

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: CHARLES W FLANAGAN HIGH SCHOOL

District Name: Broward

Principal: Dr. Sharon Shaulis

SAC Chair: Carol Sheppard

Superintendent: James Notter

Date of School Board Approval: 12/01/09

Last Modified on: 08-31-2009

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Florida Department of Education
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VISION and MISSION STATEMENTS

The vision statement of Charles W. Flanagan High School reflects the vision of the Broward County School District: educating today's student for tomorrow's world.

The mission of Charles W. Flanagan High School is to teach our culturally diverse students to be lifelong learners and productive citizens prepared to enter higher education or career by using a seamless 9-12 curriculum that promotes excellence in academic, career, and technical studies including rigor and relevance, in collaboration with parents and the community.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Brief History and Background of the School—Charles W. Flanagan High School (CWFHS) opened in fall of 1996. Our school was built to relieve overcrowding in the western schools of Broward County and it soon became the largest high school in the county necessitating creative measures to deal with the large student population. A ninth grade campus was opened in 1997, which remained in use until the opening of two new high schools to relieve our overcrowding. Our school's enrollment was capped and our ninth grade center used a 4-day rotating week until the overcrowding was relieved by the opening of the second new high school. Since its opening, Charles W. Flanagan High School has been reform-oriented. Our school is divided into five academies that are based on career and vocational interest. Administrators, guidance counselors, teachers and students work cooperatively within each academy to best prepare the student for the post-secondary world.

Unique School Strengths for Next Year

Unique School Strengths for Next Year—Charles W. Flanagan High School has a highly capable and stable staff of instructional and non-instructional staff invested in the success of the school and insuring that each individual student achieves to his/her highest potential. Our school increased its rating by Newsweek Magazine, ranking in the top 850 schools in the nation. Our graduation rate has increased. For the second year in a row, Charles W. Flanagan received a grade of B from the Florida Department of Education.

Unique School Weaknesses for Next Year

Unique School Weaknesses for Next Year—Charles W. Flanagan High School faces changes of personnel in key staff positions including guidance director, assistant principals, and veteran teachers, many due to retirement. The diversity of the student population continues to increase in areas where AYP subgroups have not reached proficiency. The percentage of economically disadvantaged students is increasing. The students in the bottom quartile did not show sufficient learning gains, and more AYP subgroups did not show proficiency.

Student Demographics

Student Demographics—CWFHS has 3,023 students; 1,479 female and 1,544 male. Of that number, 39% are Hispanic, 24% Black, 28% white, 5% Asian, and 3% multi-racial.

Student Attendance Rates

Student Attendance Rates - In examining attendance over the past three years, data shows that our student attendance on a daily basis has decreased each year for the past three years.

Student Mobility

Student Mobility—CWFHS has a transient population with new students entering throughout the year and students leaving throughout the school year.

Student Suspension Rates

Student Suspension Rates—In examining suspension data over the past three years, data shows that the number of external suspensions has increased each year of the three year period.

Student Retention Rates

Student Retention Rates—CWFHS had a retention rate of 2.9% for the 2008-2009 school years.

Class Size

Class Size—CWFHS met class size requirements for 2008-2009, and at the present time the master schedule is being managed to continue meeting class size requirements.

Academic Performance of Feeder Pattern

Academic Performance of Feeder Pattern—CWFHS has two feeder middle schools. Walter C. Young Resource Center received a school grade of A, but did not make AYP. Pines Middle School received a school grade of A, but did not make AYP.

Partnerships and Grants

Partnerships and Grants—Each of the five academies has partnerships with multiple businesses listed on the CWFHS website and within the Comprehensive Planning Tool. CWFHS is receiving funding from the Perkins Grant for Career and Technical Education.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Sharon H. Shaulis	Bachelors Emo Dstb K-12 MS Guidance FI Spec Deg Admin/Supv Elem Ph.D./Ed.D. / Emotionally Handicap K-12 Guid & Counsel PK – 12 School Principal	11	26	08/09 B No 07/08 B No 06/07 C No 05/06 B No 04/05 C No 03/04 D No 02/03 C No 01/02 C 00/01 C 99/00 C 98/99 08/09 B No 07/08 B No 06/07 C No 05/06 B No 04/05 C No 03/04 D No 02/03 C No 01/02 C 00/01 C 99/00 C 98/99
Assis Principal	Ronald Adam	Bachelors Other Coll Programs Masters Edu-Leadership / History Edu Leadership		4	08/09 B No 07/08 A No 06/07 B No 05/06 A Pro
Assis Principal	Brad Fatout	Bachelors – Math/Sci 7-12 MS Edu Leadership / Mathematics	2	2	08/09 B No 07/08 B No 06/07 C No 05/06 C No 04/05 C No 03/04 C No 02/03 C No 01/02 C 00/01 C 99/00 C 98/99 C
		Bachelors – English			08/09 B No 07/08 B No 05/06 C No

Assis Principal	Freddie Jones	MS Edu Leadership/ / Drama 6-12 Edu Leadership English 5-9 Speech 6-12	6	6	04/05 B No 03/04 C No 02/03 C No 01/02 D 00/01 D 99/00 D 98/99 D
Assis Principal	Vivian Suarez	Bachelors English MS Reading K-12 / Edu Leadership English 6-12 English 5-9 Reading K-12 ESOL Endorsement	1	1	08/09 B No 07/08 A Yes 06/07 B Yes 05/06 A Yes 04/05 B Yes 03/04 B No 02/03 A No 01/02 A 00/01 A 99/00 C 98/99 C
Assis Principal	Patrecia Williams	Bachelors Biology MS Adm/Supv K-12 / Admn & Supv Chemistry Biology Mid GR Sci		15	08/09 C No 07/08 C No 06/07 F No 05/06 C No 04/05 D No 03/04 D No 02/03 D No 01/02 D 00/01 D 99/00 D 98/99 D

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Mary Cook	Bachelors - Soc Stud/ Reading / Soc Stud 5-9 Soc Stud 6-12 Gifted Endors	7	5	08/09 B No 07/08 B No 06/07 C No 05/06 B No 04/05 C No 03/04 D No 02/03 C No
Mathematics	Joyce Hawkins	Bachelors Math MS Guidance/ Guidance & CounselingK-12 / Math 6-12 Psychology6-12 Gifted Endors	13	11	08/09 B No 07/08 B No 06/07 C No 05/06 B No 04/05 C No 03/04 D No 02/03 C No 01/02 C 00/01 C 99/00 C 98/99 C
Science	Sue Gladstein	Bachelors Other Coll Programs MS Health Edu 7-12 / Health Gifted Endors Md Gr Sci Biology	10		08/09 B No 07/08 B No 06/07 C No 05/06 B No 04/05 C No 03/04 D No 02/03 C No 01/02 C 00/01 C 99/00 C

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Regular meetings of new teachers with NESS Liaison	NESS Liaison	Ongoing	
2. Meetings of less experienced teachers with National Board Certified teachers	PLC Leader	Ongoing	
3. Teachers join PLC's of their choice and are offered in-house in-service, staff development, and certification renewal	Principal	Ongoing	
4. Teachers join Academies that bring together all curricular areas and provide focus for individualized staff development, school improvement, and student achievement	Assistant Principal	Ongoing	
5. Teachers are involved in both vertical and horizontal teaming for sharing best practices, seamless progression, and standardization of curriculum for student achievement.	Department Chair	Ongoing	
6. Teachers are given support for extra and co-curricular activities and projects for student involvement and professional development	Assistant Principal	Ongoing	

7. Teachers are given input on scheduling and are kept within their areas of certification	Department Chair	Bi-annually	
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Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Michael Bentivegna	PE K-12	Reading	Reading Endorsement PLC and classes
Mary Brown	English 6-12	Advanced Reading	Reading Endorsement PLC and classes
Ralph Buccì	English 6-12	Intensive Reading	Reading Engorsement PLC and classes
Charlotte Deleu	Elem K-6	Reading	Reading Endorsement PLC and classes
Enrique Ferrin	PE	Health 1-Life Management	Classes
Christiane Gunn	History and Pol Sci	AP Human Geo	Taking subject area test
Enelisa Mare	Business Ed	Technology Edu	Taking subject area test
Cynthia Gomez	English 6-9	English 4	Taking subject area test
Susan McGraw	English 6-12	Reading	Reading Endorsement PLC and classes
Kristy Modia	English	Adv Reading	Reading Endorsement PLC and classes

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
140	1.43	20	27.15	51.42	56.33	87	7.15	11.43	41.5

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Joyce Hawkins National Board Teachers Cadre and PLC	Eduardo Ajuz	As Mathematics Coach, can provide continued support for varied educator's needs in building experience and confidence	Pre-school planning days Monthly NBT meetings, PLC meetings on waiver days
Vicki Cramer National Board Teachers Cadre and PLC	Matthew Sheppard	Was teacher's NESS coach and established positive relationship for continued support for varied educator's needs in building experience and confidence	Pre-school planning days Monthly NBT meetings, PLC meetings on waiver days
Irene Chan National Board Teachers Cadre and PLC	Gina Lau	Teaches same courses and can provide continued support for varied educator's needs in building experience and confidence	Pre-school planning days Monthly NBT meetings, PLC meetings on waiver days
		As a former	

<p>Cynthia Gomez National Board Teachers Cadre and PLC</p>	<p>Adriel Garcia</p>	<p>debate and drama teacher, Ms. Gomez is used to performing arts and field trips, can provide continued support for varied educator's needs in building experience and confidence</p>	<p>Pre-school planning days Monthly NBT meetings, PLC meetings on waiver days</p>
<p>Tribwahn Singh World Languages Department Chair</p>	<p>Felicia Carter</p>	<p>As the subject area department chair, he exhibits the leadership qualities and knowledge of subject matter for providing continued support for varied educator's needs in building experience and confidence</p>	<p>Pre-school planning days, Monthly NESS meetings, PLC meetings on waiver days</p>
<p>Sheila LeBlanc NESS Liasion</p>	<p>Katherine Larmony</p>	<p>As a curriculum specialist who has worked yearly with new educators, Ms. LeBlanc exhibits the leadership qualities and knowledge of subject matter for providing continued support for varied educator's needs in building experience and confidence</p>	<p>Pre-school planning days, Monthly NESS meetings, PLC meetings on waiver days</p>
<p>Sandra Krutchik Science Teacher</p>	<p>Gina Nichols</p>	<p>Mrs. Krutchik brings many years of experience teaching in the curriculum area, and is an empathetic teacher who exhibits the leadership qualities and knowledge of subject matter for providing continued support for varied educator's needs in building experience and confidence</p>	<p>Pre-school planning days, Monthly NESS meetings, PLC meetings on waiver days</p>
<p>Susan Gladstein Science Coach and Science Department Chair</p>	<p>Eric Schnupp</p>	<p>As the subject area department chair, she exhibits the leadership qualities and knowledge of subject matter for providing continued support for</p>	<p>Pre-school planning days, Monthly NESS meetings, PLC meetings on waiver days</p>

		varied educator's needs in building experience and confidence	
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ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

Title X- Homeless—District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vetro Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI)—Students can receive one-on-one supplemental assistance in classes through Support Facilitation. ESE students, ELL students, students identified through AYP subgroups not meeting progress, and students in the bottom quartile meet with teachers during their scheduled class time to receive instructional assistance. Pull-out programs for small groups of students who are in the bottom quartile in an academic area or skill area are offered throughout the school year. Tutoring programs for students needing assistance on specific academic assignments are offered after school. A special program for ELL students is held on a weekly basis. Saturday camps for FCAT and other high stakes testing are offered in the fall and spring.

Violence Prevention Programs

Violence Prevention Programs
CWFHS has a mentoring program for at-risk students, pairing a volunteer from the community with an at-risk student. The volunteer meets with the student once a week for an hour where they discuss issues and the mentor guides the student in a positive direction. CWFHS offers a family counseling program run by the Cooper City Counseling Center where at-risk students and their families are referred for individual or family counseling.

Nutrition Programs

None

Housing Programs

None

Head Start

N/A

Adult Education

Adult Education
CWFHS offers a co-enrollment program on campus for students to earn English credits towards graduation to replace semesters failed or a D grade. CWFHS students are also enrolled in the community school program through Walter C. Young Community School for credit recovery.

Career and Technical Education

The Five-Year Strategic Plan for Career and Technical Education is online and outlines completely the school plan and goals for Career and Technical Education. It can be accessed at www.CTACE.com. The Academy of Finance places students to work at

the offices of local attorneys, Allstate Agency, State Farm Agency, banking and financial institutions and other businesses. Allied Health Services places students at Memorial West Hospital for internship and potential job placement. Early Childhood Education places students in child care facilities and elementary schools for on the job training and to complete their ECPC Certification. Culinary Arts/Pro-Start prepares students for work in the food industry and obtains culinary certifications. UTAP is a program for future teachers, providing training and scholarships for students planning on entering the teaching profession.

Job Training

Job Training

The Academy of Finance places students to work at the offices of local attorneys, Allstate Agency, State Farm Agency, banking and financial institutions and other businesses. Allied Health Services places students at Memorial West Hospital for internship and potential job placement. Early Childhood Education places students in child care facilities and elementary schools for on the job training and to complete their ECPC Certification. Culinary Arts/Pro-Start prepares students for work in the food industry and obtains culinary certifications. UTAP is a program for future teachers, providing training and scholarships for students planning on entering the teaching profession.

Other

Other—Memorial Health Care Systems Youth Force Programs—Counseling and case management--A teen pregnancy program is run by a social worker who comes once a month and meets with all pregnant teens, discusses alternative options, and any other issues they might be facing.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Identify the school-based RtI Leadership Team. The following people are members of the CWFHS RtI Leadership Team, which meets the fourth Monday of each month:
Principal, Dr. Sharon Shaulis; Assistant Principals Vivian Suarez, Brad Fatout, Freddie Jones, Ron Adam, and Paterice Williams, who will chair CORE Teams for their Academies; Guidance Director Christina Castellanos, who will assign a guidance counselor to the team; Academy Leaders Bart Graf, Donna Laichak, Ralph Bucci, Martha Pijuan, and Arousha Shahandeh, who will be members of the CORE Team and select General Education teachers for service as needed; Department Chairs and/or Instructional Coaches Kathleen Cappy, Susan Gladstein (Science Instructional Coach), Mary Cook (Reading Instructional Coach), Fran Zipper, Larry Brown, Joyce Hawkins (Mathematics Instructional Coach), Wayne Smith, Tribawan Singh, Charles Elicker, Cynthia Porco, Randy O'Dowd (Technology Specialist), Beam Furr, and Xenia Santiago who will be members of the Core Team and select General Education teachers for service as needed; Tim Mogilka, who will provide research data and written documentation as needed; ESE Specialist Mary Hood and ELL Specialist Angie Noble, who will provide data and progress monitoring support; School Psychologist Jackie Mendieta, Speech Language Pathologist Sherrie Wilson, and Child Study Team Coordinator Pam Schepp who will provide data and progress monitoring support as needed; SAC Chair Carol Sheppard, SAC Member Camille Barnett, and Student Services Personnel Sheila LeBlanc who coordinate the RtI Team with the SIP Plan.

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

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions). The RtI Leadership Team will establish a CORE Team for each academy, which will meet at least twice a month, either during Academy PLC meeting times, during Waiver Days, Planning Days, or before/after school as decided by the Academy. Teachers will identify hard-to-teach students and refer to data to provide differentiated instruction and remediation through the regular classroom, and make parent contact. When the hard-to-teach student does not progress adequately, the teacher will present the name of the student to the CORE Team, and a staff member will be assigned to the teacher to identify the student's problem, allocating resources and/or materials that support the data, providing continued interventions for the student and support for the teacher. After intervention, the teacher will report to the CORE Team and the parent for continuous progress monitoring. The Academy Leader will report for the CORE Team at the monthly Leadership Meeting.

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

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Instructional Coaches met with representatives from the SAC Committee, Leadership Team, and Principal to help develop the SIP.

RtI Implementation

Describe the data management system used to summarize tiered data.

Describe the data management system used to summarize tiered data.

Response to Instruction/Intervention (RtI) Cycle Plan

Charles W. Flanagan High School

CWFHS Leadership Team has created a model that a teacher can use to monitor academic, behavior, and attendance issues as they relate to student achievement, school culture, and AYP. This plan starts with the whole class and progresses to an individual student. It can also be used by administrators or the CORE Team of the Academy.

All staff will be distributed the chart and provided staff development on its use at the Leadership Retreat and opening school meetings. The chart includes Guidelines and Interventions as follows:

- 1-Step--To Do--Notes--Your Source--Your intervention--Your notes
- 2-Data--Gather from most appropriate source--Examples
- 3-Analyze--Diagnose the common problems--Chart Students
- 4-Sort--Group students with common needs--Individual needs surface
- 5-Remediate--Meet with small groups with like needs--In-class or pull-out
- 6-Evaluate--Reassess, check progress--Those making progress dismissed
- 7-Make parent contact--Identify the problem, explain interventions, and request assistance
- 8-Present student's name to CORE Team--Meet with academy CORE Team or individuals for more specific needs--Analyze data and determine specific course of action
- 9-Tier II Intervention--Analyze data, monitor progress--Report to CORE Team
- 10-Continue interventions as necessary to Tier III--Evaluate data--Report to parent and RtI Leadership Team

Describe the plan to train staff on RtI.

Describe the plan to train staff on RtI.

Training will take place during the Fall Leadership Retreat and during Professional Development days through Academy PLC's.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

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

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

Strengths: FCAT scores show that 78% of students are meeting high standards in Mathematics and 93% are meeting high standards in Writing. A majority of 11th and 12th grade students who retake the FCAT are successful.

Weaknesses: Fewer students in the bottom quartile made learning gains in Mathematics and Reading. Not all subgroups of AYP made learning gains in Reading. Fewer than 50% of students met standards in Science.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The IFCs were created in July 2009. The IFC in each subject area will be updated in October 2009 as determined by disaggregated data results from the September Pre-Test (BAT), and again in January 2010 as determined by the disaggregated data results from the December Mid-Term Test (BAT).

Instructional Coaches included teachers in the development of the IFCs. Benchmarks were selected to follow the District calendar compared to the data developed from the DART model. Department chairs and Instructional Coaches are responsible for disseminating the IFCs to teachers. Teachers post the strand area of the Instructional Focus Calendars on the classroom board, and Department chairs, Instructional coaches, and Assistant Principals use the Classroom Walk-Through to ensure the IFCs are used by all teachers. Assistance to teachers who struggle implementing the IFCs will be provided through Instructional Coaches, National Board Teacher Mentoring group, Department Chairs, and Academy CORE Teams.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: Words/phrases are the least proficient strand and will be given priority focus.

Writing: Elaboration is the least proficient area and will be given priority focus.

Mathematics: Measurement is the least proficient area and will be given priority focus.

Science: Scientific Thinking is the least proficient strand and will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

The administration determined student learning gains by teacher and adjusted the master schedule to prevent low-performing teachers from teaching the same students again. An analysis of learning gains paired strong teachers with weak students.

All teachers access class Virtual Counselor reports and examine data using the model shown in the RtI Plan to meet individual

student needs, and monitor progress. Teachers keep results in their planning area for examination by Department Chair or Assistant Principal.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Teachers are members of Academies, and identify students through the Academies in order to make individual connections that are relevant to the students. This may be accomplished through curriculum choices, discussion topics, etc. Teachers offer a daily question on their classroom boards that centers the lesson for student relevance. In addition, CWFHS offers a wide range of courses relevant to the students' futures, as found in the curriculum guide, several offering intern experiences and/or certifications in job or career areas and post-secondary opportunities.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

CWFHS is organized around Career-oriented Academies. Each student joins the Academy of his/her interest upon entering high school. This leads to the selection of elective courses that will relate to career/vocational interest, as shown in the curriculum guide found online at the school website. Students meet with Guidance Counselors and Assistant Principals, assigned by Academies, to make course selections and receive input on courses that will aid their career/vocational interest area and ability level. Students are encouraged to take the most rigorous courses available, based on potential shown through data chats with teachers and Guidance Counselors. The list of courses available can be found in the curriculum guide on the school website www.flanaganhighschool.com.

DO

Direct the Instructional Focus

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

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

CWFHS uses both horizontal and vertical teaming to create lesson plans and align delivery of instruction across grade levels and subject areas. Teachers are members of PLC's where they are given opportunities on Planning Days and Waiver Days to meet to share best practices and resources. Grade level teachers meet together during Department meetings on Planning Days and Waiver Days to help create and implement the IFCs.

How are instructional focus lessons developed and delivered?

How are instructional focus lessons developed and delivered?

Instructional focus lessons were developed by PLCs, determined by an examination of the school-wide data of priority needs for focus. The lessons are taught at the beginning of the class. Content area teachers will teach the focus lessons in Mathematics and Science, but all teachers will participate in the school-wide vocabulary program and the school-wide reading program for reading. The whole school will focus on five SAT vocabulary words a week in addition to curricular areas' other vocabulary lessons. All teachers will participate in bi-monthly Reading passages on skills needed for PSAT/SAT/ACT.

How will instructional focus lessons be revised and monitored?

How will instructional focus lessons be revised and monitored?

Instructional coaches will examine pre- and post-test (BAT) data and mini-assessments looking for student achievement improvement to determine if focus lessons are effective, or should be revised and monitored.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Formative assessments to be used during the school year to measure progress in core, supplemental, and intensive instruction/intervention include mini-assessments, BAT, teacher-made quizzes, course materials assessments, auxiliary and ancillary textbook materials, project-based learning, alternative assessments, and technology based supplemental instruction.

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

How are assessments used to identify students reaching mastery and those not reaching mastery?
Data from assessments will be used to determine who has reached mastery by scoring 70% or above. Assessment results will be used by teachers to chart classes to create subgroups as shown in the RtI model.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?
Teachers will use data showing mastery for grade level and content area built into the IFCs to create acceleration and enrichment opportunities. This will challenge students through rigorous lessons enabling them to achieve at their highest potential.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.
The CORE Team will establish procedures for its Academy to review progress monitoring data to meet individualized or personalized needs of students, reporting to the Leadership Team at monthly Leadership Meetings. Meetings will be facilitated by the Academy Assistant Principal and Academy Leader using the RtI Plan.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.
As instructional leaders, the Principal and the Leadership Team will perform and participate in Classroom Walk-Throughs, using the RtI Plan, and maintaining the use of Virtual Counselor and other student data in classroom lesson preparation.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Identify the core, supplemental, and intensive instruction and interventions.
Teachers will use the RtI Plan to provide core instruction and interventions. Supplemental instruction and interventions will be provided through small-group pull-out sessions, after school tutoring, and Saturday camps. Intensive instruction and intervention will be provided through one-on-one individual instruction and use of technology programs.

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

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?
Teachers will report students who have not mastered target areas by strand. Remediation teachers will work with small groups for re-teaching non-mastered area. Students will perform remediation tasks and receive feedback on mastery. Students will use technology programs to perform tasks, when available, and data will be monitored.

How does the school identify staff's professional development needs to improve their instructional strategies?

How does the school identify staff's professional development needs to improve their instructional strategies?
Teachers are surveyed at different points of the year to suggest areas for professional development to improve instructional strategies. The Leadership Team studies data in order to discuss and propose areas of need for professional development. Teachers form PLC's to meet on Waiver Days and Planning Days to improve instructional strategies which impact student achievement.

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

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

Teachers will use data chats and the RTI Plan to target students for interventions. Also, school-wide assessments will be used for supplemental and intensive instruction, paying particular attention to AYP subgroups that have not met proficiency.

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

How will the effectiveness of the interventions be measured throughout the year?
The Academy CORE Team will measure the effectiveness of the interventions throughout the year using results of assessments, data chats, and remediation. This information will be reported back to the Leadership Team at the monthly meetings.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Describe alternative instructional delivery methods to support acceleration and enrichment activities.
CWFHS offers a wide range of Advanced Placement classes in all core curriculum areas as well as most elective areas for students who exceed mastery levels. Students may begin taking Advanced Placement classes during the 9th grade. Teachers are encouraged to use seminars, debates, project-based learning, technology, cooperative learning activities, and other strategies that are student-centered and accelerate and enrich the learning experience. Students are provided with many extra-curricular opportunities for enrichment.

Describe how students are identified for enrichment strategies.

Describe how students are identified for enrichment strategies.
Data analysis is used to place students in the most rigorous courses possible, using AP Potential and FCAT as indicators. In addition, student progress in a specific course and consistent mastery is used for placement. Students meet with the Guidance Counselor from their Academy for input in developing their schedules. Parent conferences are held upon request, and school-wide parent meetings and events are held throughout the year to encourage participation in enriching courses and to counsel the parents on expectations for the student in the higher level courses, as well as their continued parental involvement.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Academy PLC's Arts & Communication, Business Management, Engineering, Medical/Biological, Public/Human(5)	Bart Graf, Arousha Shahandeh, Donna Laichak, Martha Pijuan, Ralph Bucci	Meeting at least 1 time per month Governed by the Professional Development Plan and Calendar	Sept. 3, 2009; September 24, 2009; Oct. 1, 2009; Oct. 22, 2009; Nov. 18, 2009; Dec. 3, 2009; Jan. 15, 2010; March 4, 2010; March 25, 2010; April 22, 2010; May 6, 2010	Global School goals including AYP subgroups, bottom quartile students, Instructional Focus Calendars, RTI Plan, and Data Analysis
Department PLC's, Career & Tech, Fine Arts, ESE, For Language, Lang Arts, Math, PE, NJROTC, Reading, Science, Social Studies (11)	Randy O'Dowd, Cynthia Porco, Fran Zipper, Trib Singh, Kathleen Cappy, Joyce Hawkins, Larry Brown, Wayne Smith, Mary Cook, Susan Gladstein, Charles Ellicker	Meeting at least 1 time per month Governed by the Professional Development Plan and Calendar	Sept. 3, 2009; September 24, 2009; Oct. 1, 2009; Oct. 22, 2009; Nov. 18, 2009; Dec. 3, 2009; Jan. 15, 2010; March 4, 2010; March 25, 2010; April 22, 2010; May 6, 2010 Professional Waiver Days	Curricular issues, student achievement, vertical and horizontal teaming, sharing of best practices, RTI Plan, and Data Analysis
Professional Growth and Development PLC's Advance Placement, Advance Dreamweaver, Differentiated Instruction, Effective Adoolescent Literature, Internet Resources Science, Internet Resources Social Studies, Lang Arts Curr Dev Online, Reading & Writing Inst., Reading Endorsement, Sportsmanship, Tech & Differentiated Ins., Tech & Math (12)	Staff members Carol Sheppard, Xenia Santiago, Ralph Bucci, Mary Cook, Larry Pannel, Bryan Lynn, Susan McGraw, Cindy Proco, Erin Pashley, Larry Brown, Enelisa Mare, Joyce Hawkins	Meeting at least 1 time per month Governed by the Professional Development Plan and Calendar	Professional Waiver Days Plan Days Sept. 3, 2009; September 24, 2009; Oct. 1, 2009; Oct. 22, 2009; Nov. 18, 2009; Dec. 3, 2009; Jan. 15, 2010; March 4, 2010; March 25, 2010; April 22, 2010; May 6, 2010	Variety of areas of special interests and professional growth opportunities to fulfill PGP requests and meet student achievement needs.

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
[No Attached Notification of \(School in Need of Improvement\) SINI Status](#)
- Public School Choice with Transportation (CWT) Notification
[No Attached Public School Choice with Transportation \(CWT\) Notification](#)
- Notification of (School in Need of Improvement) SINI Status
[No Attached Supplemental Educational Services \(SES\) Notification](#)

Pre-School Transition

N/A

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

CWFHS feedback report shows that students are improving in 28 of 40 areas of pre- and post-graduation indicators. This data indicates gains in the percentage of graduates receiving a score of 3 or better in FCAT Reading and Mathematics, an increase in percentage of graduates completing level 3 and Dual Enrollment Science and Mathematics courses, a higher percentage of students taking the PSAT two years prior to graduation, and a rise in percentage of all students taking the SAT and ACT. All areas of the Bright Futures Award showed gains in student eligibility, and CWFHS showed a striking gain in AP and Dual Enrollment participation.

The data also indicates need for increased participation in college prep courses and aptitude exams, more opportunities for students to take challenging Mathematics courses, and the continuance of all students to seek eligibility for academic or vocational post secondary awards. Enhancement of strategies to improve FCAT scores at all levels is a continuing goal. Although trends show an increase in graduates who took SAT and ACT, the percentage of graduates completing college prep courses should be increased, creating the opportunity for improved exam scores and confidence in college and career selection and preparation.

Presently, all students may select an SAT prep course when scheduling. In the interest of increasing the number of participants in this course and encouraging students to boost college and scholarship eligibility, teachers and staff need to create a process in which all students with passing FCAT reading scores and those showing an improved score be personally invited to participate in SAT prep. Additionally, any student successfully completing this course will automatically be considered for AP class participation and be included in AP potential activities.

Pre-graduation indicators show mixed progress in FCAT reading, suggesting that we continue to strengthen use of individual student data in specific areas needing improvement on all levels, and ensure that this information is used to further develop reading strategies across subject areas. It will be the task of each teacher, Academy Leader, Guidance Counselor, and Administrator to organize and use this data for instruction, student schedule planning, and parent awareness in order to prepare the student for successful reading experiences beyond high school.

In the interest of maintaining an upward trend in the percentage of graduates taking level 3 and Dual Enrollment Mathematics courses, CWFHS must continue to stimulate an interest in acquiring requisite scores and grades in order to achieve eligibility for academic or vocational scholarship awards. As incoming ninth graders will now be entering high school with Algebra I completed, more opportunities for college-prep Mathematics must be afforded to students who desire them, and AP potential lists include those students with satisfactory completion of Algebra I and FCAT math. Students must also be sought out individually and invited to participate in classes and work for scholarship eligibility, as this will ensure the information regarding preparation for post secondary success reaches all students.

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	<p>Based on School Grade and Adequate Yearly Progress Data:</p> <p>Did the total percent proficient increase or decrease? What is the percent change?</p> <p>What clusters/strands, by grade level, showed decrease in proficiency?</p> <p>Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?</p> <p>Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?</p> <p>Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?</p>
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Level Gains and DSS: 46% of students are reading at or above grade level 52% of students are making a year's worth of progress in reading		50% of students will score Level 3 and above on the 2010 FCAT Test in Reading. 55% of students will make a year's worth of progress in reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	9th Grade students will enroll in a level appropriate Geography course that will include a reading component specifically designed to increase individual student performance, providing additional reading instruction to 9th Grade students through differentiated instruction based on need or enrichment	Guidance Director and Assistant Principal(s)	Geography teachers will use the school RTI plan and on-going data chats	BAT, FCAT
2	All teachers will provide instruction and practice in reading strategies specific to their subject area.	Assistant Principal(s), Department Chairs	Lesson Plans, 4 Minute Walk-Throughs	BAT, FCAT, Student Work Samples
3	9th Grade students will be scheduled for Language Arts one semester and Geography the other semester to provide exposure to and reinforcement of reading strategies.	Guidance Director	Master Scheduling Report	BAT, FCAT
4	Students will be encouraged to attend extended learning opportunities provided through the after-school tutoring program and individual teacher/mentor for AP/SAT/PSAT/ACT and FCAT Saturdays.	Assistant Principal(s), Department Chairs	Student Work	FCAT, AP Exams
5	Teachers of Language Arts, Reading, and Social Studies will conduct read-alouds from high interest passages for teaching vocabulary in context	Assistant Principal(s), Department Chairs	Lesson Plans, 4 Minute Walk-Through	FCAT, AP Exams
6	Language Arts, Social Studies and Reading Departments will model and implement One Sentence Summaries, Double-Entry Reading Logs, Cornell Note-Taking, and SQ3R as well as	Assistant Principal(s), Department Chairs	Lesson Plans, 4 Minute Walk-Through	BAT, FCAT, ACT, SAT

	other reading strategies and note-taking skills.			
7	Teachers will model the use of non-linguistic representations such as editorial cartoons, photographs, and paintings to build inferential reading skills and critical thinking.	Assistant Principal(s), Department Chairs	Lesson Plans, 4 Minute Walk-Through	BAT, FCAT
8	Intervention materials will be utilized to increase the amount of time that our students spend reading and insure that they read both narrative and expository text. Every classroom contains a classroom library of age-appropriate and leveled novels. Reading Logs and Journals will be used in classrooms to insure that students react to text and know how to appropriately choose text that they can read and that they want to read. Silent Sustained Reading times are school-wide.	Assistant Principal(s), Reading Coach	Lesson Plans, 4 Minute Walk-Through	BAT, FCAT
9	Teachers will refer hard-to-teach students who do not achieve mastery through classroom interventions to the Academy RtI CORE Team and follow the RtI Plan	Assistant Principal, Academy Leader	CORE Team analysis from level and/or three interventions	Increased student achievement
10	Students in the bottom quartile needing assistance will receive Supplemental Academic Instruction through Support Facilitation	Assistant Principal	Sign-in rosters in support facilitation	Student work samples

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Bottom Quartile: 46% of struggling students made a year's worth of progress in reading.		52% of the lowest 25% will make reading gains on the 2010 FCAT Test in Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All 9th and 10th grade students scoring Level 1 or 2 on the 2009 FCAT Test in Reading will be placed in appropriate reading classes according to the 2009-2010 Broward County Secondary Reading Placement Chart	Guidance Director and Reading Coach	Research based reading programs such as EDGE A,B,C, and Data Chats	DAR, ORF, BAT, Mini-Assessments,
2	Reading teachers will use a District Instructional Focus Calendar found in BEEP for EDGE coursework as well as Intensive 11th and 12th Grade Reading courses. Content Area teachers will use a school data- driven Instructional Focus Calendar highlighting daily reading benchmarks for classroom instruction.	Reading Coach	Lesson Plans, 4 Minute Walk-Through	BAT, FCAT
3	All students who scored Level 1 and 2 on FCAT Reading will use READ ON! and FCAT Explorer in the computer labs or the classroom using wireless carts	Reading Coach	Lesson Plans, 4 Minute Walk-Through	DAR, ORF, BAT, Mini-Assessments, FCAT

4	Teachers will encourage and advise students on their performance throughout the school year through disaggregated data groupings for instruction and remediation	Department Chair, Assistant Principal(s)	On-going data chats, PINNACLE data readily available BAT scores	FCAT Report, FAIR Report, BAT, DAR, and mini-assessments
5	Students in the bottom quartile needing assistance will receive Supplemental Academic Instruction through Support Facilitation	Assistant Principals	Time-log of student participation	Student work sample

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
AYP Sub-Groups: Of the nine AYP subgroups, five did not meet targets: Total, White, Black, Hispanic, and Economically Disadvantaged.		63% of White students will score Level 3 and above on the 2010 FCAT Test in Reading 40% of Black students will score Level 3 or above on the 2010 FCAT Test in Reading. 54% of Hispanic students will score Level 3 and above on the 2010 FCAT Test in Reading. 43% of the Economically Disadvantaged students will score Level 3 or above on the 2010 FCAT Test in Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will use the school RtI plan to analyze student data from Virtual Counselor to differentiate instruction to insure continuous improvement in AYP subgroups including White, Black, and Hispanic and Economically Disadvantaged.	Assistant Principal(s), Department Chairs, Reading Coach	Lesson Plans, Student Work	BAT, FCAT, CELLA, Shining Star
2	Extended learning opportunities through FCAT Saturdays, after-school tutoring, co-enrollment, and Academy mentoring will be encouraged for Level 1 and 2 students and AYP subgroups: White, Black, Hispanic, and Economically Disadvantaged.	Assistant Principal(s), Department Chairs, Guidance Director	Student Work	DAR, ORF, BAT, Mini-Assessments, FCAT
3	The Media Center will increase its inventory of high interest Contemporary Realism titles to appeal to White, Black, and Hispanic students and provide access to Economically Disadvantaged Learners.	Assistant Principal(s), Reading Coach	Ancillary Materials Inventory	BAT, FCAT
4	Guidance counselors will meet with Economically Disadvantaged students who have been identified by AP Potential to explain and devise a plan to encourage enrollment in AP Language Arts and Social Studies courses or dual enrollment.	Assistant Principal(s), Reading Coach	Ancillary Materials Inventory	PSAT Scores

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
SB1908: Accelerated Coursework- AP and Dual Enrollment		80% of students identified with AP Potential will enroll in AP courses offered through the Language Arts and Social Studies Departments and 40% will pass the AP Exam with a score of 3 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Guidance Counselors will	Guidance Director	Guidance Director	PSAT Scores

	use AP Potential to enroll students in AP Language Arts and Social Studies courses, and invite parents and students to an AP Potential meeting to encourage enrollment in the program.			
2	Students enrolled in AP Language Arts and Social Studies courses will be provided with extended learning opportunities through after-school review and tutoring sessions provided by AP teachers.	Assistant Principal(s), Department Chairs	College Board Workshops/Trainings	AP Examinations

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
50% of students will score Level 3 or above on the 2010 FCAT Test in Reading	Weekly staff development opportunities on reading benchmarks	Mary Cook	September 2009 through March 2010 September 2009	Student Work Lesson Plans 4 Minute Walk-Through, Sharing Best Practices Through PLC's and PLC leader's follow-up report	Vivian Suarez
50% of the lowest 25% will make reading gains on the 2010 FCAT Test in Reading	Differentiated Instruction/Reading	Mary Cook	October 26, 2009	Teacher creation of differentiated learning centers and materials to be observed in Four Minute Walkthrough's	Vivian Suarez

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

The Reading Instructional Coach will hold weekly staff development trainings for infusing reading strategies into all curricular areas and following the IFC. Teachers will share Best Practices through PLC's. All teachers and classes participate in Silent Sustained Reading with Response twice a week. CWFHS has a school-wide plan endorsed by the Leadership Team that focuses the entire school on five SAT vocabulary words a week through Vocabulary Cartoons. Prize opportunities for classes and individual students who show high proficiency are offered. Also, the school focuses on reading passages from high stakes testing (PSAT/SAT/ACT) bi-monthly, choosing passages that appeal to the curricular area. Teachers are trained by the Reading Instructional Coach on how to teach reading of passages for high stakes testing. Assistant principals, Department Chairs, and Academy Leaders participate in Classroom Walk-Through to ensure that all teachers are participating.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Training opportunities for teachers	Accountability	\$1,350.00
Hiring of substitutes for training of teachers on days other than planning or early release (10 days)	School Budget	\$845.30
Total: \$2,195.30		
Other		
Description of Resources	Funding Source	Available Amount
FCAT Camp	Accountability	\$1,560.00

60 hours for remediation/best practices for teachers	School budget	\$3,066.60
		Total: \$4,626.60
		Final Total: \$6,821.90

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Level Gains and DSS: 78% of students scored at or above grade level in math 75% of students made a year's worth of progress in math		81% of the ninth and tenth grade students will meet high standards (Level 3 or above) in Mathematics on the 2010 FCAT. 78% of the ninth and tenth grade students will make a year's worth of progress in math		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All students will be given a Mathematics Pretest by Sept. 30, 2009.	Department Chair	Analysis of item results on Pretest	Analysis of item results on Pretest
2	Students will receive regularly scheduled remediation exercises and mini assessments in their respective mathematics courses. Students will take a Post Test (Previously released exam).	Department Chair	Results of assessment and BAT Scores	Data from results of assessments
3	Students who do not meet high standards on the Post Test will be enrolled in FCAT Mathematics Camp.	FCAT Camp Coordinator Assistant Principal	Data from FCAT Camp	FCAT results
4	Teachers with common courses will follow pacing guides aligned with curriculum through BEEP, text and Next Generation Standards.	Department Chair Assistant Principal	Lesson plans Classroom Walkthrough	Improved grades and passing rates
5	Through Virtual Counselor teachers will identify students needing increased attention and make individual plans for remediation and differentiated instruction.	Department Chair Assistant Principal	Lesson plans Classroom Walkthrough Virtual Counselor data readily available BAT Scores	Improved grades and passing rates Increased FCAT achievement
6	Informal and formal assessments will parallel FCAT assessment styles of gridded responses, performance tasks and multiple choice questions.	Department Chair Assistant Principal	Lesson plans Classroom Walkthrough Pinnacle data readily available	Improved grades and passing rates Increased FCAT achievement
7	Teachers will use technology in their lesson presentations and follow best practices learned from in-service workshops and PLC's.	Department Chair Assistant Principal	Lesson plans Classroom Walkthrough Pinnacle readily available	Improved grades and passing rates Increased FCAT achievement
8	Teachers will refer hard-to-teach students who do not	Assistant Principal Academy Leader	CORE Team analysis from level and/or three	Increased student achievement.

achieve mastery through classroom interventions to the Academy RtI CORE Team and follow the RtI Plan.		interventions.	
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Bottom Quartile: 60% of struggling students made a year's worth of progress in math		70% of students in the bottom quartile will make learning gains in Mathematics on the 2010 FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will use differentiated instruction methods for improved student achievement, including technology and FCAT Explorer.	Department Chair Assistant Principal	Lesson plans Classroom Walkthrough Pinnacle data readily available	Improved grades and passing rates Increased FCAT achievement
2	Teachers will use personalized Data Chats as a means to encourage and advise students on their performance	Department Chair Assistant Principal	Lesson plans Classroom Walkthrough Pinnacle data readily available BAT Scores	Improved grades and passing rates Increased FCAT achievement
3	9th and 10th grade students will be placed in a full year of mathematics courses using FCAT results, pre-requisite and pre-testing results.	Guidance Director	Teachers will check class rosters to determine if proper placement of student is correct BAT Scores	Improved grades and passing rates Increased FCAT achievement

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
AYP Sub-Group: BLACK students in this school need improvement in Math		50% of BLACK students will make learning gains to meet AYP standards in Mathematics on the 2010 FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will use differentiated instruction methods for improved student achievement, including technology and FCAT Explorer, and BEEP Resources.	Department Chair Assistant Principal	Lesson plans Classroom Walkthrough Pinnacle data readily available	Improved grades and passing rates Increased FCAT achievement
2	2. Teachers will use personalized Data Chats as a means to encourage and advise students on their performance	Department Chair Assistant Principal	Lesson plans Classroom Walkthrough Pinnacle data readily available BAT Scores	Improved grades and passing rates Increased FCAT achievement
3	3. Black students in this AYP category will be placed in a full year of mathematics courses using FCAT results, pre-requisite and pre-testing results.	Guidance Director	Teachers will check class rosters to determine if proper placement of student is correct	Improved grades and passing rates Increased FCAT achievement

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
SB1908: Accelerated Coursework-- AP and Dual Enrollment		50% of students who have been identified by AP potential will enroll in pre -AP and AP and/or Dual Enrollment Mathematics courses. 50% of those students enrolled will pass an AP Mathematics Exam with a score of 3 or higher and/or earn Dual Enrollment credit.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool

1	Guidance counselors will place AP Potential students in pre-AP and AP Mathematics courses. Parents will be invited to an information session to encourage support and enrollment. BLACK students will be encouraged to enroll in higher level mathematics courses through counseling meetings and parent contacts by phone, robot calls, website, or special events.	Guidance Director	Teachers will check class rosters to determine if proper placement of student is correct	Improved grades and passing rates Increased FCAT achievement
2	Students will be encouraged to attend extended learning opportunities provided through the afterschool tutoring program and parents will be informed by phone, robot calls, website, or special events. .	Department Chair Assistant Administrator	Teachers will provide names of students for tutoring	Number of recommended students check on roster of tutoring attendance sheet
3	Teachers will include practice opportunities to increase performance on high stakes tests including SAT/PSAT/ACT by means of daily warm ups and/or spiral assignments	Department Chair Assistant Administrator	Lesson Plans Classroom Walkthrough	Improved grades and passing rates Increased high stakes achievement results

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
81% of the ninth and tenth grade students will meet high standards (Level 3 or above) in Mathematics on the 2010 FCAT. 78% of the ninth and tenth grade students will make a year's worth of progress in math	Mathematics subject area specific content and the relationship to Mathematics FCAT Next Generation Standards Writing FCAT style assessment and questions and Item Specification Training	Joyce Hawkins	September 2009 through March 2010	According to our Professional Development Plan, Staff Development is conducted through Professional Learning Communities (PLC). Specific dates, times, agenda, attendance, strategies, and follow up are required to be turned in to Curriculum Specialist for entry into District Database by clerical person. Teachers will report Best Practices to PLC's.	Brad Fatout
70% of students in the lowest 25% will make learning gains in Mathematics on the 2010 FCAT Black students will make learning gains to meet AYP standards in Mathematics on the 2010 FCAT	Mathematics subject area specific content and the relationship to Science FCAT Next Generation Standards Writing FCAT style assessment and questions How to locate and analyze data from Virtual Counselor for use in differentiated instruction for all students and specifically the bottom quartile	Joyce Hawkins	Waiver Days; Plan Days; Early Release Days--as planned in Professional Development Calendar	According to our Professional Development Plan, Staff Development is conducted through Professional Learning Communities (PLC). Specific dates, times, agenda, attendance, strategies, and follow up are required to be turned in to Curriculum Specialist for entry into District Database by clerical person. Teachers will create differentiated learning centers to be observed during Four Minute Walk-throughs	Brad Fatout
50% of students who have been identified by AP potential will enroll in pre-AP and AP and/or Dual Enrollment Mathematics courses. 50% will pass an AP Mathematics Exam with a score of 3 or higher and/or earn Dual Enrollment credit.	Preparation for application to become certified as AP teacher Strategies to facilitate student learning and achievement on AP course content and success in passing exams and credits	Joyce Hawkins	Waiver Days; Plan Days; Early Release Days--as planned in Professional Development Calendar	According to our Professional Development Plan, Staff Development is conducted through Professional Learning Communities (PLC). Specific dates, times, agenda, attendance, strategies, and follow up are required to be turned in to Curriculum Specialist for entry into District Database by clerical person.	Brad Fatout

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Training opportunities for teachers	Accountability	\$1,560.00
Hiring of substitutes for training of teachers on days other than planning or early release (10 days)	School Budget	\$843.50
		Total: \$2,403.50
Other		
Description of Resources	Funding Source	Available Amount
FCAT Camp	Accountability	\$1,350.00
60 hours for remediation/best practices for teachers	School Budget	\$3,066.60
		Total: \$4,416.60
		Final Total: \$6,820.10

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Level Gains: Raw Score 35% Disaggregated Score 37% --on Science FCAT School Grade		40% of 11th grade students will score a 3 or higher on the Science FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	9th grade students will be enrolled in Science courses using their 8th grade FCAT reading scores as follows: Level 1, Earth Science; Level 2, Integrated Science; Level 3, 4 and 5, Biology I or Biology I Honors.	Guidance	Teachers will verify placement by checking rosters on virtual counselor	Number of students receiving a passing grade and percentages of grades assigned by teachers
2	Science teachers will use the county approved curriculum maps for their respective courses.	Science Coach and Assistant Principal	Examination of lesson plans and classroom walkthroughs	End of course exams
3	Science teachers of 9th grade students will begin implementation of the Next Generation Science standards in their classrooms.	Science coach	Examination of lesson plans	Coordination of plans and end of chapter exams
4	Science teachers will incorporate the essential labs into their curriculum	Science Coach and Assistant Principal	Examination of lesson plans and classroom walkthroughs	Coordination of plans and end of chapter exams

	according to their curriculum maps.			
5	Science teachers will teach essential Science vocabulary in each topic covered by their curriculum and display words on word walls.	Science Coach and Assistant Principal	Examination of lesson plans and classroom walkthroughs	Bi-monthly quizzes
6	Science teachers will use BEEP for construction of lesson plans in available areas to differentiate instruction.	Science Coach and Assistant Principal	Examination of lesson plans and classroom walkthroughs	% of students passing exams
7	Science teachers will visit classrooms to model and deliver best practice strategies.	Assistant Principal and Science coach	Report through Science PLC	# of classroom visits and # of best practice strategies delivered
8	Science teachers will use appropriate ELL strategies to provide differentiated instruction for ELL students.	Science Coach and Assistant Principal	Examination of lesson plans and classroom walkthroughs	% of students passing exams
9	Science teachers will use appropriate differentiated learning strategies for ESE students, consulting IEPs for mainstreamed students.	Science Coach and Assistant Principal	Examination of lesson plans and classroom walkthroughs	% of students passing exams
10	Teachers will refer hard-to-teach students who do not achieve mastery through classroom interventions to the Academy RtI CORE Team and follow the RtI Plan.	Assistant Principal Academy Leader	CORE Team analysis from level and/or three interventions.	Increased student achievement.
11	Science teachers will utilize Science FCAT Prep books to teach FCAT standards once a week. All standards will be aligned with regular classroom instruction.	Science Coach and Assistant Principal	Examination of lesson plans and classroom walkthroughs	% of students passing exams
12	Science teachers will incorporate FCAT style questions on their own exams.	Science Coach	Review of exams	# or % of FCAT-style questions on exam
13	Science teachers will administer county provided mini assessment tests every 30 hours of instruction and use results for remediation and enrichment.	Science Coach and Assistant Principal	Examination of lesson plans	Turn in mini assessments to Science Coach
14	Students will use the FCAT Science Explorer for both remediation and enrichment.	Science Coach	Examination of lesson plans, Pinnacle grades, or computer lab sign-up	Collection of reports from Science FCAT Explorer by Science Coach
15	Classroom teachers will encourage students needing remediation and students scoring in the bottom quartile on FCAT Reading to attend additional learning opportunities through Science National Honor Society and the Total Tutoring program, offered after school and Saturday FCAT Camp,	Science Coach and Assistant Principal	Classroom teachers send names of students needing remediation to Science Coach;	Report aligning student names with attendance
16	Students will be offered additional enrichment opportunities through Science National Honor Society participation featuring after school experiments and guest speakers.	Science Coach	Announcement through classroom, morning announcements, posted flyers, school website	# of students attending
17	Students will take a practice Science FCAT exam prior to testing. Remediation will be provided as needed and a post-test	Science Coach	Administration of pre and post practice test through Science classrooms	Results of pre and post Science FCAT test will be presented to Science Coach for data collection to determine pullout and

	will be administered to compare results.			remediation
18	Science teachers will incorporate higher order question constructs based on lab work.	Science Coach	Examination of lesson plans and classroom walkthroughs	Student work samples
19	Science teachers will use ProBewear, On-line Resources, United Streaming, and BEEP Resources to enhance instruction	Science Coach	Examination of lesson plans and classroom walkthroughs	# of technology lessons implemented
20	Science teachers in specific disciplines will be scheduled with common planning as the master schedule permits time and encouraged to join PLC's	Assistant Principal	Master Schedule	# of common planning periods
21	Science teachers will incorporate experimental design, theoretical concepts, and scientific method via investigations (Strand H) across the curriculum	Science Coach	Examination of lesson plans and classroom walkthroughs	Student work samples
22	The Science Coach will create a school-wide lab report template to be used in all classes to address different cognitive complexity levels	Science Coach	Use of template in classroom lab situations	Student Lab Report

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Bottom Quartile: Bottom quartile based on Reading Scores		5% of 11th grade students scoring in the bottom quartile on the 10th grade FCAT Reading test will score a 3 or higher on the FCAT Science test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Juniors scoring in the bottom quartile on their 10th grade reading scores will be invited to attend FCAT Science Camp sessions.	Assistant Principal	Assistant Principals will meet with students in their academies, and make parent contacts	Report showing # of students in bottom quartile attending
2	Juniors scoring in the bottom quartile on their 10th grade reading scores will be targeted for science pullout sessions that will incorporate additional practice through FCAT Science Explorer as well as one on one review with the school science coach.	Science Coach and Assistant Principal	Development of pullout schedule communicated to classroom teacher through CAB	Collection of data showing # of students who participated in pullout receiving 3 or higher on FCAT Science
3	95% of each AYP subgroup will be tested in FCAT Science	Guidance Director	Posting of students for testing on CAB and calling of parents of students not in attendance on test date	Final FCAT Score
4	Teachers will use personalized Data Chats as a means to encourage and advise students on their performance	Department Chair Assistant Principal	Lesson plans Classroom Walkthrough Pinnacle data readily available BAT Scores	Improved grades and passing rates Increased FCAT achievement

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
SB1908: Accelerated Coursework-- AP and Dual Enrollment		50% of all students identified through AP potential reports as potential AP Science students will enroll in AP Science or Dual Enrollment classes; 60% of those students enrolled will receive a passing score on the AP exam or Dual Enrollment credit.		
		Person Responsible	Process Used to	

	Action Step	for Monitoring the Action Step	Determine Effectiveness of Action Step	Evaluation Tool
1	The Science Coach and Guidance staff will visit Honors and Gifted Biology classes to present students with information on AP and Dual Enrollment opportunities in Science.	Guidance Director, Science Coach	Guidance director will create list of students using AP potential set at 50%	Report showing % of AP Potential students enrolling for class and passing exams
2	Guidance counselors will use the AP potential list to encourage enrollment in AP Biology, AP Chemistry, AP Environmental Science, and AP Physics.	Guidance Director, Science Coach	Guidance counselors will hold individual meetings with students to create schedules for 2010-2011	Report showing # of students enrolling in AP or Dual Enrollment Science courses
3	The Guidance Department and PTSA will host an AP Potential Night, inviting all targeted students and their parents for a presentation on AP opportunities. The Science Coach will be present to meet with parents individually and answer questions regarding AP Science courses.	Guidance Director, Science Coach	The Guidance Department and PTSA will send invitations to AP Potential Night to each student identified through AP Potential, send letters home to parents, and post the meeting on the school website	Report from sign-in sheet at meeting showing # of students and parents attending

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
40% of 11th grade students will score a 3 or higher on the Science FCAT	Science subject area specific content and the relationship to Science FCAT Next Generation Standards Writing FCAT style assessment and questions	Susan Gladstein	Waiver Days; Plan Days; Early Release Days-- as planned in Professional Development Calendar	According to our Professional Development Plan, Staff Development is conducted through Professional Learning Communities (PLC). Specific dates, times, agenda, attendance, strategies, and follow up are required to be turned in to Curriculum Specialist for entry into District Database by clerical person. Best practices will be shared by teachers in PLC's and reported in the PLC leader's follow-up report	Ron Adam Susan Gladstein
5% of 11th grade students scoring in the bottom quartile on the 10th grade FCAT Reading test will score a 3 or higher on the FCAT Science test	Science subject area specific content and the relationship to Science FCAT Next Generation Standards Writing FCAT style assessment and questions How to locate and analyze data from Virtual Counselor for use in differentiated instruction for all students and specifically the bottom quartile	Susan Gladstein	Waiver Days; Plan Days; Early Release Days-- as planned in Professional Development Calendar	According to our Professional Development Plan, Staff Development is conducted through Professional Learning Communities (PLC). Specific dates, times, agenda, attendance, strategies, and follow up are required to be turned in to Curriculum Specialist for entry into District Database by clerical person. Differentiated learning centers will be established by teachers in classrooms and observed through Four Minute Walk-throughs	Ron Adam Susan Gladstein
50% of all students identified through AP potential reports as potential AP Science students will enroll in AP Science or Dual Enrollment classes; 60% of those students enrolled will receive a passing score on the AP exam or Dual Enrollment credit.	Preparation for application to become certified as AP teacher Strategies to facilitate student learning and achievement on AP course content and success in passing exams and credits	Susan Gladstein	Waiver Days; Plan Days; Early Release Days-- as planned in Professional Development Calendar	According to our Professional Development Plan, Staff Development is conducted through Professional Learning Communities (PLC). Specific dates, times, agenda, attendance, strategies, and follow up are required to be turned in to Curriculum Specialist for entry into District Database by clerical person.	Ron Adam Susan Gladstein

Budget:

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Training opportunities for teachers	Accountability	\$1,350.00
Hiring of substitutes for training of teachers on days other than planning or early release (10 days)	School Budget	\$845.30
		Total: \$2,195.30
Other		
Description of Resources	Funding Source	Available Amount
FCAT Camp	Accountability	\$1,560.00
60 hours for remediation/best practices for teachers	School Budget	\$3,066.60
		Total: \$4,626.60
		Final Total: \$6,821.90

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Level Gains and DSS: 88% of tenth grade students scored an FCAT Writing score 3.5 or higher on the persuasive prompt and 93% scored a 3.5 or higher on the expository prompt.		90% of the tenth grade students will receive an FCAT Writing score of 3.5 or greater on a persuasive prompt and 94% will receive a 3.5 or above on the expository prompt.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All students will produce a diagnostic persuasive essay by Sept. 30, 2009, be given feedback, and revise.	Department Chair	Check attendance list with eligible tenth grade students	Scored essays with revisions
2	All students who score 3.5 or below will receive remediation and revise their essays.	Department Chair	Pull-out sessions, informing teachers through CAB e-mail	FCAT essay score plus revision
3	Students, especially who do not score a 3.5 or greater on diagnostic tests, will be encouraged to enroll in FCAT Writing Camp.	Assistant Principal	Assistant Principals will meet with students in their Academies, and make parent contacts	Report showing # of students contacted who attended camp
4	Students who do not score a 3.5 or greater on diagnostic tests will receive remedial instruction in small group pull out sessions using 6 Traits categories.	Department Chair	Pull-out sessions, informing teachers through CAB e-mail	Student writing sample
5	Students will complete an elaboration unit.	Assistant Principal	Lesson plans and Classroom Walkthroughs	Student writing sample
6	Students who are enrolled in second semester Language Arts will complete a 14-day review/ tutorial.	Assistant Principal	Lesson plans and Classroom Walkthroughs	FCAT Writing Score
7	Students enrolled in first	Department	Teachers will record	Report showing % of

	semester Language Arts classes will write two persuasive practice essays during the first nine weeks. The first set of essays will be exchanged by teachers, scored and returned to the students with feedback. No later than three weeks after the first persuasive essay, students will produce a second persuasive essay. The second set of essays will be exchanged, scored, and returned to students with feedback for revision.	Chair	student scores on virtual counselor	students increasing score
8	All teachers will follow an Instructional Focus Calendar to utilize as a guide for writing, and give students an opportunity to use the recursive writing process in informal and formal situations for a variety of purposes and in a variety of modes.	Assistant Principal	Lesson plans and Classroom Walkthroughs	Student writing samples
9	Teachers will visit classrooms to model and deliver best practice strategies and to remediate students.	Department Chair	Report through Language Arts PLC	Report showing # of classroom visits and # of best practices delivered
10	All students will receive continuous feedback on their writing, be provided with opportunities to revise and edit, and be given individual instruction during the month before the FCAT Writes test.	Department Chair	School-wide writing assignment and pull-out instruction	Scored essays and pull-out attendance list
11	Teachers will be encouraged to use United Streaming Lessons in Writing in their classroom instruction.	Department Chair	PLC attendance	Roster of attendance

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
AYP Subgroups 45% of ESE students received an FCAT Writing score below 3.5		54% of ESE students will receive an FCAT Writing score of 3.5 or greater.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All ESE students will produce a diagnostic persuasive essay by September 30, 2009.	Department Chair	Check list with ESE Specialist	Scored essays
2	All ESE students will produce a diagnostic expository essay by November 30, 2009.	Department Chair	Check list with ESE Specialist	Scored essays
3	After remediation, students not enrolled in first semester ESE/English classes will produce one additional practice expository and persuasive essay, given feedback, and allowed to revise the essays.	Department Chair	Pull-out sessions reported to classroom teachers on CAB e-mail	Scored essays plus revisions
4	Students, especially those who do not score a 3.5 or greater on diagnostic tests, will be encouraged to enroll in FCAT writing camp.	Assistant Principal	Assistant Principals will meet with students and make parent contacts	Report showing # of students contacted who attended
5	Students who do not score a 3.5 or greater on	Department Chair	Pull-out sessions reported to classroom teachers on	Sign-in sheets

	diagnostic tests will receive remedial instruction.		CAB	
6	ESE teachers will be trained in elaboration strategies.	Assistant Principal	In-school training will be provided during planning periods and after school	Sign-in sheets
7	All ESE students will complete an elaboration unit.	Assistant Principal	Lesson plans and Classroom Walkthroughs	Scored essays
8	All ESE students will complete 5 elaboration practice tests.	Assistant Principal	Lesson plans and Classroom Walkthroughs	Quizzes
9	Students will complete school-wide vocabulary units.	Assistant Principal	Lesson plans and Classroom Walkthroughs	Quizzes
10	All teachers will follow an instructional focus calendar to utilize as a guide for writing in a variety of modes for a variety of purposes.	Assistant Principal and Department Chair	Lesson plans and Classroom walkthroughs	Student writing portfolios
11	Teachers will visit classrooms to model and deliver best practice strategies and to remediate students.	Department Chair	Report through Language Arts PLC	Turn in list of # of classrooms visited and # of best practices displayed
12	All students will receive feedback on their writing and individual instruction during the month before the FCAT writes test, and revise their essays accordingly.	Department Chair	School-wide writing assignment scored on FCAT Writes Rubric and teacher-led conferences with individual students, with pull-outs as needed	Scored essays plus revisions

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
AYP Subgroups		87% of ESOL students will receive an FCAT writing score of 3.5 or greater		
34% of ESOL students received an FCAT writing score below 3.5				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All ELL students will produce a diagnostic persuasive essay by September 30, 2009.	Department Chair	Check list with ESOL Coordinator	Scored essays
2	All ELL students will produce a diagnostic expository essay by November 30, 2009.	Department Chair	Check list with ESOL Coordinator	Scored essays
3	After remediation, students not enrolled in first semester ESOL/English classes will produce one additional practice expository and persuasive essay.	Department Chair	Pull-out sessions reported to classroom teachers on CAB e-mail	Scored essays
4	Students, especially those who do not score 3.5 or greater on diagnostic tests, will be encouraged to enroll in FCAT writing camp.	Assistant Principal	Assistant Principals will meet with students in their academies and make parent contacts	Report showing # of students contacted who attended camp
5	Students who do not score 3.5 or greater on diagnostic tests will receive remedial instruction through pull-out sessions grouped by six traits area of need.	Assistant Principal	Pull-out sessions reported to classroom teachers on CAB e-mail	Sign-in sheets
6	ESOL teachers will be trained in elaboration strategies	Assistant Principal	In-school training will be provided during planning periods and after school	Sign-in sheets
7	All ESOL students will complete an elaboration unit.	Assistant Principal	Lesson plans and Classroom Walkthroughs	Scored essays
8	All ESOL students will complete 5 elaboration practice tests.	Assistant Principal	Lesson plans and Classroom Walkthroughs	Quizzes

9	Students will complete school-wide vocabulary units.	Assistant Principal	Lesson plans and Classroom Walkthroughs	Quizzes
10	All teachers will follow an instructional focus calendar to utilize as a guide for writing in a variety of modes for a variety of purposes.	Assistant Principal and Department Chair	Lesson plans and Classroom Walkthroughs	Student writing portfolios
11	Teachers will visit classrooms to model and deliver best practice strategies and to remediate students.	Department Chair	Report through Language Arts PLC	Turn in list of # of classrooms visited and # of best practices displayed
12	All students will receive feedback on their writing and individual instruction during the month before the FCAT writes test.	Department Chair	School-wide writing assignment scored on FCAT Writes Rubric and teacher-led conferences with individual students, with pull-outs as needed	Scored essays

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
SB 1908		95% of 11th and 12th grade students will participate in CPT/PSAT/SAT/ACT or AP testing with 40% of students achieving passing scores.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All teachers will follow an instructional focus calendar for teaching vocabulary and reading skills.	Assistant Principal	Lesson plans and Classroom Walkthroughs	Quizzes
2	Students will be encouraged to attend PSAT/SAT/CPT camp.	Assistant Principal	Camps will be advertised through website, morning announcements, classroom teachers, and flyers in classrooms	Report on # of students attending
3	Students who did not achieve the cut-off score on the CPT will be advised to take the CPT elective.	Guidance Director	Guidance counselors will meet with 11th and 12th grade students to counsel taking the course	# students enrolling in course and # students achieving cut score
4	Students in 11th and 12th grade will complete units on style, usage, sentence variety, and sentence structure.	Assistant Principal	Lesson plans and Classroom Walkthroughs	Pinnacle scores
5	Students will receive instruction on grammar and remediation using grammar websites as a result of weaknesses shown in student writing.	Department Chair	Lesson plans and classroom walkthroughs	Student writing portfolios
6	11th and 12th grade students will write both formally and informally in a variety of modes for a variety of purposes.	Department Chair	Lesson plans	Student writing portfolios
7	11th and 12th grade students will practice a school-wide SAT essay in December and revise according to feedback.	Department Chair	Teachers will be given prompts and teaching instructions and essays will be scored by English teachers, with feedback	Student writing samples

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
90% of the tenth grade students will receive an FCAT Writing score of 3.5 or greater on a persuasive prompt and 94% will receive a 3.5 or above on the expository prompt.	All ESE, ESOL, and ninth grade teachers will receive training on elaboration	English Department Chair, Kathleen Cappy	October 1, 2009	1. Teacher usage of strategies in class 2. Teachers evaluate student essays /writing samples 3. Classroom Walkthroughs	Vivian Suarez
90% of the tenth grade				1. Classroom	

students will receive an FCAT Writing score of 3.5 or greater on a persuasive prompt and 94% will receive a 3.5 or above on the expository prompt.	All English teachers will receive training in grammar, usage and reading skills for high-stakes testing	English Department Chair, Kathleen Cappy	November 1, 2009	Walkthroughs 2. Evaluation of student work 3. Teacher sharing of Best Practice with English Department	Vivian Suarez
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Eight ESE/ESOL teachers will receive training on elaboration, grammar and usage at a cost of \$3664	School Budget	\$3,664.00
Training opportunities for teachers	Accountability Funds	\$1,350.00
Hiring of substitutes for training of teachers on days other than planning or early release (10 days)	School Budget	\$845.30
Total: \$5,859.30		
Other		
Description of Resources	Funding Source	Available Amount
Four Language Arts teachers will work on Instructional Focus Calendar to ensure spiraling of curriculum/vertical alignment at a cost of \$1533.30	School Budget	\$1,533.30
75 hours of writing remediation at a cost of \$1960	School Budget	\$1,960.00
FCAT Camp	Accountability Funds	\$1,560.00
Total: \$5,053.30		
Final Total: \$10,912.60		

End of Science Goal

Parent Involvement Goal

Needs Assessment:	Based on information from School Grade and Adequate Yearly Progress Data: Were parent involvement activities and strategies targeted to areas of academic need? Based on information from surveys, evaluations, agendas, or sign-ins: Was the percent of parent participation in school activities maintained or increased from the prior year? Generally, what strategies or activities can be employed to increase parent involvement?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
AYP Subgroups		SAC will increase parent attendance by 10% at meetings.		
SAC sign-in sheets show parents maintain attendance at meetings, making up an average of 35% of attendees.				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Information will be placed on the school web-site regarding the purpose of SAC and how to become involved	SAC Chair	Number of parents attending meeting	Sign-in sheets
2	Parent-link messages will be	Parent-link messages	Number of parents	Sign-in sheets

	sent out to all parents, in English and Spanish inviting parents to meetings	will be sent out to all parents, in English and Spanish inviting parents to meetings	attending meetings	
3	SAC members will have a table at the open house prior to class visitation, recruiting membership and follow up with phone calls to the parents who volunteered	SAC Chair	Number of phone calls made and number of parents attending for the first time.	Sign-in sheets

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
AYP Subgroups		Parent attendance at school meetings that involve parents will involve 50% of parents of students at the school.		
The school needs to establish a database for tracking and assessing parent attendance at events to determine the effectiveness of the program and continue outreach to hard to reach parents and parents of all students, with a specific attention to subgroups.				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	The school will host a meeting at the beginning of the school year where parent involvement groups can advertise their group's purpose and recruit for membership. Sheets should contain demographic information about student including home language, grade of student, phone numbers and email address for use in identifying AYP subgroups and following up. Groups participating include PTSA, SAC, ESE Advisory, ELL, Gifted Advisory, Parent Booster Clubs, and other volunteer groups	Assistant Principal	Number of parents signing up to show interest	Number of parents attending meetings
2	Parents will be given follow-up calls or emails inviting them to specific meetings	Assistant Principal	Number of parents attending meetings	Sign-in sheets
3	Meetings of groups should be posted on the school website, and information sent out in the school newsletter in both English and Spanish	Assistant Principal	Number of postings	Sign-in sheets
4	All meetings of school groups and programs that invite parents should have sign-in sheets to be turned in for accurate record-keeping and assessment of needs.	Assistant Principal	Number of sign-in sheets turned in	Sign-in sheets

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
AYP Subgroups		33% of parents of students who did not meet criteria in reading will become involved with the school in their child's academic growth.		
AYP results show that all subgroups of students did not meet criteria in reading.				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Academies will identify the students not meeting criteria in reading and communicate to the parents in their home language through email, phone calls, letters, etc. making known opportunities for student academic	Assistant Principal	Number of parent contacts made	Number of students and parents attending meetings or other school opportunities.

	improvement and parent involvement.			
2	Academies will establish recognition programs for students not meeting criteria who show increases in reading levels.	Academy leaders Assistant Principal	Number of awards given	BAT/FCAT/AP/SAT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
AYP Subgroups The parent school satisfaction survey indicates that a majority of parents would appreciate increased information on individual student progress.		75% of parents will receive individual information regarding student progress.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Parents will be invited to evening programs that will provide information regarding PINNACLE and Virtual Counselor as ways to keep informed of student progress.	Assistant Principal Academy Leaders	Number of parents attending	Sign-in sheet
2	Parents will be invited to evening programs including AP Potential, Freshman Spotlight on Flanagan, PTSA/Guidance co-sponsored post-secondary preparation seminars to receive information about following student progress.	Guidance Director Assistant Principal Department Chair	Number of parents attending meeting	Sign-in sheet

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
The parent school satisfaction survey indicates that a majority of parents would appreciate increased information on individual student progress.	Staff use of Customer Survey, making parent contact and creating parent involvement	Academy Leader	August 2009	Teacher contact log	Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Training opportunities for teachers	Accountability Funds	\$1,350.00
Total: \$1,350.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$1,350.00		

Other Goals

SB1908: Graduation Rate - Cohort Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
SB1908: Graduation Rate 86.6% in SY 2008		88% of students in class of 2010 will graduate in 06-07 cohort		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Guidance Counselors and Administrators will meet with students to offer opportunity for credit recovery through co-enrollment, community school, and virtual school.	Guidance Director Assistant Principals	Measure number of students who enroll and complete credit recovery opportunity.	Number of students recovering credits and number of credits recovered
2	Students will be expected to attend school daily and arrive to each class on time	Assistant Principal	Teachers will follow the school discipline plan in reporting students with attendance and tardy issues to Academy Administrators/Assistant Principals who will handle and make parent contact.	Reports from attendance will be monitored for improvement

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
88% of students in class of 2010 will graduate in 06-07 cohort	Use of the RTI Plan to keep all students on target for graduation.	Academy CORE Team	On-going	Leadership Meetings	Leadership Team

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Training opportunities for teachers	Accountability	\$450.00
Hiring of substitutes for training of teachers on days other than planning or early release (10 days)	School Budget	\$843.50
Total: \$1,293.50		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$1,293.50		

SB1908: Accelerated Coursework - AP & Dual Enrollment Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
SB1908: Accelerated Coursework 78.6% of graduates completed at least one AP or Dual Enrollment in SY 2007		81% of students in class of 2010 will complete at least one AP or Dual Enrollment course.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Guidance Direct and PTSA will host an AP Potential night program for prospective students with parents to encourage enrollment in accelerated coursework in all curricular areas	Guidance Director	Guidance will create invitations for students identified by PSAT scores via AP potential reports projecting a 50% success rate of passing Guidance counselors will meet with special populations such as economically disadvantaged and AYP subgroups that are under-represented for further recruitment	Sign in sheet from the AP Potential program and increase in enrollment Final reports from College Board and High School Feedback Report Trends.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
81% of students in class of 2010 will complete at least one AP or Dual Enrollment course	Using data to define enrichment programs available for students that teachers can use during data chats or in creating differentiated learning centers	Bob Swales Laurie Sutton	November 2009	Faculty sign-in sheets, Record of Data Chats, and Creation of Differentiated learning centers for enrichment, observed in Four minute walk-throughs	Moses Barnes

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Training opportunities for teachers	Accountability	\$450.00
		Total: \$450.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$450.00

End of SB1908: Accelerated Coursework - AP & Dual Enrollment Goal

SB1908: Accelerated Coursework - PSAT, SAT, ACT, CPT Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
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SB1908: Accelerated Coursework Below 70% of graduates who took PSAT, SAT, ACT, or CPT scored at or above college level cut scores in SY 2007		Above 70% of graduates who take SAT, ACT or CPT will above at or above college level cut scores		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Guidance counselors will visit classrooms to explain and promote the benefits of taking all three college readiness exams: PSAT, SAT, and ACT	Guidance Director	Guidance director will make a list of classroom visits for each guidance counselor	Visits will be logged into Terms Panels
2	Classroom teachers will provide students with monthly practice passages with scoring and feedback	Department Chairs	Classroom teachers will be provided with curriculum-appropriate passages with answers for student practice	Increased participation and test scores
3	Students will be encouraged to attend PSAT/ACT/SAT/CPT Camps	Assistant Principal	A variety of modes of advertisement will be used to promote attendance at camp, including website, morning announcements, and classroom flyers	# of students attending camp and # who achieved cut scores
4	Classroom teachers will present 5 vocabulary words a week with definitions, visual, and context clues	Assistant Principal Academy Leaders	Teachers will be provided resources and notified each week of the 5 school words of the week, which they will post in their rooms and present to the classes for building vocabulary skills; contests will be held to show usage and comprehension	Student feedback and # of students participating in semester contests

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Above 70% of graduates who take SAT, ACT or CPT will above at or above college level cut scores	Teaching Reading strategies for post-secondary testing	Reading coach	On-going	Classroom Walk-Through and providing student work samples	Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Training opportunities for teachers	Accountability	\$450.00
		Total: \$450.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Training opportunities for teachers	Accountability	\$1,350.00
		Total: \$1,350.00
Other		
Description of Resources	Funding Source	Available Amount
PSAT/SAT/ACT Camp	Accountability	\$1,350.00
		Total: \$1,350.00
		Final Total: \$3,150.00

SB 1908: Industry Certifications Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
SB 1908 Less than 1% of graduates received industry certification in SY 2009		10% of graduates will receive industry certification from a variety of programs		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Curriculum offerings will be increased to include more courses providing industry certification	Assistant Principal, Department Chair, and Perkins Grant Liaison	The career and technical team headed by assistant principals developed a 5-year plan through CTACE to increase program and industry and certification offerings	Increased # of graduates with industry certification

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
88% of students in class of 2010 will graduate in 06-07 cohort	Use of the RTI plan to keep all students on target for graduation	Academy CORE Team	On-going	Leadership Meetings	Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Purchase tests for Industry certifications	District Funds	\$7,500.00
		Total: \$7,500.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$7,500.00

End of SB 1908: Industry Certifications Goal

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
SB1908: Accelerated Coursework - AP & Dual Enrollment	Training opportunities for teachers	Accountability	\$450.00
SB1908: Accelerated Coursework - PSAT,SAT,ACT,CPT	Training opportunities for teachers	Accountability	\$450.00
			Total: \$900.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
SB 1908: Industry Certifications	Purchase tests for Industry certifications	District Funds	\$7,500.00
			Total: \$7,500.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Training opportunities for teachers	Accountability	\$1,350.00
Reading	Hiring of substitutes for training of teachers on days other than planning or early release (10 days)	School Budget	\$845.30
Mathematics	Training opportunities for teachers	Accountability	\$1,560.00
Mathematics	Hiring of substitutes for training of teachers on days other than planning or early release (10 days)	School Budget	\$843.50
Writing	Eight ESE/ESOL teachers will receive training on elaboration, grammar and usage at a cost of \$3664	School Budget	\$3,664.00
Writing	Training opportunities for teachers	Accountability Funds	\$1,350.00
Writing	Hiring of substitutes for training of teachers on days other than planning or early release (10 days)	School Budget	\$845.30
Science	Training opportunities for teachers	Accountability	\$1,350.00
Science	Hiring of substitutes for training of teachers on days other than planning or early release (10 days)	School Budget	\$845.30
Parental Involvement	Training opportunities for teachers	Accountability Funds	\$1,350.00
SB1908: Graduation Rate - Cohort	Training opportunities for teachers	Accountability	\$450.00
SB1908: Graduation Rate - Cohort	Hiring of substitutes for training of teachers on days other than planning or early release (10 days)	School Budget	\$843.50
SB1908: Accelerated Coursework - PSAT,SAT,ACT,CPT	Training opportunities for teachers	Accountability	\$1,350.00
			Total: \$16,646.90
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	FCAT Camp	Accountability	\$1,560.00
Reading	60 hours for remediation/best practices for teachers	School budget	\$3,066.60
Mathematics	FCAT Camp	Accountability	\$1,350.00
Mathematics	60 hours for remediation/best practices for teachers	School Budget	\$3,066.60
Writing	Four Language Arts teachers will work on Instructional Focus Calendar to ensure spiraling of curriculum/vertical alignment at a cost of \$1533.30	School Budget	\$1,533.30
Writing	75 hours of writing remediation at a cost of \$1960	School Budget	\$1,960.00
Writing	FCAT Camp	Accountability Funds	\$1,560.00
Science	FCAT Camp	Accountability	\$1,560.00
Science	60 hours for remediation/best practices for teachers	School Budget	\$3,066.60
SB1908: Accelerated Coursework - PSAT,SAT,ACT,CPT	PSAT/SAT/ACT Camp	Accountability	\$1,350.00
			Total: \$20,073.10
			Final Total: \$45,120.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> NA
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[Show Attached school's Differentiated Accountability Checklist of Compliance](#)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds will be used for teacher training, to include the payment of substitutes to enable teachers to take opportunities for training or to facilitate trainings	7500
FCAT/PSAT/ACT/SAT Camps and remediation/enrichment opportunities for operation expenses including materials and staffing	7500

Describe the Activities of the School Advisory Council for the Upcoming Year

The School Advisory Council combines instructional staff, non-instructional staff, parents, administrators, students, and business partners who work together to insure that all students are learning at their highest potential, and that all stakeholders have a hand in the decision-making processes of the school. SAC meets the fourth Monday of each month, prior to the School Advisory Forum. SAC provides a forum where all stakeholders can be heard on issues affecting the school and student achievement. SAC approves the SIP plan including accountability fund use and monitors the progress of the SIP through reports given to show the effectiveness of the action steps towards meeting objectives. SAC hears reports from members of the SIP planning committee, including academic coaches, department chairpersons, and academy leaders. The SAC examines data on student achievement and conducts needs assessments to assist in formulating the SIP plan. SAC hears reports from interested parties such as SAF members, parents, or community leaders on matters that are of concern to the school. SAC holds elections of stakeholders in a timely fashion as indicated in the bylaws. The SAC will actively pursue participation by underrepresented populations by actively publicizing information about SAC and how to get involved on the school Web site, the school newsletter, information sent home during the opening week, and open house. Attendance will be encouraged by parent link messages targeted offered in both English and Spanish. Academy leaders will target parents of underrepresented populations and populations not meeting AYP, and parents will be sent e-mails in the home language inviting them to attend SAC meetings. Childcare will be provided to encourage attendance.

SAC Members

- Members
- 1) Shaulis, Sharon, Principal
 - 2) Sheppard, Carol, SAC Chair
 - 3) Saunders, Kayla, Student
 - 4) Yeng, Chen, Student
 - 5) Alvarez, Judith, Student
 - 6) Bush, Heather, Student
 - 7) King, Jahne', Student
 - 8) Jaramillo, Melissa, Student
 - 9) Gomez, Cera, Student
 - 10) Gomez, Cera, Student

- 11) Mora, Christopher, Student
- 12) Gomez, Cynthia, Teacher
- 13) Barnett, Camille, Teacher
- 14) Chandler, Tracy, Teacher
- 15) Mare, Enelisa, Teacher
- 16) Shagam, Irene, Teacher
- 17) Pijuan, Martha, Teacher
- 18) Shahandeh, Arousha, Teacher
- 19) Ortiz, Irene, Teacher
- 20) Richmond, Ian, Parent
- 21) Berkow, Beth, Parent
- 22) Berkow, Michael, Parent
- 23) Bumar, Vicki, Parent
- 24) Cole, Julie, Parent
- 25) Cormack, Karen, Parent
- 26) Mora, Odalys, Parent
- 27) Oien, Terri, Parent
- 28) Lochard, Alexander, Parent
- 29) Lochard, Zulma, Parent
- 30) Mitchell, Aleta, School Support Personnel
- 31) Caceres, Olga, School Support Personnel
- 32) Smith, Marsha, Union Steward
- 33) Suarez, Vivian, Assistant Principal

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward CHARLES W FLANAGAN HIGH SCHOOL 3391												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1613 Math: 1611		2008-2009 School Grade ¹ :		B		Did the School make Adequate Yearly Progress?		NO				
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N
TOTAL ⁴	98	Y	98	Y	44	N	75	Y			Y	79	86	Y	50	56	NA	26	25	NA	45	NA	76	NA		
WHITE	98	Y	99	Y	56	N	84	Y			Y	84	92	Y	39	44	NA	17	16	NA	56	NA	83	NA		
BLACK	97	Y	97	Y	29	N	62	N	90		Y	72	80	Y	63	71	NA	39	38	NA	31	NA	65	NA		
HISPANIC	98	Y	98	Y	43	N	75	Y			Y	78	84	Y	51	57	NA	27	25	NA	45	NA	76	NA		
ASIAN	99	Y	98	Y		NA		NA			Y	89	90	Y			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA		NA				NA			NA						
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	32	N	69	Y	93		Y	69	83	Y	65	68	NA	33	31	NA	33	NA	71	NA		
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y		NA		NA	89		Y	65	74	Y			NA			NA						
STUDENTS WITH DISABILITIES	95	Y	94	N		NA		NA	79	75	N	62	69	Y			NA			NA						

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward CHARLES W FLANAGAN HIGH SCHOOL 3391												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1591 Math: 1587		2007-2008 School Grade ¹ :		B		Did the School make Adequate Yearly Progress?		NO				
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	2009	Y/N
TOTAL ⁴	98	Y	98	Y	50	N	74	Y	92		Y	66	79	Y	57	50	Y	31	26	NA	53	NA	82	NA		
WHITE	98	Y	98	Y	61	Y	83	Y	93		Y	73	84	Y	47	39	NA	23	17	NA	63	NA	87	NA		
BLACK	97	Y	98	Y	37	N	61	N	92	90	Y	63	72	Y	68	63	N	40	39	N	38	N	75	Y		
HISPANIC	99	Y	98	Y	49	N	73	Y	91		Y	63	78	Y	61	51	Y	35	27	NA	54	NA	81	NA		
ASIAN	98	Y	98	Y		NA		NA	91		Y	65	89	Y			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA		NA				NA			NA						
ECONOMICALLY DISADVANTAGED	97	Y	97	Y	35	N	67	Y	88	93	Y	57	69	Y	69	65	N	41	33	NA	41	N	77	NA		
ENGLISH LANGUAGE LEARNERS	99	Y	98	Y	23	N	58	N	72	89	Y	51	65	Y	74	77	N	51	42	Y	44	N	77	NA		
STUDENTS WITH DISABILITIES	97	Y	95	Y	27	N	34	N	66	79	Y	28	62	Y	92	73	Y	79	66	Y	31	NA	50	NA		

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward CHARLES W FLANAGAN HIGH SCHOOL 3391												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1526 Math: 1525		2006-2007 School Grade ¹ :		C		Did the School make Adequate Yearly Progress?		NO				
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N
TOTAL ⁴	98	Y	98	Y	43	N	69	Y	89	92	Y	66	66	N	58	57	NA	34	31	NA	48	NA	75	NA		
WHITE	99	Y	98	Y	53	Y	77	Y	92	93	Y	75	73	N	48	47	NA	25	23	NA	54	NA	79	NA		
BLACK	98	Y	98	Y	32	N	60	Y	86	92	Y	55	63	Y	73	68	NA	46	40	NA	39	NA	69	NA		
HISPANIC	99	Y	99	Y	39	N	65	Y	88	91	Y	63	63	N	59	61	NA	36	35	NA	46	NA	75	NA		
ASIAN	99	Y	99	Y		NA		NA	83	91	Y	75	65	N			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA		NA				NA			NA						
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	31	N	59	Y	82	88	Y	62	57	N	69	69	NA	44	41	NA	37	NA	70	NA		
ENGLISH LANGUAGE LEARNERS	97	Y	98	Y	26	N	49	N	82	72	N	56	51	N	75	74	NA	47	51	NA	39	NA	68	NA		
STUDENTS WITH DISABILITIES	96	Y	96	Y	8	N	21	N	58	66	Y	23	28	Y	86	92	NA	69	79	NA	21	NA	43	NA		

SCHOOL GRADE DATA

Broward School District CHARLES W FLANAGAN HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	46%	78%	93%	37%	254	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	52%	75%			127	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within

						Level 1 or 2
Adequate Progress of Lowest 25% in the School?	46% (NO)	60% (YES)			106	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	59%	59%			10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					497	
Percent Tested = 97%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Broward School District CHARLES W FLANAGAN HIGH SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	78%	88%	37%	256	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	59%	76%			135	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	53% (YES)	67% (YES)			120	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	54%	67%			10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					521	
Percent Tested = 98%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Broward School District CHARLES W FLANAGAN HIGH SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	74%	87%	36%	245	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	51%	70%			121	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	43% (NO)	60% (YES)			103	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	35%	39%			0	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					469	
Percent Tested = 97%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested