and after school tutoring will be available to students with incentives for participation.
5. Frequent and regular monitoring of mastery of benchmarks will be conducted and instruction tailored to student results.
6. FCAT style reading warm-up questions/review questions for specific benchmarks will be assigned daily in all English and Social Studies classes.

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific.

1. The percentage of students reading at or above grade level as measured by FCAT will increase.
2. The percentage of students who make learning gains in reading as measured by FCAT will increase.
3. Students making AYP in reading will increase to 50%.
4. Students will be administered the district's On Track assessment every 9 weeks and demonstrate mastery of reading benchmarks.

**Research-Based Program:**

Identify the research-based reading program used to instruct each subgroup.

Read 180; Holt Interactive Reader series; 5 Keys to Reading; adherence to the Sunshine State Standards and Benchmarks

**Professional Development Aligned with this Objective:**

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

5 Keys to Reading and high yield literacy strategies; activities outlined in individual teacher's professional development plans

2. Objective:

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements.

The white students subgroup will meet criteria for AYP (Adequate Yearly Progress) or meet criteria for Safe Harbor during the 2008-2009 school year.

Strategies:

These are actions to be taken in order to achieve the objective. Be specific.

1. 9<sup>th</sup> through 12<sup>th</sup> grade students in this subgroup the lowest quartile in reading achievement (includes all Level 1 and Level 2 students under the 45<sup>th</sup> percentile) will receive reading remediation instruction through an Intensive Reading class.
2. Materials which address FCAT skills will be purchased/developed for use in the classrooms.
3. Internet sites will be used to review FCAT skills.
4. Before and after school tutoring will be available to students with incentives for participation.
5. Frequent and regular monitoring of mastery of benchmarks will be conducted and instruction tailored to student results.
6. FCAT style reading warm-up questions/review questions for specific benchmarks will be assigned daily in all English and Social Studies classes.

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific.

1. The percentage of students in this subgroup reading at or above grade level as measured by FCAT will increase.
2. The percentage of students in this subgroup who make learning gains in reading as measured by FCAT will increase.
3. The percentage of students in this subgroup making AYP in reading will increase.
4. Students in this subgroup will be administered the district's On Track assessment every 9 weeks and demonstrate mastery of reading benchmarks.

**Research-Based Program:**

Identify the research-based reading program used to instruct each subgroup.

Read 180; Holt Interactive Reader series; 5 Keys to Reading; adherence to the Sunshine State Standards and Benchmarks

**Professional Development Aligned with this Objective:**

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

5 Keys to Reading and high yield literacy strategies; activities outlined in individual teacher's professional development plans

3. Objective:

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements.

The economically disadvantaged subgroup will meet criteria for AYP (Adequate Yearly Progress) or meet criteria for Safe Harbor during the 2008-2009 school year.

Strategies:

These are actions to be taken in order to achieve the objective. Be specific and align to AYP subgroups. List strategies in priority order.

1. 9<sup>th</sup> through 12<sup>th</sup> grade students in this subgroup in the lowest quartile in reading achievement (includes all Level 1 and Level 2 students under the 45<sup>th</sup> percentile) will receive reading remediation instruction through an Intensive Reading class.
2. Materials which address FCAT skills will be purchased/developed for use in the classrooms.
3. Internet sites will be used to review FCAT skills.
4. Before and after school tutoring will be available to students with incentives for participation.
5. Frequent and regular monitoring of mastery of benchmarks will be conducted and instruction tailored to student results.
6. FCAT style reading warm-up questions/review questions for specific benchmarks will be assigned daily in all English and Social Studies classes.

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific.

1. The percentage of students in this subgroup reading at or above grade level as measured by FCAT will increase.
2. The percentage of students in this subgroup who make learning gains in reading as measured by FCAT will increase.
3. The percentage of students in this subgroup making AYP in reading will increase.
4. Students in this subgroup will be administered the district's On Track assessment every 9 weeks and demonstrate mastery of reading benchmarks.

### Research-Based Program:

Identify the research-based reading program used to instruct each subgroup.

Read 180; Holt Interactive Reader series; 5 Keys to Reading; adherence to the Sunshine State Standards and Benchmarks

### Professional Development Aligned with this Objective:

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

5 Keys to Reading and high yield literacy strategies; activities outlined in individual teacher's professional development plans

#### 4. Objective:

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements; refer to Guidance document regarding SMART objectives.

The lowest 25% performing students on FCAT subgroup will meet criteria for AYP (Adequate Yearly Progress) or meet criteria for Safe Harbor during the 2008-2009 school year.

Strategies:

These are actions to be taken in order to achieve the objective. Be specific and align to AYP subgroups. List strategies in priority order.

1. 9<sup>th</sup> through 12<sup>th</sup> grade students in this subgroup in the lowest quartile in reading achievement (includes all Level 1 and Level 2 students under the 45<sup>th</sup> percentile) will receive reading remediation instruction through an Intensive Reading class.
2. Materials which address FCAT skills will be purchased/developed for use in the classrooms.
3. Internet sites will be used to review FCAT skills.
4. Before and after school tutoring will be available to students with incentives for participation.
5. Frequent and regular monitoring of mastery of benchmarks will be conducted and instruction tailored to student results.
6. FCAT style reading warm-up questions/review questions for specific benchmarks will be assigned daily in all English and Social Studies classes.

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific.

- |  |
|--|
| <ol style="list-style-type: none"> <li>1. The percentage of students in this subgroup reading at or above grade level as measured by FCAT will increase.</li> <li>2. The percentage of students in this subgroup who make learning gains in reading as measured by FCAT will increase.</li> <li>3. The percentage of students in this subgroup making AYP in reading will increase.</li> <li>4. Students in this subgroup will be administered the district’s On Track assessment every 9 weeks and demonstrate mastery of reading benchmarks</li> </ol> |
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**Research-Based Program:**

Identify the research-based reading program used to instruct each subgroup.

Read 180; Holt Interactive Reader series; 5 Keys to Reading; adherence to the Sunshine State Standards and Benchmarks
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**Professional Development Aligned with this Objective:**

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

5 Keys to Reading and high yield literacy strategies; activities outlined in individual teacher’s professional development plans
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**BUDGET:** [Ensure that the school improvement budget is adequate to support the programs and strategies (may use multiple fund sources). List dollar amounts for each goal.]

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
<b>Research-Based Program(s)</b> (Instructional Materials)	Read 180 Holt Interactive Reader	District Funded		
<b>Research-Based Resource(s)</b> (i.e., websites, assessment tools)				
<b>Technology</b>				
<b>Professional Development</b>		SIP Funds	\$500.00	
<b>Other</b>	Tutoring	SIP Funds	\$1000.00	
		<b>Total:</b>	<b>\$1500.00</b>	

## **READING ELEMENTS**

### **Highly Qualified Certified In-Field Instructors:**

Provide a list of and a brief narrative about the certified quality instructors in reading. List the instructors by assignment and certification area, as well as any related endorsement.

1. Susan Steele: certified in English 6-12, Agriculture 6-12, Biology 6-12, and Home Economics 6-12; Reading Endorsed.. Assignment: Intensive Reading 11-12; English 2
2. Rochelle Calinson: certified in Social Science 6-12; Reading Endorsed. Assignment: Intensive Reading 9-10.
3. Kelli Anderson: certified in Middle Grades Integrated Curriculum, Health 6-12, Business Education 6-12, ESE K-12; Reading Endorsed. Assignment: Intensive Reading 11-12, ESE
4. Susan Joyner-Lenaburg: Reading Coach. Assignment: Reading Coach and Intensive Reading 11-12.

## **GOALS**

### **MATHEMATICS**

**Needs Assessment:** Needs Assessments are specific statements derived from a deficiency or deficiencies that are noted as a result of valid and reliable assessments. Identify needs through the use of screening, diagnostics, progress monitoring, and outcome assessments. These assessments are ongoing and include both formal and informal measures of students' skills.

1. 33% of NHS students do not meet high standards in math (FCAT Level 3 and above).

### **Mathematics Goal Statement:**

Provide statements of intended improvement that are of a long-term nature.

Students will successfully compete at the highest levels (local, state, and national) in mathematics achievement

## **OBJECTIVES FOR MATHEMATICS**

Please write an objective for each subgroup that does not meet state or NCLB requirements. Anticipate the groups you think may not meet the requirements – space has been provided to write 4 objectives. If you need more space, please cut and paste additional narrative boxes.

Identify subgroups/needs:

- African-American
- Hispanic
- White
- American Indian
- Asian

- Students with Disabilities
- Economically Disadvantaged
- Limited English Proficiency
- Lowest 25% performing students on FCAT
- Level 1 Students
- Improved performance in tested strands

**1. Objective:**

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements.

The African-American subgroup will meet criteria for AYP (Adequate Yearly Progress) or meet criteria for Safe Harbor during the 2008-2009 school year.

**Strategies:**

These are actions to be taken in order to achieve the objective. Be specific.

1. Materials which address FCAT mathematics skills will be purchased/developed for use in the classrooms.
2. Internet sites will be used to review FCAT skills.
3. Before and after school tutoring will be available to students with incentives for participation.
4. Frequent and regular monitoring of mastery of benchmarks will be conducted and instruction tailored to student results.
5. Targeted students in 9<sup>th</sup> through 12<sup>th</sup> grade in need of mathematics remediation will be served in drop out prevention classes for Algebra 1-A, Algebra 1-B, Informal Geometry, and Liberal Arts Math.
6. School developed placement tests to determine correct math level will be administered to math students during the first week of school and student schedules will be adjusted, if necessary.
7. FCAT style warm-up questions/review questions for specific benchmarks will be assigned daily in all math classes.

**Evaluation:**

Identify how you will measure progress to achieve your objective. Be specific.

1. The percentage of students in this subgroup meeting high standards in mathematics will increase.
2. Students in this subgroup will be administered the district's On Track assessment every 9 weeks and demonstrate mastery of reading benchmarks.

**Research-Based Program:**

Identify the research-based mathematics program used to instruct each subgroup.

District and state approved curriculum; adherence to Sunshine State Standards and Benchmarks

**Professional Development Aligned with this Objective:**

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

In-service for implementation of research based math curriculum (district); activities as outlined in individual teacher's professional development plans

**2. Objective:**

The objective must be specific, measurable, attainable, realistic and time-bound (SMART). Further, it must align with state & NCLB requirements.

The economically disadvantaged subgroup will meet criteria for AYP (Adequate Yearly Progress) or meet criteria for Safe Harbor during the 2008-2009 school year.

**Strategies:**

These are actions to be taken in order to achieve the objective. Be specific and align to AYP subgroups. List strategies in priority order.

1. Materials which address FCAT mathematics skills will be purchased/developed for use in the classrooms.
2. Internet sites will be used to review FCAT skills.
3. Before and after school tutoring will be available to students with incentives for participation.
4. Frequent and regular monitoring of mastery of benchmarks will be conducted and instruction tailored to student results.
5. Targeted students in 9<sup>th</sup> through 12<sup>th</sup> grade in need of mathematics remediation will be served in drop out prevention classes for Algebra 1-A, Algebra 1-B, Informal Geometry, and Liberal Arts Math.
6. School developed placement tests to determine correct math level will be administered to math students during the first week of school and student schedules will be adjusted, if necessary.
7. FCAT style warm-up questions/review questions for specific benchmarks will be assigned daily in all math classes.

**Evaluation:**

Identify how you will measure progress to achieve your objective. Be specific.

1. The percentage of students in this subgroup meeting high standards in mathematics will increase.
2. Students in this subgroup will be administered the district's On Track assessment every 9 weeks and demonstrate mastery of reading benchmarks.

**Research-Based Program:**

Identify the research-based mathematics program used to instruct each subgroup.

District and state approved curriculum; adherence to Sunshine State Standards and Benchmarks

**Professional Development Aligned with this Objective:**

Identify specific training, along with a timeline of professional development activities, planned to address the academic needs of the subgroup/s.

In-service for implementation of research based math curriculum (district); activities as outlined in individual teacher's professional development plans

**BUDGET:**

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)	District adopted textbooks	District Funds		
Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology				
Professional Development				
Other	Tutoring	SIP Funds	\$750.00	
		<b>Total:</b>	<b>\$750.00</b>	

**MATHEMATICS ELEMENTS**

**Highly Qualified Certified In-Field Instructors:**

Provide a list of and a brief narrative about the certified quality instructors in mathematics. List the instructors by assignment and certification area, as well as any related endorsements.

- |   |
|---|
| <ol style="list-style-type: none"> <li>1. Billie Keeler: Math Education. Assignment: Algebra 1-B, Integrated Math 3, Pre-Calculus</li> <li>2. Cynthia Kleckner: Math Education. Assignment: Algebra 2, Algebra 2 Honors, AP Calculus, Informal Geometry</li> <li>3. Delores O’Connell: Math Education. Assignment: Geometry, Geometry Honors, Informal Geometry</li> <li>4. Lee Clark: Middle Grades Integrated Curriculum and ESE certification. Assignment: Algebra 1-A, Algebra 1, Algebra 1 Honors</li> </ol> |
|---|

**GOALS**

**WRITING**

**Needs Assessment:** Needs Assessments are specific statements derived from a deficiency or deficiencies that are noted as a result of valid and reliable assessments.

35% of NHS students do not meet high standards in writing (FCAT Level 3 and above).
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**Writing Goal Statement:**

Provide general statements of intent for improvement that is of a long-term nature.

Students will successfully compete at the highest levels (local, state, and national) in writing achievement.

**OBJECTIVES FOR WRITING:**

Student performance will improve by a minimum of 1% on the writing section of FCAT during the 2008-2009 school year.

Strategies:

Focus on a few specific strategies for which you can collect comparable data to assess progress.

1. Internet sites will be used to review FCAT writing skills.
2. Development and administration of a school-wide writing prompt.
3. Development and administration of FCAT Writing practice test to 9<sup>th</sup> grade students.
4. Administration of writing assignments in all grades and classes once per nine weeks, minimum.
5. Inclusion of written response exam components in all subject areas once per nine weeks, minimum.

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific.

Improvement in student performance on writing section of FCAT

**Research-Based Program:**

Identify the research-based program used to teach writing.

Write Stuff/Writing Across the Curriculum

**Professional Development Aligned with this Objective:**

Identify specific training, along with a timeline of professional development activities for training teachers to teach writing.

Writing Across the Curriculum in-service for teachers (ongoing throughout school year).

**BUDGET:**

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s)				

(Instructional Materials)				
<b>Research-Based Resource(s)</b> (i.e., websites, assessment tools)				
<b>Technology</b>				
<b>Professional Development</b>		SIP Funds	\$125.00	
<b>Other</b>				
		<b>Total:</b>	<b>\$125.00</b>	

**GOALS**  
**SCIENCE**

**Needs Assessment:** Needs Assessments are specific statements derived from a deficiency or deficiencies that are noted as a result of valid and reliable assessments.

66% of NHS students do not meet high standards in science (FCAT Level 3 and above).

**Goal Statement:**

Provide statements of intended improvement that are of a long-term nature.

Students will successfully compete at the highest levels (local, state, and national) in science achievement.

**OBJECTIVES FOR SCIENCE**

**1. Objective: The objective must be specific, measurable, attainable, realistic and time-bound (SMART).**

The percentage of students meeting high standards in science (FCAT Level 3 and above) will increase during the 2008-2009 school year.

**Strategies:** These are actions to be taken in order to achieve the objective. List strategies in priority order.

1. FCAT style warm-up questions/review questions for specific science benchmarks will be assigned daily in all science and elective classes.
2. The district OnTrack Science assessment will be administered every nine weeks to all students and instruction in science adjusted as necessary as determined by results.

**Evaluation:** Identify how you will measure progress to achieve your objective. Be specific.

Increase in the percentage of students meeting high standards in science (FCAT Level 3 and above).

**Research-Based Program:**

Identify the research-based science program used.

FCAT Explorer; Reading Across the Curriculum; FCAT Dailies

**Professional Development Aligned with this Objective:** Identify specific training, along with a timeline of professional development activities.

In-service activities as outlined in individual teacher’s professional development plans.

**BUDGET**

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)				
Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology				
Professional Development		SIP Funds	\$125.00	
Other				
		<b>Total:</b>	<b>\$125.00</b>	

**SCIENCE ELEMENTS**

**Highly Qualified Certified In-Field Instructors**

Provide a list of and a brief narrative about the certified quality instructors in science. List the instructors by assignment and certification area, as well as any related endorsements.

1. Amanda Burkett: Biology 6-12, Agriculture 6-12. Assignment: Ag Science Foundations, Ag Science Tech 1 and 2, Anatomy and Physiology.
2. Cynthia Holland: Chemistry 6-12, Physics 6-12. Assignment: Physics 1 Honors, Physics 2,

- Chemistry 1, Chemistry 1 Honors, Environmental Science
3. Douglas Lawson: Chemistry 6-12, Biology 6-12. Assignment: Integrated Science 1 and Earth/Space Honors
  4. Veronica van Montfrans: Biology 6-12. Assignment: AP Environmental Science, Biology 1, Biology 1 Honors.

## **GOALS**

### **PARENTAL INVOLVEMENT**

#### **Needs Assessment:**

Identify needs based on parent input, parent surveys or other measures of parent involvement.

2007-2008 Parent Climate Survey results indicate a high level of parent satisfaction with school operations.

#### **Goal Statement:**

NHS will continue to meet the needs of parents by providing opportunities for them to be active partners in achieving school improvement and education accountability.

### **OBJECTIVES FOR PARENTAL INVOLVEMENT**

Objective:

Objective must be measurable.

Continue to enhance parent involvement in school related activities.

Strategies:

These are actions to be taken in order to achieve the objective. List strategies in priority order.

Focus on a few specific strategies for which you can collect comparable data to assess progress.

1. Administrators will visit specific community sites throughout the year to provide parents with information regarding their student's academic progress, graduation requirements, college admission requirements, and scholarship opportunities.
2. School newsletters will be mailed with report cards.
3. Revitalize the Academic Boosters organization.
4. Continue the Community Mentoring program.

Evaluation:

Identify how you will measure progress to achieve your objective. Be specific.

1. Attendance at school-related functions will increase.
2. Numbers of volunteer hours will increase.
3. Parent school climate survey will reflect overall satisfaction with school programs.

**Research-Based Program:**

None required.

**Professional Development Aligned with this Objective:**

Identify specific training, along with a timeline of professional development activities.

None required.

**BUDGET**

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)				
Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology				
Professional Development				
Other				
		<b>Total:</b>		

**SAC MEMBERS:**

List SAC members by name and identify position/role of each person.

1. Hershel Lyons: Principal
2. Susan Steele: Teacher
3. Curt Shadburn: Dean
4. Jordan Marlowe: Teacher
5. Greg Smith: Teacher
6. David Hartwell: Other Citizen
7. Cathy Atria: Assistant Principal
8. Audra Pardo: Other Citizen
9. Marilyn Green: Other Citizen

10. Allison Doolittle: Student
11. Teresa Hoffman: Parent
12. Annette Short: Parent
13. Bobbi Reynolds: Parent
14. Lora Holt: Parent
15. Dorothea Roebuck-Hawes: Parent
16. Tiffani Hester: Career Service
17. Samuel Morris: Career Service
18. Donna Bonnell: Career Service

**FINAL BUDGET**

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available	Unmet (funds unavailable)
Research-Based Program(s) (Instructional Materials)				
Research-Based Resource(s) (i.e., websites, assessment tools)				
Technology				
Professional Development		SIP Funds	\$2500.00	
Other				
		<b>Total:</b>	<b>\$2500.00</b>	

**IMPLEMENTATION EVALUATION (Previously adequate progress)**

- Describe plans for ongoing and final evaluation on the extent of successful implementation of the school improvement plan and other school improvement efforts:

Does the final evaluation show that objectives were met? If not, are there strategies for an analysis of why not that can be used to refocus next year's plan?