

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: DEERFIELD BEACH HIGH SCHOOL

District Name: Broward

Principal: Mr. Jon Marlow

SAC Chair: Mr. Adam Sadow

Superintendent: Mr. James Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 08-26-2009

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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VISION and MISSION STATEMENTS

The vision of the School District of Broward County is to provide the highest quality education for all students. The mission of Deerfield Beach High School, through its Smaller Learning Communities, is to provide our students the best education in a safe and positive environment, conducive to their social, emotional, and academic growth.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Deerfield Beach High School (DBHS) was built in 1971. It is the northern-most high school in Broward County. DBHS is a public school in an urban area. The socioeconomic status is primarily low to middle income families.

Unique School Strengths for Next Year

Strengths of the school include consistent academic achievement. DBHS has been a "C" school consistently. Magnet programs include the Urban Teacher Academy, Communications and Broadcast Arts, and International Baccalaureate. Additionally, DBHS has a state of the art staff development program in which 98% of teachers voluntarily participate in monthly staff development. DBHS also infuses technology across the curriculum utilizing cutting edge digital tools. DBHS also continues to be a leader in many athletic activities.

Unique School Weaknesses for Next Year

After reviewing the data, the graduation rate needs to increase. Learning gains and proficiency in Math are areas in which we seek improvement. Community involvement as well as parental support are also areas of concern. Finally, budgetary constraints may impact the optimal class offerings as well as needed supplies.

Student Demographics

DBHS serves a multi-ethnic school population that consists of 2,509 students from a predominantly economically disadvantaged community. 49% of students are Black, 27% are White, 4% are Asian, and 2% are multi-racial. Economically disadvantaged students account for 57% of the population. 13% of students are classified as English Language Learners (ELL) and nearly 9% of students are classified as Exceptional Student Education (ESE).

Student Attendance Rates

DBHS's average attendance rate has been essentially stagnant the past three school years: 2006-07: 88.30%, 2007-08: 88.80%, and 2008-09: 88.80%.

Broward County School District's average attendance rates for high schools have been: 2006-07: 90.50%, 2007-08: 90.10%, and 2008-09: 90.20%.

Student Mobility

The mobility rate of the school was 27.70% during 2008-09. This mobility comes predominantly from our migrant population.

Student Suspension Rates

2006-07: In-school: 25%, Out-of-school: 14%; 2007-08: In-school: 19%, Out-of-school: 10%; 2008-09: In-school: 23%, Out-of-school: 3%. The overall suspension rates have decreased over the past three years.

Student Retention Rates

The retention rate decreased over two percentage points from 9.66% to 7.28% from 2006-07 to 2007-08. There is no data at this time for 2008-09.

Class Size

The Broward County School District's average class size, grades 9-12, has been: 2006-07: 24.75, 2007-08: 24.72, and 2008-09: 24.86.

Academic Performance of Feeder Pattern

- Students feed to DBHS chiefly from Deerfield Beach Middle School (DBMS) but also from Crystal Lake Community Middle School (CLCMS) and Pompano Beach Middle School (PBMS).
- DBMS earned a "B" as their 2008-09 school grade. DBMS did not meet Adequate Yearly Progress (AYP). In Math, all of their subgroups were proficient. In Reading, the following subgroups were not proficient: Black, Economically Disadvantaged, English Language Learners, and Students with Disabilities.
- CLCMS earned an "A" as their 2008-09 school grade. CLCMS did not meet AYP. In Math, all of their subgroups were proficient. In Reading, the following subgroups were not proficient: Black, Economically Disadvantaged, English Language Learners, and Students with Disabilities.
- PBMS earned a "B" as their 2008-09 school grade. PBMS did not meet AYP. In Math, all of their subgroups were proficient. In Reading, the following subgroups were not proficient: Black, Economically Disadvantaged, and English Language Learners.

Partnerships and Grants

- DBHS has the following community and business partnerships: Academy Trophies, Classic Residence by Hyatt, Allstate Insurance Company, AXA Equitable Services, Broward General Medical Center, The Deerfield Beach Chamber of Commerce, Devry University, DMCC Credit Counseling, Double Eagle Distributing, Gateway Community Outreach, Johnson & Wales University, Junior Achievement, Le Cordon Bleu College, Northwood University, the Observer News, and the United States Army, Marines, and Navy.
- DBHS has the following grants: Magnet Schools Assistance Program, Carl Perkins, and the Small Learning Community.

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	Marlow, Jon	Bachelor's in Psychology, Master's in Educational Leadership, and certified in Math: 6-12 and Educational Leadership: K-12	2	8	Principal of Deerfield Beach High School in 2008-09: Grade: C, Reading mastery: 40%, Math mastery: 69%, Science mastery: 31%, AYP: 67%, The Black, Economically Disadvantaged, English Language Learners, Hispanic, Students with Disabilities, and White subgroups did not make AYP in Reading. The Black, Economically Disadvantaged, English Language Learners, Hispanic, and Students with Disabilities subgroups did not make AYP in Math.
					Principal of Deerfield Beach High School in 2007-08: Grade: C, Reading mastery: 44%, Math mastery: 70%, Science mastery: 29%, AYP: 87%, The Black, English Language Learners, and Students with Disabilities subgroups did not make AYP in Reading. The English Language Learners and Students with Disabilities subgroups did not make AYP in Math.
					Assistant Principal at Coral Springs High School in 2006-07: Grade: C, Reading mastery: 43%, Math mastery: 75%, Science mastery: 35%, AYP: 87%, The Black, Economically Disadvantaged, English Language Learners, and Hispanic subgroups did not make AYP in Reading. All subgroups made AYP in Math.
					Assistant Principal at Deerfield Beach High School in 2008-09: Grade: C, Reading mastery: 40%, Math mastery: 69%, Science mastery: 31%, AYP: 67%, The Black, Economically Disadvantaged, English Language Learners, Hispanic, Students with Disabilities, and White subgroups did not make AYP in Reading. The Black, Economically Disadvantaged, English Language Learners, Hispanic, and Students

	Assis Principal	Baugh-James, Francine	Bachelor's in English, Master's in English Education, Eds. in Educational Leadership, and certified in English: 6-12 and Educational Leadership: K-12	3	5	<p>with Disabilities subgroups did not make AYP in Math.</p> <p>Assistant Principal at Deerfield Beach High School in 2007-08: Grade: C, Reading mastery: 44%, Math mastery: 70%, Science mastery: 29%, AYP: 87%, The Black, English Language Learners, and Students with Disabilities subgroups did not make AYP in Reading. The English Language Learners and Students with Disabilities subgroups did not make AYP in Math.</p> <p>Assistant Principal at Deerfield Beach High School in 2006-07: Grade: C, Reading mastery: 33%, Math mastery: 63%, Science mastery: 27%, AYP: 72%, The Black, Economically Disadvantaged, English Language Learners, Hispanic, and White subgroups did not make AYP in Reading. The Black, Economically Disadvantaged, and English Language Learners subgroups did not make AYP in Math.</p>
	Assis Principal	Formoso, Maria	Bachelor's in Psychology, Master's in Educational Leadership, and certified in Psychology, Spanish, and Educational Leadership: K-12	2	2	<p>Assistant Principal at Deerfield Beach High School in 2008-09: Grade: C, Reading mastery: 40%, Math mastery: 69%, Science mastery: 31%, AYP: 67%, The Black, Economically Disadvantaged, English Language Learners, Hispanic, Students with Disabilities, and White subgroups did not make AYP in Reading. The Black, Economically Disadvantaged, English Language Learners, Hispanic, and Students with Disabilities subgroups did not make AYP in Math.</p> <p>Assistant Principal at Deerfield Beach High School in 2007-08: Grade: C, Reading mastery: 44%, Math mastery: 70%, Science mastery: 29%, AYP: 87%, The Black, English Language Learners, and Students with Disabilities subgroups did not make AYP in Reading. The English Language Learners and Students with Disabilities subgroups did not make AYP in Math.</p> <p>Magnet Coordinator at Stranahan High School in 2006-07: Grade: C, Reading mastery: 35%, Math mastery: 62%, Science mastery: 38%, AYP: 79%, The Black, Economically Disadvantaged, and Hispanic, subgroups did not make AYP in Reading. The Black and Economically Disadvantaged subgroups did not make AYP in Math.</p>
	Assis Principal	Roberson, Keith	Bachelor's in Sociology, Master's in Educational Leadership, and certified in Social Science: 5-9 and Educational Leadership: K-12	3	1	<p>Assistant Principal at Deerfield Beach High School in 2008-09: Grade: C, Reading mastery: 40%, Math mastery: 69%, Science mastery: 31%, AYP: 67%, The Black, Economically Disadvantaged, English Language Learners, Hispanic, Students with Disabilities, and White subgroups did not make AYP in Reading. The Black, Economically Disadvantaged, English Language Learners, Hispanic, and Students with Disabilities subgroups did not make AYP in Math.</p> <p>Behavior Specialist at Deerfield Beach High School in 2007-08: Grade: C, Reading mastery: 44%, Math mastery: 70%, Science mastery: 29%, AYP: 87%, The Black, English Language Learners, and Students with Disabilities subgroups did not make AYP in Reading. The English Language Learners and Students with Disabilities subgroups did not make AYP in Math.</p> <p>Behavior Specialist at Deerfield Beach High School in 2006-07: Grade: C, Reading mastery: 33%, Math mastery: 63%, Science mastery: 27%, AYP: 72%, The Black, Economically Disadvantaged, English Language Learners, Hispanic, and White subgroups did not make AYP in Reading. The Black, Economically Disadvantaged, and English Language Learners subgroups did not make AYP in Math.</p>
						Assistant Principal at Deerfield Beach High School in 2008-09: Grade: C, Reading mastery: 40%, Math mastery: 69%, Science mastery: 31%, AYP: 67%, The Black, Economically Disadvantaged, English Language Learners, Hispanic, Students with Disabilities, and White subgroups did not make AYP in Reading. The Black, Economically Disadvantaged, English Language Learners, Hispanic, and Students with Disabilities subgroups did not make AYP in Math.

Assis Principal	Stearn, Colleen	Bachelor's in Education, Master's in Educational Leadership, and certified in SLD: K-12, EH: K-12, and Educational Leadership: K-12	7	7	<p>Assistant Principal at Deerfield Beach High School in 2007-08: Grade: C, Reading mastery: 44%, Math mastery: 70%, Science mastery: 29%, AYP: 87%, The Black, English Language Learners, and Students with Disabilities subgroups did not make AYP in Reading. The English Language Learners and Students with Disabilities subgroups did not make AYP in Math.</p> <p>Assistant Principal at Deerfield Beach High School in 2006-07: Grade: C, Reading mastery: 33%, Math mastery: 63%, Science mastery: 27%, AYP: 72%, The Black, Economically Disadvantaged, English Language Learners, Hispanic, and White subgroups did not make AYP in Reading. The Black, Economically Disadvantaged, and English Language Learners subgroups did not make AYP in Math.</p>
Principal	Vega, George	Bachelor's in Physical Education, Master's in Health and Physical Education, and certified in Physical Education, Social Science: 5-9, and Administration: K-12	10	16	<p>Assistant Principal at Deerfield Beach High School in 2008-09: Grade: C, Reading mastery: 40%, Math mastery: 69%, Science mastery: 31%, AYP: 67%, The Black, Economically Disadvantaged, English Language Learners, Hispanic, Students with Disabilities, and White subgroups did not make AYP in Reading. The Black, Economically Disadvantaged, English Language Learners, Hispanic, and Students with Disabilities subgroups did not make AYP in Math.</p> <p>Assistant Principal at Deerfield Beach High School in 2007-08: Grade: C, Reading mastery: 44%, Math mastery: 70%, Science mastery: 29%, AYP: 87%, The Black, English Language Learners, and Students with Disabilities subgroups did not make AYP in Reading. The English Language Learners and Students with Disabilities subgroups did not make AYP in Math.</p> <p>Assistant Principal at Deerfield Beach High School in 2006-07: Grade: C, Reading mastery: 33%, Math mastery: 63%, Science mastery: 27%, AYP: 72%, The Black, Economically Disadvantaged, English Language Learners, Hispanic, and White subgroups did not make AYP in Reading. The Black, Economically Disadvantaged, and English Language Learners subgroups did not make AYP in Math.</p>

* 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	Cole, June	Bachelor's in Speech Communications, Master's in Administration and Supervision, Master's in English Education, and certified in Elementary Education: K-6, English: 6-12, and Educational Leadership: K-12	2	5	<p>Reading Coach at Deerfield Beach High School in 2008-09: Grade: C, 40% Proficient, 50% Learning Gains, and 51% Lowest Quartile. Adequate Yearly Progress (AYP) in all subgroups except for Black, Economically Disadvantaged, English Language Learners, Hispanic, Students with Disabilities, and White.</p> <p>English Teacher at Hallandale High School in 2007-08: Grade: C, 32% Proficient, 49% Learning Gains, and 50% Lowest Quartile. AYP in all subgroups except for Black, Economically Disadvantaged, and Hispanic.</p> <p>2006-07: No performance data available.</p>
		Bachelor's in			<p>Reading Teacher at Deerfield Beach High School 2008-09: Grade: C, 40% Proficient, 50% Learning Gains, and 51% Lowest Quartile. Adequate Yearly Progress (AYP) in all subgroups except for Black, Economically Disadvantaged, English Language Learners, Hispanic, Students with Disabilities, and White.</p>

Reading	Eade, Michele	Elementary Education, Master's in Reading, and certified in Elementary Education: K-6 and Reading: K-12	2	1	Reading Teacher at Northeast High School in 2007-08: Grade: C, 42% Proficient, 50% Learning Gains, and 45% Lowest Quartile. AYP in all subgroups except for Black, Economically Disadvantaged, English Language Learners, Hispanic, and white. Reading Teacher at Northeast High School in 2006-07: Grade: C, 41% Proficient, 52% Learning Gains, and 51% Lowest Quartile. AYP in all subgroups except for Black, Economically Disadvantage, English Language Learners, Hispanic, and White.
Science	O'Brien, Cindy	Bachelors in Chemistry and certified in Chemistry: 6-12	21	1	Science Teacher at Deerfield Beach High School in 2008-09: Grade: C, 31% of students at or above grade level in Science. Science Teacher at Deerfield Beach High School in 2007-08: Grade: C, 29% of students at or above grade level in Science. Science Teacher at Deerfield Beach High School in 2006-07: Grade: C, 27% of students at or above grade level in Science.
Math	Tychesen, Mary	Bachelors in Math, Master's in Computer Science Education, and certified in Mathematics: 6-12 and Computer Science: K-12	1	1	No performance data available.

* 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)
Communication will be ongoing with the instructional staff to identify qualified candidates.	Jon Marlow, Principal, and all Assistant Principals	Ongoing	
Field experience for potential educators will be provided through local colleges and universities leading to possible employment.	Cindy O'Brien, NESS Liaison	Ongoing	
Teacher induction and the NESS program will provide ongoing support to new teachers.	Cindy O'Brien, NESS Liaison	Ongoing	
One on one meetings will be held with all teachers and their supervising administrator to maintain positive rapport and to align goals.	All Assistant Principals	Quarterly	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Aroshas, Abbe	Temporary Educator's	Science	Ms. Aroshas is registered to take the subject area exam this fall.
Brown, Kenneth	Temporary Educator's	Reading	Mr. Brown will complete his coursework in the fall.
Cantu, Alison	Temporary Educator's	Math	Ms. Cantu is certified in another state and is pursuing reciprocation.
Havrilesky, Adam	Temporary Educator's	Social Science	Mr. Havrilesky is registered to take the professional exam this fall.
Jaglal, Denzel	Temporary Educator's	Math	Mr. Jaglal will complete his coursework in the spring. He is registered to take the professional exam this fall.
Mason, Brandon	Temporary Educator's	Science	Mr. Mason is registered to take the subject area exam this fall.
Mauntler, Michael	Temporary Educator's	Science	Science Mr. Mauntler is certified in another state and is pursuing reciprocation.
			Ms. Pope will complete

Pope, Labranda	Temporary Educator's	Reading	her coursework and take the subject area exam this fall.
Shahoori, Susanne	Temporary Educator's	Science	Ms. Shahoori will complete her coursework in the spring. She has completed her tests.
Tynes, Kimberly	Temporary Educator's	Reading	Ms. Tynes is registered to take classes this fall.
Williams, Joshua	Temporary Educator's	Science	Mr. Williams is certified in another state and is pursuing reciprocatation.
Williams, Lauren	Temporary Educator's	Science	Ms. Williams is registered to take the subject area exam this fall.

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
126	1	25	32	42	39	89	6	9	47

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
TBA	Cantu, Alison (Math)	Alison Cantu has experience teaching in other states but is new to Florida and to Deerfield Beach High School (DBHS).	The mentor and mentee will meet weekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor will be given release time to observe the mentee. Time will be allotted for feedback, coaching and planning.
Maryna Trevisol	Cayonne-Johnson, Yveanna (ESE)	Yveanna Cayonne-Johnson is transferring to DBHS this year. Maryna Trevisol is Nationally Board Certified and has completed Clinical Educator training.	The mentor and mentee will meet weekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor will be given release time to observe the mentee. Time will be allotted for feedback, coaching and planning.
Maria Brunet	Luzuriaga, Pablo (Foreign Language)	Pablo Luzuriaga is transferring to DBHS this year. Ms. Brunet is a highly qualified veteran teacher who incorporates reading strategies into world languages. Maria Brunet has also served as a NESS Instructional coach.	The mentor and mentee will meet weekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor will be given release time to observe the mentee. Time will be allotted for feedback, coaching and planning.
TBA	Williams, Joshua (Science)	Joshua Williams is a first year teacher.	The mentor and mentee will meet weekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor will be given release time to observe the mentee. Time will be allotted for feedback, coaching and planning.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title 1 funds are being utilized to hire academic coaches in the areas of Reading, Math and Science. These coaches will place an emphasis on remediation and increasing student achievement.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

The Deerfield Beach High School (DBHS) English Language Learners (ELL) program, facilitated by Pam Haley, is coordinated and integrated in collaboration with the Broward County School District's Multicultural and English for Speakers of Other Languages (ESOL) Program Services Department. Through ELL district meetings and collaboration with the district's ELL resource teacher, the ELL contact gathers and distributes county, state, and federal ELL requirements to DBHS teachers, administrators, and guidance counselors and assists with student support. The district has also supported DBHS through Title III funding of ELL supplemental personnel and instructional materials. The district's resource teacher has supported the school by coaching and mentoring instructional staff and administrators.

The ELL contact also monitors both active (current) and inactive (former ELL students who are monitored for two years after exiting from the program) ELL students. Monitoring for active students includes annual individual student reviews with emphasis on student progress. The ELL committee, composed of the ELL contact, guidance counselors, administrators, teachers, and parents, recommends when students should continue or exit the ESOL program and if other interventions are needed.

When a student enters DBHS and indicates on his/her registration form that another language is spoken in the home, the student is given a language proficiency test (IPT) which determines if the student is placed in sheltered or regular classes with ELL accommodations. Depending on English proficiency level progression, a student is then gradually placed in non-sheltered classes and eventually exited from the ELL Program when he/she demonstrates proficiency in both oral language development and reading and writing skills. Most students are ready to enter regular classes after two years of sheltered classes, although transition earlier or later depending on individual progress. ELL students are also placed in non-sheltered art and physical education classes.

In addition to student incorporation explained above, all teachers who teach ELL students at DBHS are either ESOL endorsed or in the process of completing the ESOL training requirements.

Title X- Homeless

The homeless designee will attend training to ensure provision of services to identified students. Clothing, food transportation and other identified needs will be provided to ensure homeless students' needs are met.

Supplemental Academic Instruction (SAI)

SAI funds will be utilized to provide remediation for at risk students.

Violence Prevention Programs

DBHS participates in the Foundations program in accordance with Broward County Public Schools' foundations guidelines. Additionally, Peer Counseling and Collaboration Problem Solving and Child Study Teams proactively decrease behaviors potentially leading to violence.

Nutrition Programs

Students are encouraged to participate in free and reduced meal program, if eligible. It is strongly encouraged for all students to eat both breakfast and lunch to help maintain nutritional wellness. Students receive additional nutritional information through their Science and Health classes.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

DBHS offers the following courses in the career and technical field: Academy of Finance, Communications Technology, Computing for College and Careers, Culinary Operations, Engineering Technologies, Fashion Design Services, and Health and Occupational Services.

Job Training

DBHS offers the following courses in the career and technical field: Academy of Finance, Communications Technology, Computing for College and Careers, Culinary Operations, Engineering Technologies, Fashion Design Services, Health and Occupational Services, and the Urban Teacher Academy Program.

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

An Assistant Principal and the ESE Behavior Specialist, ESOL Contact, General Education Behavior Specialist, Guidance Counselors, Math Coach, Reading Coach, School Psychologist, School Social Worker, and Team Leaders make up the RtI Team.

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

The RtI Leadership Team will meet twice a month to analyze student data. The RtI Leadership Team includes a facilitator, coach, content specialist, data collector, and staff liaison.

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

The RtI Leadership Team met with the Principal to assist in the implementation of the School Improvement Plan.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline Data: Benchmark Assessment Test (BAT 1 and 2 for Math, Reading, and Science), Florida Comprehensive Assessment Test (FCAT), and the Progress Monitoring and Reporting Network (PMRN).

Describe the plan to train staff on RtI.

The online training includes four modules that cover information related to the Problem-Solving Model and Response to Intervention. The modules include selected literature, a presentation with accompanying notes and an online evaluation. Participants may print a certificate of completion, which may be used towards continuing education credits.

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?

Strengths:

- English: In English, Deerfield Beach High School's (DBHS) writing score (84% proficiency) is seven percentage points higher than the state's average (77% proficiency) for students earning a 3.5 or above and nine percentage points higher (69% proficiency) than the state's average (60% proficiency) for students earning a 4.0 or above. DBHS's writing score (84% proficiency) is one percentage point higher than the district's average (83% proficiency) for students earning a 3.5 or above and one percentage point higher (69% proficiency) than the district's average (68% proficiency) for students earning a 4.0 or above.
- Math: In 9th grade, the strongest cluster/strand was Data Analysis (63% proficiency). In 10th grade, the strongest cluster/strand was Number Sense (55% proficiency).
- Reading: In 9th and 10th grade, the strongest cluster/strand was Main Idea/Purpose (68% and 65% proficiency,

respectively).

- Science: In 11th grade, Earth and Space, Life and Environmental, and Scientific Thinking were tied for the strongest cluster/strand (50% proficiency).

Weaknesses:

- Math: In 9th grade, the weakest clusters/strands, in order, were Measurement (43% proficiency) and Number Sense (50% proficiency). In 10th grade, the weakest clusters/strands, in order, were Geometry (36% proficiency) and Data Analysis (45% proficiency).

- Reading: In 9th grade, the weakest clusters/strands, in order, were Reference/Research (44% proficiency) and Comparisons (63% proficiency). In 10th grade, the weakest clusters/strands, in order, were Words/Phrases (50% proficiency) and Comparisons (56% proficiency).

- Science: In 11th grade, the weakest cluster/strand was Physical and Chemical (46% proficiency).

Instructional Calendar Development

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

The Instructional Focus Calendar (IFC) will be updated on a monthly basis, based on school's needs and the district's direction. In addition, the IFC will be updated in October, 2009 and January, 2010 as determined by disaggregated data results from the September and December Benchmark Assessment Tests (BATs). In addition, the IFC will be updated based on the data from mini-assessments.

The 2009 Florida Comprehensive Assessment Test (FCAT) data and results from mini-assessments and the BATs will be used.

Benchmarks will be selected as indicated by students' strengths and weaknesses, which were measured by progress on classwork assignments, assessments, and data results.

The duration of instruction for each benchmark will be determined by the amount of time allotted in the IFC to ensure that students are exposed to all benchmarks prior to FCAT testing. Within the amount of time allotted in the IFC, teachers will provide instruction on each benchmark, allow the students an opportunity to practice, assess the students' knowledge, and then re-teach the benchmark as indicated by students' progress, either in a whole group or small group setting.

Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data, and conducting meetings with teachers to ensure that the IFC is being utilized and implemented effectively. Coaches will also be assigned to teachers who are demonstrating signs of struggling with IFC implementation.

Teachers who are struggling with implementing the IFC will be provided with additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful. The subject area Coaches and/or Team Leaders will provide additional assistance to the teacher. The teachers will participate in Professional Learning Communities and utilize the support of their colleagues during team meetings.

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

- Math: In 9th grade, the weakest clusters/strands, in order, were Measurement (43% proficiency) and Number Sense (50% proficiency). In 10th grade, the weakest clusters/strands, in order, were Geometry (36% proficiency) and Data Analysis (45% proficiency).

- Reading: In 9th grade, the weakest clusters/strands, in order, were Reference/Research (44% proficiency) and Comparisons (63% proficiency). In 10th grade, the weakest clusters/strands, in order, were Words/Phrases (50% proficiency) and Comparisons (56% proficiency).

- Science: In 11th grade, the weakest cluster/strand was Physical and Chemical (46% proficiency).

- Writing: Persuasive writing is DBHS's weakest type of writing (85% proficiency 3.5 or higher and 73% proficiency 4.0 or higher in expository writing vs. 83% proficiency 3.5 or higher and 65% proficiency 4.0 or higher in persuasive writing.)

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

Teacher's instruction will be data driven. Struggling students will be given tutorials and mastery students will be given enrichment activities.

In addition, once FCAT scores were released, the administration determined student learning gains by teacher and adjusted the master schedule to prevent low-performing teachers from teaching the same class again. Additionally, teachers were given courses that correlate to their strengths as reflected in their testing data.

Based on recent FCAT scores, Coaches and Administrative observations and recommendations and student learning gains allowed the strongest teachers to be paired with the weakest students.

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

The school offers students elective courses in: ACT, art, business, career study, FCAT and college preparation, and technology.

A daily focus of the school is for teachers and students to ask each other "Why are we learning this?" to ensure that instruction is always relevant. Teachers will also be provided with the EDGE Curriculum Reading materials and resources.

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?

Teachers are expected to create and implement lessons that are standards based and relevant. DBHS offers students elective courses in art, business, career study, and technology. Many of these courses focus on job skills and offer students internships. In addition to DECA, DBHS offers Fashion Design and Culinary.

Every year, after FCAT testing, students and parents participate in a course selection fair that exposes them to next year's curriculum to inform their course selection. After the course selection fair, students meet one-on-one with a counselor for informational meetings to decide what classes will be taken.

Parents are invited to these meetings and final course selection is sent home for parent's signature.

DO

Direct the Instructional Focus

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

Grade level teachers will meet to determine the areas of students' strengths and weaknesses as demonstrated by classwork assignments and assessment results. Lesson plans will be created to provide for differentiated instruction which provides lessons for all levels of students, below mastery, at mastery, and above mastery.

Teachers will meet for grade level meetings and will meet monthly during Professional Learning Communities (Block Buddies) to share best practices and resources.

How are instructional focus lessons developed and delivered?

Focus lessons will be provided by the instructional coaches for EDGE Curriculum and 11th/12th grade retakes in each subject area based on a review of previous assessments where students are struggling.

The focus lessons will be aligned to the benchmarks and standards for each subject area and will cover those benchmarks that are annually assessed on the FCAT.

The 10-15 minute focus lessons will be taught at the beginning of each class period.

Reading teachers will teach the focus lesson that correlates with the subject area. In the future, depending on the need, Elective and Social Studies teachers may also teach focus lessons.

How will instructional focus lessons be revised and monitored?

Student mastery on mini-assessments based on the focus lessons will determine if the focus lessons need to be revised and/or re-taught.

Teachers and administrators will ensure the effectiveness of the focus lessons by analyzing Benchmark Assessment Test (BAT) data results from focus lessons as they are re-assessed intermittently throughout the year. Proficiency of skills and benchmarks should also be evident in skills and benchmarks that are taught as part of the whole group instruction.

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.

Mini-assessments (Benchmark Assessment Tests (Bats), EDGE Assessments, and FCAT Practice) will be administered based on the focus lessons.

Approximately ten questions per benchmark will be utilized for assessment purposes.

The assessments will be administered on a biweekly basis.

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

Mastery will be set at 80%. Mastery is set higher than the traditional score of 70% to ensure student proficiency of each benchmark.

The assessment results will be used to determine the instructional focus of whole group lessons. An item-analysis of the assessment will be utilized to re-teach the questions that students missed most frequently. Additionally, the assessment results will be used to create the 10-15 minutes focus lessons.

Teachers will differentiate their instruction as indicated by assessment results to provide intensive instruction to those students earning less than 60%, to provide additional instruction and practice opportunities for those students earning between 50-70%, and to provide enrichment/advanced instruction to students earning 80-100%.

Maintenance

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

Students at and above mastery level will receive opportunities to enhance or enrich current skills by participating in project activities, hands-on activities, or other supplemental lessons which will reinforce the skill and maintain the level of mastery/proficiency.

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.

Teachers will meet monthly to share ideas, lessons, and best practices. The teachers will meet by grade level and content area. This rotation will continue throughout the year.

The meeting(s) will be facilitated by the subject area Coach and/or the Team Leader. Notes will be recorded from the meeting and the notes will be submitted along with the agenda to the Administration. Members of the Administration will attend meetings on a rotating basis.

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.

The Principal and Leadership Team will meet with teachers during monthly meetings, data chats or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring/Reading logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing. Additionally, the Principal will meet with the instructional coaches bi-weekly to review the data and discuss the implementation of the curriculum plans.

The instructional Coaches will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or by assisting the teacher in providing small group instruction. The instructional Coaches will also help with the process of grading, recording, and charting student scores.

ACT

Supplemental and Intensive Instruction/Interventions

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

- Reading: Core textbooks will be used for the various levels of Reading. After school Florida Comprehensive Assessment Test (FCAT) tutoring is offered September through March and is open to all students. Saturday school is also offered to all students. Intensive Reading is mandatory for ninth and tenth grade students who have scored less than a 300 in FCAT Reading. Intensive Reading is also mandatory for eleventh and twelfth grade students who have not passed FCAT Reading.

- Math: Core textbooks will be for the various levels of Math. After school FCAT tutoring is offered September through March and is open to all students. Saturday school is also offered to all students. Intensive Math is mandatory for ninth and tenth grade students who have scored less than a 300 in FCAT Math. Intensive Math is also mandatory for eleventh and twelfth grade students who have not passed FCAT Math.

- Science: Core textbooks will be for the various levels of Science. After school FCAT tutoring is offered September through March and is open to all students. Saturday school is also offered to all students.
- Writing: Core textbooks will be for the various levels of English. After school FCAT tutoring is offered September through March and is open to all students. Saturday school is also offered to all students.
- Eleventh and twelfth grade students receive ACT and SAT preparation assistance and materials.

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

Resources from the district adopted textbooks, which are designed for intensive instruction, will be utilized. Computerized programs or instructional software (e.g. Compass Learning), in addition to internet instructional websites, such as FCAT Explorer, will also be utilized. Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of providing instruction to students in non-mastered areas. Resources and strategies provided at professional development workshops will also be utilized. Students consistently demonstrating non-mastery may be required to participate in tutorial sessions after school.

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

Common areas of concern in the areas of instructional delivery, classroom management, etc., as evidenced by administrators' observations, teacher surveys, and student performance/data analysis, will determine the need for professional development sessions.

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

As a result of progress monitoring (classwork assignments and assessment results) and observations (classroom teachers, instructional coaches, Administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.

Students not making mastery will be offered after school and Saturday school assistance as well as assistance during the regular school day from instructional coaches through push in and pull-out program.

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

All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Focus assessments through FCAT Explorer and Benchmark Assessment Tests will also be utilized to determine the effectiveness of supplemental instruction.

Enrichment

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

Students who typically exceed mastery levels participate in the school's honors classes, Advanced Placement classes, or International Baccalaureate program. Students also enroll in elective classes that include art or foreign language.

Describe how students are identified for enrichment strategies.

FCAT results, in addition to student progress in a specific course, as well as assessment results that demonstrate consistent proficiency/mastery, are used to determine placement in higher level courses and academic programs. Teacher recommendations, student requests, and parent communication are also taken into consideration.

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)
Block Buddies (All grade levels and subject areas)	Mary Caputo, Middle Years Coordinator	Monthly	First Wednesday of each month	The focus is on relevant and practical information for the entire faculty. Topics have included: Air quality of the buildings, BEEP, business partnerships, Classroom Walkthroughs, ESE- learning disabilities and language impairment, FCAT- testing orientation, Foundations- grouping for differentiated instruction/behavior, graduation procedures, high yield strategy- similarities/differences, HIPPA, Nettekker, online referrals, online teacher survey, Reading strategy- reference and research, Reading strategy- SQ3R, Reading strategy- vocabulary for content areas, school-wide writing plan, technology- using the laptop carts, and

				writing short and extended responses.
All grade levels and subject areas	Dawn Boothe, English Teacher and Latori Fulton, Behavior Specialist	Four Module Days	Early Release, Planning, and Professional Study Days	The focus is on practical strategies to create differentiated instruction within the classroom. Participants will learn how to develop flexible grouping, incorporate reading strategies within the content areas, build student friendly assessments, and create activities for students that promote working and learning independently and collaboratively.
All Science and Social Studies teachers	Cindy O'Brien, Science Teacher	Four Module Days	Early Release, Planning, and Professional Study Days	The purpose and outcomes of DESL are to be able to: 1) examine critically the approaches you currently use to teach science and social studies, 2) compare elements of your lessons to those elements that research shows to be highly effective, 3) identify areas of your instructional practices, which need improvement, 4) put to work immediately specific skills and strategies in the classroom, focusing on identified areas, and 5) come away with practical steps for taking charge of your own future professional development.
All grade levels and subject areas	David Lowery, Science, Teacher and Maryna Trevisol, ESE Teacher	Four Module Days	Early Release, Planning, and Professional Study Days	In Activeclassroom Training Series 1, you will be introduced to the Activeclassroom, including the Activboard, Activpen, and Activstudio flipcharts, which will help you gain a fuller understanding of the Promethean solution to classroom instruction. You will be introduced to the toolboxes included in Activstudio and learn how to use several of the basic tools within these toolboxes. Finally, you will realize how to gain access to over 15,000 resources included in the Activstudio through the resource library.
All grade levels and subject areas	Rory Cooksey, Technology Specialist, and Jason Williams, Technology Specialist	Four Module Days	Early Release, Planning, and Professional Study Days	Inspiration is a graphic organizer. An introduction and presentation of the Inspiration software for use as a teaching tool, a remediation tool, and an assessment tool will be conducted. A hands on session will follow. Teachers are to bring their laptop and a lesson plan they are going to use this year. Also, you will learn how to use all aspects of your Mac, how to set up hardware in classroom environments, how to download to the server, and trouble-shooting tips. Apple Keynote is a "PowerPoint" type of slide show software. An introduction and presentation of the Keynote software for use as a teaching tool, a remediation tool, and an assessment tool will be conducted. A hands on session will follow. Teachers are to bring their laptop and a lesson plan they are going to use this year.
All grade levels and subject areas	Colleen Lynch, Math Teacher	Four Module Days	Early Release, Planning, and Professional Study Day	This module will investigate: 1) what websites, wiki's and 'blogs are, 2) what experts say about why teachers should incorporate these tools into their classrooms, 3) how to create a website, wiki, and/or blog using a variety of free resources available on the Internet, and 4) how to incorporate your creation into your classroom.
All Advanced Placement and Honors teachers	June Cole, Reading Coach and Kathy Vellis, AP English Teacher	Four Module Days	Early Release, Planning, and Professional Study Days	This workshop will focus on developing the critical thinking skills needed to be successful in an advanced placement or honors class. Teachers will be trained on various advanced techniques and strategies to increase student achievement and enrollment in advanced placement classes. Bloom's taxonomy, PSQ5R and close reading strategies will be presented and practiced.
All Math teachers	Kitt Kelleher, District Support Facilitator	Four Module Days	Early Release, Planning, and Professional Study Days	The first module day will focus on practical strategies to create differentiated instruction within the Mathematics classroom. Participants will learn how to develop innovative activities that will engage all students. Module days 2 and 3 will focus on the use of technology, best practices, and aligning the Mathematics curriculum.
All IB teachers	Mary Caputo, Magnet Coordinator and Judy Olivero, Magnet Coordinator	Four Module Days	Early Release, Planning, and Professional Study Days	All IB teachers (Middle Years and Diploma) will review the Evaluation Report for MYP, and work collaboratively to prepare the necessary documents for the DP evaluation in time for the June 1st deadline. Sessions will focus on the IB Philosophy, Organization, and Curriculum. Staff will also work to create a policy for Language B and Assessment as well as develop a deeper understanding of the Learner Profile.
				Teachers in this module will be learning

All grade levels and subject areas	Al Southard, Media Teacher and Maryna Trevisol, ESE Teacher	Four Module Days	Early Release, Planning, and Professional Study Days	how to apply exciting new software into their classes. The module participants will become proficient in the iLife software package including: GarageBand, iTunes, iPhoto, and iMovie. They will also learn how to use iPods for educational podcasting.
All grade levels and subject areas	Paula Dias, English Teacher and Tavia Handoga, ESE Teacher	Four Module Days	Early Release, Planning, and Professional Study Days	This workshop is designed using fun reading strategies and activities that can be immediately infused into your lesson plans. Some examples of the activities will include: Think Aloud, Character Maps, RAFT, Think/Pair/Share, Anticipation Guides, etc. Students will integrate these strategies for better understanding the text in your content area. Come and be a part of this learning team.
All grade levels and subject areas	David Lowery, Science Teacher and Colleen Lynch, Math Teacher	Four Module Days	Early Release, Planning, and Professional Study Days	This will be a hands on development module in which members will spend the majority of their time creating flipcharts for use in the classroom. The course will start with basic techniques, suitable for a beginner, on how to create a flipchart, organize the pages, and import content from the internet and other sources. Later modules will focus on more advanced flipchart creation techniques such as action items, containers, and restrictors.
All IB teachers	Mary Caputo, Reading Coach and Judy Olivero, Magnet Coordinator	Monthly during 2nd Semester	March, April, and May, 2010	IB standards and practices
All IB teachers	Mary Caputo, Reading Coach and Judy Olivero, Magnet Coordinator	Monthly during 2nd Semester	March, 2010	Overview of IB standards and practices, A-D
All IB teachers	Mary Caputo, Reading Coach and Judy Olivero, Magnet Coordinator	Monthly during 2nd Semester	April, 2010	Creating an assessment policy
All IB teachers	Mary Caputo, Reading Coach and Judy Olivero, Magnet Coordinator	Monthly during 2nd Semester	May, 2010	Creating a language policy

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

Postsecondary Transition

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

Deerfield Beach High School is focused on creating a greater emphasis for our graduates to pursue a post-secondary education by encouraging the students to enroll in higher level classes and to take more than the basic required number of courses for graduation, especially in the domains of English, Math and Science. We also encourage them to take AP, IB, and DE classes by having teachers provide discussions on these courses and having each student meet with their guidance counselor regarding their post-secondary plans when they register for each year's courses. Included in the various discussions is sharing information and requirements to become eligible for the Bright Futures Scholarship Program among others. Students are also advised by their guidance counselors on the SAT and ACT programs and when and how to register and follow-up after scores are received. During common planning, teachers review charts tracking graduation requirements and Bright Futures requirements and intervene as necessary.

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		
<p>*1. 51% of the 9th and 10th grade students with FCAT Reading scores in the lowest quartile demonstrated annual learning gains on the 2009 Florida Comprehensive Achievement Test (FCAT) Reading Test. This was a decrease of 6% from 2008 and an increase of 2% from 2007.</p> <p>*2. 50% of the 9th and 10th grade students demonstrated annual learning gains on the 2009 FCAT Reading Test. This was a decrease of 6% from 2008 and an increase of 4% from 2007.</p> <p>*3. 44% of the 9th and 10th grade students scored a Level 3 or above on the 2009 FCAT Reading Test. This was a decrease of 4% from 2008 and an increase of 7% from 2007.</p>		<p>*1. At least 57% of the 9th and 10th grade students with FCAT Reading scores in the lowest quartile will demonstrate annual learning gains on the 2010 FCAT Reading Test.</p> <p>*2. At least 56% of the 9th and 10th grade students will demonstrate annual learning gains on the 2010 FCAT Reading Test.</p> <p>*3. At least 46% of the 9th and 10th grade students will score Level 3 or above on the 2010 FCAT Reading Test.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	After school FCAT tutoring will be held for all students twice a week to reinforce the Reading Sunshine State Standards (SSS) benchmarks.	Administration, Reading Coaches, and Reading Team Leader	Students will be administered mini-assessments.	Mini-assessments and the 2010 FCAT Reading Test.
2	All 9th and 10th grade Reading teachers will be provided with Promethean boards and ActiVotes, LCD projectors, and document cameras to enhance their pedagogy of the district adopted curriculum.	Administration, Reading Coaches, and Reading Team Leader	Students will be administered mini-assessments.	Mini-assessments and the 2010 FCAT Reading Test.
3	All 9th and 10th grade students who are Level I or II will be enrolled in Intensive Reading for a full year to provide consistent reinforcement of the Reading SSS benchmarks. Teacher recommendations will be revised for any student receiving a failing grade.	Guidance and Reading Coaches, and Reading Team Leader	Students will be administered mini-assessments.	Mini-assessments and the 2010 FCAT Reading Test.
4	All Reading teachers will be provided with biweekly and monthly professional development to enhance their understanding of the Reading curriculum and to work on lesson planning and student activities.	Administration, Reading Coaches, and Reading Team Leader	Students will be administered mini-assessments.	Mini-assessments and the 2010 FCAT Reading Test.
5	High interest novels will be purchased for all students in Reading classes to promote out of class	Administration, Reading Coaches, and Reading Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and	Mini-assessments and the 2010 FCAT Reading Test.

	reading and in class reading during Sustained Silent Reading (SSR) and conduct novel studies with student groups.		instructional practices.	
6	All Level I students (40% and below) in a Reading class will be enrolled in an English class concurrent with a Reading class to reinforce students' reading skills and to maximize their exposure to the English and Reading SSS benchmarks.	Guidance, Reading Coaches, and Reading Team Leader	Students will be administered mini-assessments.	Mini-assessments and the 2010 FCAT Reading Test.
7	All students in a Reading class will receive year-long FCAT Crunch Time materials.	Administration, Reading Coaches, Reading Teachers, and Reading Team Leader	Students will be administered mini-assessments.	Mini-assessments and the 2010 FCAT Reading Test.
8	All 10th grade Level II students in English II will be concurrently enrolled in Edge Reading to reinforce students' reading skills and to maximize their exposure to the Reading SSS benchmarks.	Guidance, Reading Coaches, and Reading Team Leader	Students will be administered mini-assessments.	Mini-assessments and the 2010 FCAT Reading Test.
9	All 11th and 12th grade students who have not passed the FCAT Reading Test will be enrolled in a year-long FCAT/ACT preparation class.	Guidance, Reading Coaches, and Reading Team Leader	Students will be administered mini-assessments.	Mini-assessments and the 2010 FCAT Reading Test.
10	After school FCAT tutoring will be held three times a week for all 11th and 12th grade students who have not passed the FCAT or need assistance to improve their ACT scores.	Administration, Reading Coaches, and Reading Team Leader	Students will be administered mini-assessments.	Mini-assessments and the 2010 FCAT Reading Test.
11	All Reading teachers will personalize their instruction according to their Small Learning Community theme as well as in the Freshman Academy.	Administration, Reading Coaches, and Reading Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments and the 2010 FCAT Reading Test.
12	Incentives will be provided for all students in a Reading class to help motivate and inspire them to become lifelong readers.	Administration, Reading Coaches, Reading Teachers, and Reading Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments and the 2010 FCAT Reading Test.
13	Donations of books and CD's will be solicited from local publishers.	Reading Coaches and Reading Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments and the 2010 FCAT Reading Test.
14	A Book Club will be created and maintained that will be open to all students and will provide intellectually stimulating, authentic literature and book discussions. Students will be provided with composition notebooks, books, pencils, pens, folders, book baskets, post-it notes, markers, storage bins, and computer paper to successfully create and run the Book Club.	Administration, Reading Coaches, and Reading Team Leader	Students surveys of those in the club will be analyzed.	Student surveys.
15	All students in a Reading class will use graphic organizers before, during, and post instruction to gather information that demonstrates comprehension.	Administration, Reading Coaches, Reading Teachers, and Reading Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments and the 2010 FCAT Reading Test.
16	All Reading teachers will maintain an interactive Word Wall to be used	Administration, Reading Coaches, and Reading Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on	Mini-assessments and the 2010 FCAT Reading Test.

	before, during, and post instruction to introduce, apply, and/or summarize passages and instruction.		learning objectives and instructional practices.	
17	All Reading teachers will ask appropriate higher-level questions for each Reading SSS benchmark.	Administration, Reading Coaches, and Reading Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments and the 2010 FCAT Reading Test.
18	All Reading teachers will use curriculum guides and BEEP to provide instruction for each Reading SSS benchmark.	Administration, Reading Coaches, and Reading Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments and the 2010 FCAT Reading Test.
19	All Reading teachers will utilize the district's Instructional Focus Calendars which align to adopted textbooks and Reading SSS benchmarks.	Administration, Reading Coaches, and Reading Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments and the 2010 FCAT Reading Test.
20	Administrators and the Reading Team Leader will conduct Classroom Walkthroughs to monitor the implementation of the 4-Step Instructional Process, Florida's Continuous Improvement Model, and to mentor teachers.	Administration	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments and the 2010 FCAT Reading Test.
21	Specific teachers will be designated as "Observation/Model Classrooms" to provide opportunities for other teachers to observe veteran teachers implementing best practices and offer lesson planning assistance.	Administration, Reading Coaches, and Reading Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments and the 2010 FCAT Reading Test.
22	All Reading teachers will incorporate fluency drills into their weekly lesson plans to assist all students with reading techniques.	Administration and Reading Coaches	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments and the 2010 FCAT Reading Test.
23	All Reading teachers will utilize literature circles to instill a love for reading through a variety of adolescent literature.	Administration, Reading Coaches, and Reading Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments and the 2010 FCAT Reading Test.
24	All Reading teachers will utilize FCAT Explorer and Compass Learning Odyssey, using either the wireless carts or the computer labs, to reinforce their reading instruction.	Administration, Reading Coaches, and Reading Team Leader	Students will be administered mini-assessments.	Mini-assessments and the 2010 FCAT Reading Test.
25	All Reading teachers will monitor and analyze student data bi-monthly by administering mini Benchmark Assessment Tests (BATs).	Administration, Reading Coaches, and Reading Team Leader	Students will be administered mini-assessments.	Mini-assessments and the 2010 FCAT Reading Test.
26	The district's Instructional Focus Calendar will be enhanced based on student data as a curriculum planning tool to integrate the prescribed Reading SSS benchmarks into teachers' daily lesson plans. This aligns with the mini-BATS administered at the end of instruction for each Reading SSS benchmark.	Administration, Reading Coaches, and Reading Team Leader	Students will be administered mini-assessments.	Mini-assessments and the 2010 FCAT Reading Test.
27	All Reading teachers will collaborate to share effective practices and strategies to increase student achievement, especially for students who	Administration, Reading Coaches, and Reading Team Leader	Students will be administered mini-assessments.	Mini-assessments and the 2010 FCAT Reading Test.

	scored below a Level 3 in Reading on the 2009 FCAT Reading Test.			
28	All Reading teachers will conduct weekly reading comprehension and vocabulary assessments in order to diagnose students' most deficient areas as outlined by the Reading SSS benchmarks, choose interventions, such as reading strategy drills, Compass Learning Odyssey, small group or differentiated individual instruction, to best meet each student's individual needs.	Administration, Reading Coaches, and Reading Team Leader	Students will be administered mini-assessments.	Mini-assessments and the 2010 FCAT Reading Test.
29	All Reading teachers will use prior FCAT and BAT data to plan for direct instruction and remediation and to re-teach Reading concepts.	Administration, Reading Coaches, and Reading Team Leader	Guidance and Reading Coaches	Students will be administered mini-assessments.
30	All Reading teachers will expose their students to career paths, including but not limited to professional, communication, and international, through problem solving of real life concepts.	Administration, Reading Coaches, and Reading Team Leader	Students will be administered mini-assessments.	Mini-assessments and the 2010 FCAT Reading Test.
31	All students in a Reading class will receive more than an additional hour of teacher directed SSR each week with follow-up discussions to check for comprehension. Classroom libraries will be provided in order to help students build reading interest and stamina for reading.	Administration, Reading Coaches, Reading Teachers, and Reading Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments and the 2010 FCAT Reading Test.
32	Advanced Placement (AP) review/tutorial material will be purchased for all students in the Economically Disadvantaged subgroup enrolled at that time in AP classes to increase the percent passing and to reinforce the Reading SSS benchmarks.	Social Studies Team Leader	Students will be administered the Advanced Placement Test.	Advanced Placement Test and the 2010 FCAT Reading Test.
33	Transportation and supervision will be coordinated for enrolled AP students to attend the annual Advanced Placement Review held at the Broward County Convention Center for the purpose of increasing the percent passing.	Social Studies Team Leader	Students will be administered the Advanced Placement Test.	Advanced Placement Test and the 2010 FCAT Reading Test.
34	All Reading teachers will use and implement Creating Independence Through Student-Owned Strategies (CRISS), McREL standards, and Teaching Reading in the Content Areas strategies to build all students' reading skills.	Administration, Reading Coaches, and Reading Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments and the 2010 FCAT Reading Test.
35	All Reading teachers will conduct bi-monthly reading assessments for all Level 1 and Level II Reading students to determine reading progress.	Administration, Reading Coaches, and Reading Team Leader	Students will be administered mini-assessments.	Mini-assessments and the 2010 FCAT Reading Test.
36	Push-in (coaching) and pull-out (small group instruction) assistance will be provided to all Level 1	Administration, Reading Coaches, and Reading Team Leader	Students will be administered mini-assessments.	Mini-assessments and the 2010 FCAT Reading Test.

	and Level II Reading teachers and their students to enhance and provide assistance in increasing reading.			
37	All Reading teachers will implement active reading strategies (pre, during, and after reading) that address the Reading SSS benchmarks.	Administration, Reading Coaches, and Reading Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments and the 2010 FCAT Reading Test.
38	All Reading teachers will administer a Reading assessment test to all reading students and identify the core strategies that will be consistently used in order to support student development in reading.	Administration, Reading Coaches, and Reading Team Leader	Students will be administered mini-assessments.	Mini-assessments and the 2010 FCAT Reading Test.
39	All new freshman students will receive an agenda to use as an organization tool.	Administration, Reading Coaches, and Reading Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments and the 2010 FCAT Reading Test.
40	All 11th and 12th grade FCAT Reading retake students will be registered to take the ACT.	Administration, Reading Coaches, and Reading Team Leader	Students will be administered the 2010 FCAT Reading Test.	2010 FCAT Reading Test
41	All English teachers will participate in the school-wide Sustained Silent Reading initiative using teacher recommended class set novels.	Administration and English Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	2010 FCAT Reading Test.
42	All English teachers will participate in the school wide Sustained Silent Reading initiative using teacher recommended class set novels.	Administration and English Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	2010 FCAT Reading Test.
43	All English teachers will incorporate ESOL strategies to improve student comprehension in Reading and Writing.	Administration and English Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	2010 FCAT Reading Test.
44	All English III and English IV teachers will incorporate a directed Reading program, which will be used to improve SAT and ACT scores.	Administration and English Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	2010 FCAT Reading Test.
45	All Reading teachers will implement the Florida Assessment for Instruction in Reading (FAIR) to diagnose and monitor student achievement in Reading and to design and implement differentiated instruction.	Francine Baugh, Assistant Principal, and Gwendolyn Smith Clark, English Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	2010 FCAT Reading Test.
46	All teachers will use research-based strategies that are systematic, explicit, scaffolded, differentiated, and print rich.	All administrators and Team Leaders	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	2010 FCAT Reading Test.
47	All teachers will help students find personal motivation and purpose in literacy learning activities.	All administrators and Team Leaders	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	2010 FCAT Reading Test.
48	All teachers will infuse the SSS and FCAT strategies within the curriculum.	All administrators and Team Leaders	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and	2010 FCAT Reading Test.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
23% of the Black subgroup, 29% of the Economically Disadvantaged subgroup, (no data listed) of the English Language Learners subgroup, 37% of the Hispanic subgroup, 26% of the Students with Disabilities subgroup, and 54% of the White subgroup each respectively scored Level 3 or above on the 2009 Florida Comprehensive Assessment Test (FCAT) Reading test.		At least 36% of the Black subgroup, 39% of the Economically Disadvantaged subgroup, (no data listed) of the English Language Learners subgroup, 41% of the Hispanic subgroup, 36% of the Students with Disabilities subgroup, and 60% of the White subgroup will score Level 3 or above on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	See All Action Steps for Reading Objective 1	As per Action Step listed	As per Action Step listed	As per Action Step listed
2	All students in the English Language Learners subgroup will be provided with classroom instruction, including English for Speakers of other Languages strategies, such as cooperative learning, think pair share, KWL charts (What I KNOW, What I WANT to know, What I LEARNED), activating prior knowledge, and vocabulary improvement worksheets to reinforce the Reading Sunshine State Standards (SSS) benchmarks.	Francine Baugh, Assistant Principal, and Pam Haley, ESOL Contact	Classwork, classroom walkthroughs, and mini-assessments.	Classwork, classroom walkthroughs, mini-assessments, English proficiency diagnostics, Benchmark Assessment Tests (BATs), Florida Assessments for the Instruction in Reading (FAIR), and the 2010 FCAT Reading Test.
3	All students in the English Language Learners subgroup will receive a dedicated block of time for English language development in addition to reading and writing.	Colleen Stearn, Assistant Principal, Francine Baugh, Assistant Principal, and Pam Haley, ESOL Contact	Classwork, classroom walkthroughs, and mini-assessments.	Classwork, classroom walkthroughs, mini-assessments, English proficiency diagnostics, Benchmark Assessment Tests (BATs), Florida Assessments for the Instruction in Reading (FAIR), and the 2010 FCAT Reading Test.
4	All students in the English Language Learners subgroup will be scheduled according to the district's K-12 ESOL Plan.	Colleen Stearn, Assistant Principal, Francine Baugh, Assistant Principal, and Pam Haley, ESOL Contact	Classwork, classroom walkthroughs, and mini-assessments.	Classwork, classroom walkthroughs, mini-assessments, English proficiency diagnostics, Benchmark Assessment Tests (BATs), Florida Assessments for the Instruction in Reading (FAIR), and the 2010 FCAT Reading Test.
5	All students in the English Language Learners subgroup will be enrolled in an English class concurrent with a Reading class to reinforce students' reading skills and to maximize their exposure to the English and Reading SSS benchmarks.	Colleen Stearn, Assistant Principal, Francine Baugh, Assistant Principal, and Pam Haley, ESOL Contact	Classwork, classroom walkthroughs, and mini-assessments.	Classwork, classroom walkthroughs, mini-assessments, English proficiency diagnostics, Benchmark Assessment Tests (BATs), Florida Assessments for the Instruction in Reading (FAIR), and the 2010 FCAT Reading Test.
6	All students in the English Language Learners subgroup will be assisted by paraprofessionals.	Francine Baugh, Assistant Principal, and Pam Haley, ESOL Contact	Classwork, classroom walkthroughs, and mini-assessments.	Classwork, classroom walkthroughs, mini-assessments, English proficiency diagnostics, Benchmark Assessment Tests (BATs), Florida Assessments for the Instruction in Reading (FAIR), and the 2010 FCAT Reading Test.
7	All teachers will use interactive multimedia and multimodal strategies and testing accommodations with students in the English Language Learners	All administrators and Pam Haley, ESOL Contact	Classwork, classroom walkthroughs, and mini-assessments.	Classwork, classroom walkthroughs, mini-assessments, English proficiency diagnostics, Benchmark Assessment Tests (BATs), Florida

	subgroup.			Assessments for the Instruction in Reading (FAIR), and the 2010 FCAT Reading Test.
8	All 9th and 10th grade students in the Students with Disabilities subgroup who are in the lowest quartile in reading will be enrolled in a year-long Reading class to provide continuous reinforcement of the Reading SSS benchmarks.	Colleen Stearn, Assistant Principal, and Maryna Trevisol, ESE Specialist	Classwork, classroom walkthroughs, and mini-assessments.	Classwork, classroom walkthroughs, mini-assessments, Benchmark Assessment Tests (BATs), Florida Assessments for the Instruction in Reading (FAIR), and the 2010 FCAT Reading Test.
9	All ESE teachers will provide reading support facilitation in regular English, Science, and History classes for ESE students seeking a standard diploma.	Colleen Stearn, Assistant Principal, and Maryna Trevisol, ESE Specialist	Classwork, classroom walkthroughs, and mini-assessments.	Classwork, classroom walkthroughs, mini-assessments, Benchmark Assessment Tests (BATs), Florida Assessments for the Instruction in Reading (FAIR), and the 2010 FCAT Reading Test.
10	All 9th and 10th grade students in the Students with Disabilities subgroup will be enrolled in an English class concurrent with a reading class to reinforce students' reading skills and to maximize their exposure to the English and Reading SSS benchmarks.	Colleen Stearn, Assistant Principal, and Maryna Trevisol, ESE Specialist	Classwork, classroom walkthroughs, and mini-assessments.	Classwork, classroom walkthroughs, mini-assessments, Benchmark Assessment Tests (BATs), Florida Assessments for the Instruction in Reading (FAIR), and the 2010 FCAT Reading Test.
11	All teachers and the ESE Specialist will review and analyze the individual student and classroom assessment data of the students in the Students with Disabilities subgroup to determine the appropriate curriculum, instruction, and schedules.	Colleen Stearn, Assistant Principal	Classwork, classroom walkthroughs, and mini-assessments.	Classwork, classroom walkthroughs, mini-assessments, Benchmark Assessment Tests (BATs), Florida Assessments for the Instruction in Reading (FAIR), and the 2010 FCAT Reading Test.
12	There will be ongoing systematic communication and collaboration between the ESE Specialist, all of the ESE teachers, the Instructional Coaches, and all of the general education teachers who have students from the Students with Disabilities subgroup in their classes.	Colleen Stearn, Assistant Principal	Classwork, classroom walkthroughs, and mini-assessments.	Classwork, classroom walkthroughs, mini-assessments, Benchmark Assessment Tests (BATs), Florida Assessments for the Instruction in Reading (FAIR), and the 2010 FCAT Reading Test.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
*1. At least 57% of the 9th and 10th grade students with FCAT Reading scores in the lowest quartile will demonstrate annual learning gains on the 2010 FCAT Reading Test. *2. At least 56% of the 9th and 10th grade students will demonstrate annual learning gains on the 2010 FCAT Reading Test. *3. At least 46% of the 9th and 10th grade students will score Level 3 or above on the 2010 FCAT Reading Test. *4. At least 65% of each of the following subgroups: Black, Economically Disadvantaged, English	Implementation of reading strategies	Reading Coaches and Reading Team Leader	August, 2009-June, 2010	Administer and evaluate student work, mini-assessments, and the 2010 FCAT Reading Test.	Administration, Reading Coaches, and Reading Team Leader

Language Learners, Hispanics, Students with Disabilities, and White will score Level 3 or above on the 2010 FCAT Reading Test.					
<p>*1. At least 57% of the 9th and 10th grade students with FCAT Reading scores in the lowest quartile will demonstrate annual learning gains on the 2010 FCAT Reading Test.</p> <p>*2. At least 56% of the 9th and 10th grade students will demonstrate annual learning gains on the 2010 FCAT Reading Test.</p> <p>*3. At least 46% of the 9th and 10th grade students will score Level 3 or above on the 2010 FCAT Reading Test.</p> <p>*4. At least 65% of each of the following subgroups: Black, Economically Disadvantaged, English Language Learners, Hispanics, Students with Disabilities, and White will score Level 3 or above on the 2010 FCAT Reading Test.</p>	Reading in the content area and reading strategies for core content teachers	Reading Coaches and Reading Team Leader	August, 2009-June, 2010	Classroom Walkthroughs, administer and evaluate student work, mini-assessments, and the 2010 FCAT Reading Test.	Administration, Reading Coaches, and Reading Team Leader
<p>*1. At least 57% of the 9th and 10th grade students with FCAT Reading scores in the lowest quartile will demonstrate annual learning gains on the 2010 FCAT Reading Test.</p> <p>*2. At least 56% of the 9th and 10th grade students will demonstrate annual learning gains on the 2010 FCAT Reading Test.</p> <p>*3. At least 46% of the 9th and 10th grade students will score Level 3 or above on the 2010 FCAT Reading Test.</p> <p>*4. At least 65% of each of the following subgroups: Black, Economically Disadvantaged, English Language Learners, Hispanics, Students with Disabilities, and White will score Level 3 or above on the 2010 FCAT Reading Test.</p>	Aligning core content curriculums and subject area test questions with FCAT test specifications	Reading Coaches and Reading Team Leader	August, 2009-June, 2010	Classroom Walkthroughs, administer and evaluate student work, mini-assessments, and the 2010 FCAT Reading Test.	Administration
<p>*1. At least 57% of the 9th and 10th grade students with FCAT Reading scores in the lowest quartile will demonstrate annual learning gains on the 2010 FCAT Reading Test.</p> <p>*2. At least 56% of the 9th and 10th grade students will demonstrate annual learning gains on the 2010 FCAT Reading Test.</p> <p>*3. At least 46% of the 9th and 10th grade students will score Level 3 or above on the 2010 FCAT Reading Test.</p> <p>*4. At least 65% of each of the following subgroups: Black, Economically Disadvantaged, English Language Learners, Hispanics, Students with Disabilities, and White will score Level 3 or above on the 2010 FCAT Reading Test.</p>	Edge, Wilson, and intensive reading	Reading Coaches	August, 2009-June, 2010	Classroom Walkthroughs, administer and evaluate student work, mini-assessments, and the 2010 FCAT Reading Test.	Administration, Reading Coaches, and Reading Team Leader
*1. At least 57% of the 9th and 10th grade students with FCAT Reading scores in the lowest quartile will demonstrate annual learning gains on the 2010 FCAT					

<p>Reading Test.</p> <p>*2. At least 56% of the 9th and 10th grade students will demonstrate annual learning gains on the 2010 FCAT Reading Test.</p> <p>*3. At least 46% of the 9th and 10th grade students will score Level 3 or above on the 2010 FCAT Reading Test.</p> <p>*4. At least 65% of each of the following subgroups: Black, Economically Disadvantaged, English Language Learners, Hispanics, Students with Disabilities, and White will score Level 3 or above on the 2010 FCAT Reading Test.</p>	ACT Prep	Princeton Review	August, 2009- June, 2010	ACT exams.	Administration, Reading Coaches, and Reading Team Leader
<p>*1. At least 57% of the 9th and 10th grade students with FCAT Reading scores in the lowest quartile will demonstrate annual learning gains on the 2010 FCAT Reading Test.</p> <p>*2. At least 56% of the 9th and 10th grade students will demonstrate annual learning gains on the 2010 FCAT Reading Test.</p> <p>*3. At least 46% of the 9th and 10th grade students will score Level 3 or above on the 2010 FCAT Reading Test.</p> <p>*4. At least 65% of each of the following subgroups: Black, Economically Disadvantaged, English Language Learners, Hispanics, Students with Disabilities, and White will score Level 3 or above on the 2010 FCAT Reading Test.</p>	FCAT Crunch Time materials	Reading Coaches	August, 2009- June, 2010	Classroom Walkthroughs, administer and evaluate student work, mini-assessments, and the 2010 FCAT Reading Test.	Administration, Reading Coaches, and Reading Team Leader
<p>*1. At least 57% of the 9th and 10th grade students with FCAT Reading scores in the lowest quartile will demonstrate annual learning gains on the 2010 FCAT Reading Test.</p> <p>*2. At least 56% of the 9th and 10th grade students will demonstrate annual learning gains on the 2010 FCAT Reading Test.</p> <p>*3. At least 46% of the 9th and 10th grade students will score Level 3 or above on the 2010 FCAT Reading Test.</p> <p>*4. At least 65% of each of the following subgroups: Black, Economically Disadvantaged, English Language Learners, Hispanics, Students with Disabilities, and White will score Level 3 or above on the 2010 FCAT Reading Test.</p>	Technology training on incorporating Promethean Boards, LCD projectors, and project-based learning, such as GLIDES.	Reading Coaches and Reading Team Leader	August, 2009- June, 2010	Classroom Walkthroughs, administer and evaluate student work, mini-assessments, and the 2010 FCAT Reading Test.	Administration, Reading Coaches, and Reading Team Leader
<p>*1. At least 57% of the 9th and 10th grade students with FCAT Reading scores in the lowest quartile will demonstrate annual learning gains on the 2010 FCAT Reading Test.</p> <p>*2. At least 56% of the 9th and 10th grade students will</p>					

<p>demonstrate annual learning gains on the 2010 FCAT Reading Test.</p> <p>*3. At least 46% of the 9th and 10th grade students will score Level 3 or above on the 2010 FCAT Reading Test.</p> <p>*4. At least 65% of each of the following subgroups: Black, Economically Disadvantaged, English Language Learners, Hispanics, Students with Disabilities, and White will score Level 3 or above on the 2010 FCAT Reading Test.</p>	<p>The 4-Step Instructional Process, Florida's Continuous Improvement Model, the 7 Correlates of Effective Schools, and Marzano's High-Yield Strategies</p>	<p>Reading Coaches and Reading Team Leader</p>	<p>August, 2009-June, 2010</p>	<p>Administrative and Team Leader Walkthroughs and administer and evaluate student work, mini-assessments, and the 2010 FCAT Writing Test.</p>	<p>Administration, Reading Coaches, and Reading Team Leader</p>
<p>*1. At least 57% of the 9th and 10th grade students with FCAT Reading scores in the lowest quartile will demonstrate annual learning gains on the 2010 FCAT Reading Test.</p> <p>*2. At least 56% of the 9th and 10th grade students will demonstrate annual learning gains on the 2010 FCAT Reading Test.</p> <p>*3. At least 46% of the 9th and 10th grade students will score Level 3 or above on the 2010 FCAT Reading Test.</p> <p>*4. At least 65% of each of the following subgroups: Black, Economically Disadvantaged, English Language Learners, Hispanics, Students with Disabilities, and White will score Level 3 or above on the 2010 FCAT Reading Test.</p>	<p>State and District Reading Information</p>	<p>District Reading Department</p>	<p>August, 2009-June, 2010</p>	<p>Meeting information will be communicated to the entire Reading department.</p>	<p>Reading Coaches and Reading Team Leader</p>

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

All teachers in all grades have been and will continue to be trained in reading instructional strategies across the content areas. Teachers, coaches, and trainers model "best practices" to the teachers. Through the staff development in Marzano's High Yield Strategies, the faculty learned how to share the school-wide responsibility of teaching reading. SSR is conducted daily school-wide during an established class for 15 minutes. Our Reading coach provides a weekly Instructional Focus Calendar that is aligned with the FCAT SSS benchmarks for implementation across curriculum.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Novels for Reading Teachers	Accountability	\$1,500.00
Novels for English Teachers	Accountability	\$1,500.00
Reading for Understanding Reading Kit (five kits)	Accountability	\$2,500.00
Advanced Placement test review materials and supplements	Accountability	\$5,000.00
		Total: \$10,500.00
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
Reading training	Small Learning Communities	\$1,008.00
Professional development for the faculty	Small Learning Communities	\$2,000.00
Implement reading strategies	Small Learning Communities	\$1,200.00

		Total: \$4,208.00
Other		
Description of Resources	Funding Source	Available Amount
Teachers for after school tutoring	Extended Learning Opportunities	\$5,000.00
		Total: \$5,000.00
		Final Total: \$19,708.00

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		
<p>*1. 66% of the 9th and 10th grade students with FCAT Math scores in the lowest quartile demonstrated annual learning gains on the 2009 Florida Comprehensive Achievement Test (FCAT) Math Test. This was a decrease of 2% from 2008 and the same as in 2007.</p> <p>*2. 74% of the 9th and 10th grade students demonstrated annual learning gains on the 2009 FCAT Math Test. This was a decrease of 1% from 2008 and an increase of 2% from 2007.</p> <p>*3. 69% of the 9th and 10th grade students scored a Level 3 or above on the 2009 FCAT Math Test. This was a decrease of 1% from 2008 and an increase of 6% from 2007.</p> <p>*4. 52% of the Black subgroup, 59% of the Economically Disadvantaged subgroup, 24% of the English Language Learners subgroup, 65% of the Hispanic subgroup, and 39% of the Students with Disabilities subgroup each respectively scored Level 3 or above on the 2009 FCAT Math test.</p>		<p>*1. At least 69% of the 9th and 10th grade students with FCAT Math scores in the lowest quartile will demonstrate annual learning gains on the 2010 FCAT Math Test.</p> <p>*2. At least 77% of the 9th and 10th grade students will demonstrate annual learning gains on the 2010 FCAT Math Test.</p> <p>*3. At least 72% of the 9th and 10th grade students will score Level 3 or above on the 2010 FCAT Math Test.</p> <p>*4. At least 65% of each of the following subgroups: Black60%, Economically Disadvantaged67%, English Language Learners34%, Hispanics73%, and Students with Disabilities49% will score Level 3 or above on the 2010 FCAT Math Test.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	The Math Coach will analyze student math data from school generated checklists, articulate the results with the Math teachers, develop core strategies to be incorporated into daily lessons, and consistently monitor student progress.	Administration, Math Coach, and Math Team Leader	Students will be administered mini-assessments.	Mini-assessments and the 2010 FCAT Math Test.
2	All 9th and 10th grade Level I and II students in Math will be enrolled in PreAlgebra, Math/Algebra 1a, or Algebra 1a/Algebra 1b for a full year in order to provide consistent reinforcement of the Math Sunshine State Standards (SSS) benchmarks. Teacher recommendations will be revised for any student receiving a failing grade.	Administration, Math Coach, and Math Team Leader	Students will be administered mini-assessments.	Mini-assessments and the 2010 FCAT Math Test.
3	Standard diploma seeking Exceptional Student	Guidance, Math Coach, and Math	Students will be administered mini-	Mini-assessments and the 2010 FCAT Math Test.

	Education (ESE) students will be enrolled in appropriate Math courses.	Team Leader	assessments.	
4	ESE teachers will provide math support facilitation in regular English, Science, and History classes for ESE students seeking a standard diploma.	Administration, Math Coach, and Math Team Leader	Students will be administered mini-assessments.	Mini-assessments and the 2010 FCAT Math Test.
5	All Math teachers will utilize school generated tests and checklists and FCAT curriculum assessments to record their students' performance (80% mastery) according to the required curriculum based on the Math SSS benchmarks.	Administration, Math Coach, and Math Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Teachers' data notebooks.
6	A mobile math lab will be implemented by using wireless carts for the Math Department to enhance access to curriculum, tutorials, textbook aligned software, statistics, research, math programs, and online resources for all students.	Math Coach, Math Team Leader, Math Teachers, and Media Specialist	Students will be administered mini-assessments.	Mini-assessments and the 2010 FCAT Math Test.
7	All Math teachers will utilize appropriate technology and programs, such as Geometry Sketchpad, the Internet, publisher supplemental software, and web sites in order to strengthen and reinforce all students' math skills.	Administration, Math Coach, and Math Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments and the 2010 FCAT Math Test.
8	The Math Coach will develop and implement math technology practices in the classroom, assess student's use of technology programs, and provide support and modeling for all Math teachers.	Administration and Math Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments and the 2010 FCAT Math Test.
9	All Math teachers will continue to use projectors and Promethean boards to enhance instruction.	Administration, Math Coach, and Math Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments and the 2010 FCAT Math Test.
10	All Math teachers will implement math vocabulary concept maps aligned with the Math SSS benchmarks and the core curriculum and will have the Math Coach model and discuss strategies for teaching math vocabulary mapping.	Administration, Math Coach, and Math Team Leader	Students will be administered mini-assessments.	Mini-assessments and the 2010 FCAT Math Test.
11	All Math teachers will use curriculum guides, BEEP, and curriculum maps to teach, review, and reinforce to provide instruction for each Math SSS benchmark.	Administration, Math Coach, and Math Team Leader	Students will be administered mini-assessments.	Mini-assessments and the 2010 FCAT Math Test.
12	The Math Coach will provide a pull out tutorial program for students who at the time do not have a math class and/or students who did not master the weekly Math SSS benchmarks and new Sunshine State Standards.	Administration and Math Team Leader	Students will be administered mini-assessments.	Mini-assessments and the 2010 FCAT Math Test.
13	An Instructional Focus Calendar will be created weekly as a curriculum planning tool to integrate the prescribed Math SSS benchmarks into their daily	Administration, Math Coach, and Math Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments and the 2010 FCAT Math Test.

	lesson plans. This aligns with the mini Benchmark Assessment Tests (BATs) administered at the end of instruction for each Math SSS benchmark.			
14	All students will use FCAT Explorer and Compass Learning Odyssey in class and/or at home to in order to remediate their skills tested on the Math FCAT.	Administration, Math Coach, Math Teachers, and Math Team Leader.	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments and the 2010 FCAT Math Test.
15	All Math Teachers will use prior FCAT and BAT data to plan for direct instruction and remediation and to reteach math concepts.	Administration, Math Coach, and Math Team Leader	Students will be administered mini-assessments.	Mini-assessments and the 2010 FCAT Math Test.
16	All Math teachers will expose their students to career paths, including but not limited to professional, communication, and international, through problem solving of real life concepts.	Administration, Math Coach, and Math Team Leader	Students will be administered mini-assessments.	Mini-assessments and the 2010 FCAT Math Test.
17	All Math teachers will collaborate to share effective practices or strategies to increase student achievement, especially for students who scored below a Level 3 in math on the 2009 Math FCAT.	Administration, Math Coach, and Math Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments and the 2010 FCAT Math Test.
18	All Math teachers will use math manipulatives and projects during instruction to transfer knowledge from the abstract to the concrete.	Administration, Math Coach, and Math Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments and the 2010 FCAT Math Test.
19	All Math teachers will ensure their students use graphic organizers before, during, and post instruction to gather information that demonstrates comprehension.	Administration, Math Coach, and Math Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments and the 2010 FCAT Math Test.
20	All Math teachers will maintain an active word wall used before, during, and post instruction to introduce, apply, and/or summarize passages and instruction.	Administration, Math Coach, and Math Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments and the 2010 FCAT Math Test.
21	All Math teachers will personalize their instruction according to their Small Learning Community theme.	Administration, Math Coach, and Math Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments and the 2010 FCAT Math Test.
22	All students who scored a Level 3 or higher on the 2009 Math FCAT who are not enrolled at that time in a math class will be given information by the Math Coach for using FCAT Explorer and FCAT preparation materials to maintain and increase proficiency.	Administration, Math Coach, and Math Team Leader	Classroom Walkthroughs.	Student surveys.
23	All students will utilize FCAT workbooks in PreAlgebra, Algebra 1A, Algebra 1B, Algebra 1, Informal Geometry, Geometry, and Intensive Math II classes.	Administration, Math Coach, Math Team Leader, and Math Teachers	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments and the 2010 FCAT Math Test.
24	The National Honor Society will recruit its members in order to assist in tutoring students in Math after school using Extended	Administration, Math Coach, Math Team Leader, and National Honor Society Chair	Students will be administered mini-assessments.	Mini-assessments and the 2010 FCAT Math Test.

	Learning Opportunity funds.			
25	The Math Coach will include a reading component using math themes and note taking skills within the core math curriculum.	Administration and Math Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments and the 2010 FCAT Math Test.
26	All Math teachers will use interdisciplinary Math materials as reinforcement, including log-on instructions for FCAT Explorer and science applications.	Administration, Math Coach, Math Team Leader, Science Coach, and Science Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments and the 2010 FCAT Math Test.
27	Administrators and the Math Team Leader will conduct Classroom Walkthroughs to monitor the implementation of the Instructional Focus Calendar, the 4-Step Instructional Process, and Florida's Continuous Improvement Model and to mentor teachers.	Administration and Math Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments and the 2010 FCAT Math Test.
28	All Math teachers will incorporate the new Math standards with the current textbooks, including in-school standards based assessments.	Administration, Math Coach, and Math Team Leader	Students will be administered mini-assessments.	Mini-assessments and the 2010 FCAT Math Test.
29	All Math teachers will use wireless and stationary labs to further enhance the Math curriculum by using textbook aligned software, statistics, research, general math programs, the internet, and online resources.	Administration, Math Coach, and Math Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments and the 2010 FCAT Math Test.
30	All Math teachers will analyze data from FCAT Math SSS benchmarks and mini-BATs in order to develop appropriate Math curriculum materials.	Administration, Math Coach, and Math Team Leader	Mini-assessments and the 2010 FCAT Math Test.	Mini-assessments and the 2010 FCAT Math Test.
31	All students in Math classes will utilize scientific calculators when necessary.	Maria Formoso, Assistant principal, Sally Shaw, Math Team Leader, and Mary Tychesen Math Coach	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices and Students will be administered mini-assessments and BATs.	Mini-assessments and the 2010 FCAT Math Test.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
<p>*1. At least 69% of the 9th and 10th grade students with FCAT Math scores in the lowest quartile will demonstrate annual learning gains on the 2010 FCAT Math Test.</p> <p>*2. At least 77% of the 9th and 10th grade students will demonstrate annual learning gains on the 2010 FCAT Math Test.</p> <p>*3. At least 72% of the 9th and 10th grade students will score Level 3 or above on the 2010 FCAT Math Test.</p> <p>*4. At least 65% of each of the following subgroups: Black, Economically Disadvantaged, English Language Learners, Hispanics, and Students with</p>	Florida Achieve	Math Coach and Math Team Leader	August, 2009- June, 2010	Administer and evaluate student work, mini-assessments, and the 2010 FCAT Math Test.	Administration, Math Coach, and Math Team Leader

<p>Disabilities will score Level 3 or above on the 2010 FCAT Math Test.</p>					
<p>*1. At least 69% of the 9th and 10th grade students with FCAT Math scores in the lowest quartile will demonstrate annual learning gains on the 2010 FCAT Math Test.</p> <p>*2. At least 77% of the 9th and 10th grade students will demonstrate annual learning gains on the 2010 FCAT Math Test.</p> <p>*3. At least 72% of the 9th and 10th grade students will score Level 3 or above on the 2010 FCAT Math Test.</p> <p>*4. At least 65% of each of the following subgroups: Black, Economically Disadvantaged, English Language Learners, Hispanics, and Students with Disabilities will score Level 3 or above on the 2010 FCAT Math Test.</p>	<p>State and District Math Information</p>	<p>District Science Department</p>	<p>August, 2009- June, 2010</p>	<p>Meeting information will be communicated to the entire Math department.</p>	<p>Administration, Math Coach, and Math Team Leader</p>
<p>*1. At least 69% of the 9th and 10th grade students with FCAT Math scores in the lowest quartile will demonstrate annual learning gains on the 2010 FCAT Math Test.</p> <p>*2. At least 77% of the 9th and 10th grade students will demonstrate annual learning gains on the 2010 FCAT Math Test.</p> <p>*3. At least 72% of the 9th and 10th grade students will score Level 3 or above on the 2010 FCAT Math Test.</p> <p>*4. At least 65% of each of the following subgroups: Black, Economically Disadvantaged, English Language Learners, Hispanics, and Students with Disabilities will score Level 3 or above on the 2010 FCAT Math Test.</p>	<p>National Math standardized tests (ACT, PSAT, and SAT)</p>	<p>Math Coach and Math Team Leader</p>	<p>August, 2009- June, 2010</p>	<p>Administer and evaluate student work, mini-assessments and the ACT, PSAT, and SAT.</p>	<p>Administration, Math Coach, and Math Team Leader</p>
<p>*1. At least 69% of the 9th and 10th grade students with FCAT Math scores in the lowest quartile will demonstrate annual learning gains on the 2010 FCAT Math Test.</p> <p>*2. At least 77% of the 9th and 10th grade students will demonstrate annual learning gains on the 2010 FCAT Math Test.</p> <p>*3. At least 72% of the 9th and 10th grade students will score Level 3 or above on the 2010 FCAT Math Test.</p> <p>*4. At least 65% of each of the following subgroups: Black, Economically Disadvantaged, English Language Learners, Hispanics, and Students with Disabilities will score Level 3 or above on the 2010 FCAT Math Test.</p>	<p>The 4-Step Instructional Process, Florida's Continuous Improvement Model, the 7 Correlates of Effective Schools, and Marzano's High-Yield Strategies</p>	<p>Math Coach and Math Team Leader</p>	<p>August, 2009- June, 2010</p>	<p>Administrative and Team Leader Walkthroughs and administer and evaluate student work, mini-assessments, and the 2010 FCAT Math Test.</p>	<p>Administration, Math Coach, and Math Team Leader</p>
<p>*1. At least 69% of the 9th and 10th grade students with FCAT Math scores in the lowest quartile will demonstrate annual learning gains on the 2010 FCAT Math Test.</p>					

<p>*2. At least 77% of the 9th and 10th grade students will demonstrate annual learning gains on the 2010 FCAT Math Test.</p> <p>*3. At least 72% of the 9th and 10th grade students will score Level 3 or above on the 2010 FCAT Math Test.</p> <p>*4. At least 65% of each of the following subgroups: Black, Economically Disadvantaged, English Language Learners, Hispanics, and Students with Disabilities will score Level 3 or above on the 2010 FCAT Math Test.</p>	Instructional Focus Calendar	Math Coach and Math Team Leader	August, 2009-June, 2010	Administer and evaluate student work, mini-assessments, and the 2010 FCAT Math Test.	Administration, Math Coach, and Math Team Leader
<p>*1. At least 69% of the 9th and 10th grade students with FCAT Math scores in the lowest quartile will demonstrate annual learning gains on the 2010 FCAT Math Test.</p> <p>*2. At least 77% of the 9th and 10th grade students will demonstrate annual learning gains on the 2010 FCAT Math Test.</p> <p>*3. At least 72% of the 9th and 10th grade students will score Level 3 or above on the 2010 FCAT Math Test.</p> <p>*4. At least 65% of each of the following subgroups: Black, Economically Disadvantaged, English Language Learners, Hispanics, and Students with Disabilities will score Level 3 or above on the 2010 FCAT Math Test.</p>	Technology	Various School Personnel	August, 2009-June, 2010	Administer and evaluate student work, mini-assessments, and the 2010 FCAT Math Test.	Administration, Math Coach, and Math Team Leader

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
Scientific Calculators	Accountability	\$400.00
		Total: \$400.00
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: \$400.00

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?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
31% of the 11th grade students scored Level 3 or above on the 2009 Florida Comprehensive Achievement Test (FCAT) Science Test. This was an increase of 2% from 2008 and an increase of 4% from 2007.		At least 34% of the 11th grade students will score Level 3 or above on the 2010 FCAT Science Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All Science teachers will utilize the county's Instructional Focus Calendars which align to the adopted textbooks and Science Sunshine State Standards (SSS) benchmarks.	Colleen Stearn, Assistant Principal, and Cindy O'Brien, Science Coach and Science Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments, Benchmark Assessment Tests (BATs), pre and post course exams, weekly Classroom Walkthroughs, and the 2010 FCAT Science Test.
2	All students in a Science class will complete hands-on lab activities weekly using scientific inquiry.	Colleen Stearn, Assistant Principal, Cindy O'Brien, Science Coach and Science Team Leader, and all Science teachers	Core curriculum areas will review results of common assessment data every three weeks to determine progress toward benchmarks (75% on common assessment).	Mini-assessments, BATs, pre and post course exams, weekly Classroom Walkthroughs, and the 2010 FCAT Science Test.
3	All Science teachers will provide real world science experiences and engaging activities.	Colleen Stearn, Assistant Principal, and Cindy O'Brien, Science Coach and Science Team Leader	Students will complete timed readings in Science daily using appropriate level books and complete comprehension and fluency activities.	Mini-assessments, BATs, pre and post course exams, weekly Classroom Walkthroughs, and the 2010 FCAT Science Test.
4	All Science teachers will use curriculum guides and BEEP to teach, review, and reinforce to provide instruction for each Science SSS benchmark.	Colleen Stearn, Assistant Principal, and Cindy O'Brien, Science Coach and Science Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments, BATs, pre and post course exams, weekly Classroom Walkthroughs, and the 2010 FCAT Science Test.
5	Administrators and the Science Team Leader will conduct Classroom Walkthroughs to monitor the implementation of the 4-Step Instructional Process, Florida's Continuous Improvement Model and to mentor teachers.	Colleen Stearn, Assistant Principal, and Cindy O'Brien, Science Coach and Science Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments, BATs, pre and post course exams, weekly Classroom Walkthroughs, and the 2010 FCAT Science Test.
6	All Science teachers will develop lessons with active scientific inquiry that include horizontal alignment of the curriculum and the vertical alignment of Science courses.	Colleen Stearn, Assistant Principal, and Cindy O'Brien, Science Coach and Science Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments, BATs, pre and post course exams, weekly Classroom Walkthroughs, and the 2010 FCAT Science Test.
7	All Science teachers will utilize high-yield strategies with a science content focus such as pre-reading, during reading, and post reading, vocabulary improvement strategies, concept maps, KWL charts (What I KNOW, What I WANT to know, What I LEARNED), and elaboration in writing.	Colleen Stearn, Assistant Principal, and Cindy O'Brien, Science Coach and Science Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments, BATs, pre and post course exams, weekly Classroom Walkthroughs, and the 2010 FCAT Science Test.
8	Science teachers will maintain an active word wall to be used before, during, and post instruction to introduce, apply, and/or summarize passages and instruction.	Colleen Stearn, Assistant Principal, and Cindy O'Brien, Science Coach and Science Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments, BATs, pre and post course exams, weekly Classroom Walkthroughs, and the 2010 FCAT Science Test.
9	A professional development plan, with input from the Professional Development Team, will be scheduled and	Colleen Stearn, Assistant Principal, and Cindy O'Brien, Science Coach and	Colleen Stearn, Assistant Principal, and Cindy O'Brien, Science Coach and Science Team Leader will review	Mini-assessments, BATs, pre and post course exams, weekly Classroom Walkthroughs, and the

	administered for all teachers during Block Buddies, Early Release Days, Professional Study Days, and Teacher Planning Days and will include instructing all teachers to align their respective curriculums and subject area test questions to Science FCAT preparation and test specs and benchmark limitations.	Science Team Leader	teacher input from surveys.	2010 FCAT Science Test.
10	All Science teachers will utilize and incorporate key terms for the Florida Comprehensive Assessment Test Science test across all content areas as provided through school-wide curriculum, staff development, and curriculum binders.	Colleen Stearn, Assistant Principal, and Cindy O'Brien, Science Coach and Science Team Leader	Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments, BATs, pre and post course exams, weekly Classroom Walkthroughs, and the 2010 FCAT Science Test.
11	All Science teachers will administer county developed mini-assessments and BATs and will monitor and analyze student data.	Colleen Stearn, Assistant Principal, and Cindy O'Brien, Science Coach and Science Team Leader	Cindy O'Brien, Science Coach and Science Team Leader, will review the results of the assessments and data reviews.	Mini-assessments, BATs, pre and post course exams, weekly Classroom Walkthroughs, and the 2010 FCAT Science Test.
12	The district's Instructional Focus Calendar will be enhanced as a curriculum planning tool for teachers to integrate the prescribed Science SSS benchmarks into their daily lesson plans. This aligns with the mini-assessment and BATs administered at the end of instruction for each Science SSS benchmark.	Colleen Stearn, Assistant Principal, and Cindy O'Brien, Science Coach and Science Team Leader	Weekly Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments, BATs, pre and post course exams, weekly Classroom Walkthroughs, and the 2010 FCAT Science Test.
13	All Science teachers will monitor and analyze student data bi-monthly by administering mini-assessments and Benchmark Assessment Tests (BATs).	Colleen Stearn, Assistant Principal, and Cindy O'Brien, Science Coach and Science Team Leader	Weekly Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments, BATs, pre and post course exams, weekly Classroom Walkthroughs, and the 2010 FCAT Science Test.
14	All Science teachers will use prior FCAT, mini-assessment, and BAT data to plan for direct instruction and remediation and to re-teach Science concepts.	Colleen Stearn, Assistant Principal, and Cindy O'Brien, Science Coach and Science Team Leader	Weekly Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments, BATs, pre and post course exams, weekly Classroom Walkthroughs, and the 2010 FCAT Science Test.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The 11th grade students answered correctly 46% of the cluster/strand Physical and Chemical questions and 50% of the clusters/strands Earth and Space, Life and Environmental, and Scientific Thinking questions on the 2009 Florida Comprehensive Achievement Test (FCAT) Science Test.		The 11th grade students will answer correctly at least 49% of the cluster/strand Physical and Chemical questions and 53% of the clusters/strands Earth and Space, Life and Environmental, and Scientific Thinking questions on the 2010 FCAT Science Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All Science teachers will monitor and analyze student data bi-monthly by administering mini-assessments and Benchmark Assessment Tests (BATs).	Colleen Stearn, Assistant Principal, and Cindy O'Brien, Science Coach and Science Team Leader	Weekly Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments, BATs, pre and post course exams, weekly Classroom Walkthroughs, and the 2010 FCAT Science Test.
2	The district's Instructional Focus Calendar will be enhanced as a curriculum planning tool for teachers to integrate the prescribed Science Sunshine State Standards (SSS)	Colleen Stearn, Assistant Principal, and Cindy O'Brien, Science Coach and Science Team Leader	Weekly Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments, BATs, pre and post course exams, weekly Classroom Walkthroughs, and the 2010 FCAT Science Test.

	benchmarks into their daily lesson plans. This aligns with the mini-assessment and BATs administered at the end of instruction for each Science SSS benchmark.			
3	All Science teachers will use prior FCAT, mini-assessment, and BAT data to plan for direct instruction and remediation and to re-teach Science concepts.	Colleen Stearn, Assistant Principal, Science Coach and Science Team Leader	Weekly Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments, BATs, pre and post course exams, weekly Classroom Walkthroughs, and the 2010 FCAT Science Test.
4	All Science teachers will utilize the county's Instructional Focus Calendars which align to the adopted textbooks and SSS benchmarks.	Colleen Stearn, Assistant Principal, and Cindy O'Brien, Science Coach and Science Team Leader	Weekly Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments, BATs, pre and post course exams, weekly Classroom Walkthroughs, and the 2010 FCAT Science Test.
5	All Science teachers will use curriculum guides and BEEP to teach, review, and reinforce to provide instruction for each Science SSS benchmark.	Colleen Stearn, Assistant Principal, and Cindy O'Brien, Science Coach and Science Team Leader	Weekly Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments, BATs, pre and post course exams, weekly Classroom Walkthroughs, and the 2010 FCAT Science Test.
6	All Science teachers will utilize high-yield strategies with a science content focus such as pre-reading, during reading, and post reading, vocabulary improvement strategies, concept maps, KWL charts (What I KNOW, What I WANT to know, What I LEARNED), and elaboration in writing.	Colleen Stearn, Assistant Principal, and Cindy O'Brien, Science Coach and Science Team Leader	Weekly Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments, BATs, pre and post course exams, weekly Classroom Walkthroughs, and the 2010 FCAT Science Test.
7	All Science teachers will administer county developed mini-assessments and BATs and will monitor and analyze student data.	Cindy O'Brien, Science Coach and Science Team Leader, will review the results of the assessments and data reviews.	Weekly Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments, BATs, pre and post course exams, weekly Classroom Walkthroughs, and the 2010 FCAT Science Test.
8	All Science teachers will utilize and incorporate key terms for the Florida Comprehensive Assessment Test Science test across all content areas as provided through school-wide curriculum, staff development, and curriculum binders.	Colleen Stearn, Assistant Principal, and Cindy O'Brien, Science Coach and Science Team Leader	Weekly Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments, BATs, pre and post course exams, weekly Classroom Walkthroughs, and the 2010 FCAT Science Test.
9	A professional development plan, with input from the Professional Development Team, will be scheduled and administered for all teachers during Block Buddies, Early Release Days, Professional Study Days, and Teacher Planning Days and will include instructing all teachers to align their respective curriculums and subject area test questions to Science FCAT preparation and test specs and benchmark limitations.	Colleen Stearn, Assistant Principal, and Cindy O'Brien, Science Coach and Science Team Leader will review teacher input from surveys.	Weekly Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments, BATs, pre and post course exams, weekly Classroom Walkthroughs, and the 2010 FCAT Science Test.
10	Science teachers will maintain an active word wall to be used before, during, and post instruction to introduce, apply, and/or summarize passages and instruction.	Colleen Stearn, Assistant Principal, and Cindy O'Brien, Science Coach and Science Team Leader	Weekly Classroom Walkthroughs will be conducted to collect and analyze data on learning objectives and instructional practices.	Mini-assessments, BATs, pre and post course exams, weekly Classroom Walkthroughs, and the 2010 FCAT Science Test.
11	Science teachers will maintain an active word wall to be used before, during, and post instruction	Colleen Stearn, Assistant Principal, and Cindy O'Brien, Science Coach and	Weekly Classroom Walkthroughs will be conducted to collect and analyze data on learning	Mini-assessments, BATs, pre and post course exams, weekly Classroom Walkthroughs, and the

to introduce, apply, and/or summarize passages and instruction.	Science Team Leader	objectives and instructional practices.	2010 FCAT Science Test.
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
1. At least 34% of the 11th grade students will score level three or above on the 2010 FCAT Science Test. 2. The 11th grade students will answer correctly at least 49% of the cluster/strand Physical and Chemical questions and 53% of the clusters/strands Earth and Space, Life and Environmental, and Scientific Thinking questions on the 2010 FCAT Science Test.	Florida's Continuous Improvement Model, the 7 Correlates of Effective Schools, and Marzano's High-Yield Strategies	Human Resource Development	December, 2009	Departmental meeting minutes will be reviewed to ensure data trends are discussed and lesson plans are developed.	Colleen Stearn, Assistant Principal, and Cindy O'Brien, Science Coach and Science Team Leader
1. At least 34% of the 11th grade students will score level three or above on the 2010 FCAT Science Test. 2. The 11th grade students will answer correctly at least 49% of the cluster/strand Physical and Chemical questions and 53% of the clusters/strands Earth and Space, Life and Environmental, and Scientific Thinking questions on the 2010 FCAT Science Test.	State and district Science information facilitated through district meetings	District Science Department	August, 2009- June, 2010	Meeting information will be communicated to the entire Science department.	Colleen Stearn, Assistant Principal, and Cindy O'Brien, Science Coach and Science Team Leader

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
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: \$0.00		

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?
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Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
69% of the 10th grade students scored a 4 or above on	At least 75% of the 10th grade students will score a 4.0

	the 2009 Florida Comprehensive Assessment Test (FCAT) Writing Test. This was a decrease of 13% from 2008 and a decrease of 7% from 2007.		or above on the 2010 FCAT Writing Test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	A writing team of six staff members will be created to critique a writing prompt administered to the entire tenth grade. The FCAT Writing scoring rubric will be used and students will be provided with feedback during one on one sessions. The writing team will then monitor student progress during the revision process.	Francine Baugh, Assistant Principal, Gwendolyn Smith Clark, English Team Leader, and Evelyn Thomas, Writing Coach	Students will be administered mini-assessments and practice prompts.	Classwork, mini-assessments, practice prompts, the 6 Traits rubric, and the 2010 FCAT Writing Test.
2	All Level I students (40% and below) in Reading will be identified and enrolled in an English class concurrent with a writing class to reinforce students' writing skills and to maximize exposure to the English Sunshine State Standards (SSS) benchmarks.	Francine Baugh, Assistant Principal, and the entire Guidance Department	Students will be administered mini-assessments and practice prompts.	Classwork, mini-assessments, practice prompts, the 6 Traits rubric, and the 2010 FCAT Writing Test.
3	All English teachers will conduct monthly diagnostic writing assessment tests to determine students' written communication skills and areas of deficiency, provide one on one conferences for remediation, and to incorporate consistent reinforcement practice drills.	Francine Baugh, Assistant Principal, and Gwendolyn Smith Clark, English Team Leader	Students will be administered mini-assessments and practice prompts.	Classwork, mini-assessments, practice prompts, the 6 Traits rubric, and the 2010 FCAT Writing Test.
4	All students in an English class will be provided opportunities to write for various purposes and audiences using various media.	Francine Baugh, Assistant Principal, Gwendolyn Smith Clark, English Team Leader, and all English teachers	Students will be administered mini-assessments and practice prompts.	Classwork, mini-assessments, practice prompts, the 6 Traits rubric, and the 2010 FCAT Writing Test.
5	All students in an English class will use graphic organizers as pre-writing activities in order to gather information that demonstrates comprehension.	Francine Baugh, Assistant Principal, Gwendolyn Smith Clark, English Team Leader, and all English teachers	English teachers will review their students' graphic organizers.	Classwork, classroom walkthroughs, mini-assessments, practice prompts, the 6 Traits rubric, and the 2010 FCAT Writing Test.
6	All English teachers will maintain an active word wall to be used in pre-writing activities to introduce, apply, and/or summarize passages and instruction.	Francine Baugh, Assistant Principal, and Gwendolyn Smith Clark, English Team Leader	Students will be administered mini-assessments and practice prompts.	Classwork, classroom walkthroughs, mini-assessments, practice prompts, the 6 Traits rubric, and the 2010 FCAT Writing Test.
7	All English teachers will use curriculum guides, the Instructional Focus Calendar, and BEEP to provide instruction to meet the standards of English SSS benchmarks.	Francine Baugh, Assistant Principal, and Gwendolyn Smith Clark, English Team Leader	Students will be administered mini-assessments and practice prompts.	Classwork, classroom walkthroughs, mini-assessments, practice prompts, the 6 Traits rubric, and the 2010 FCAT Writing Test.
8	Classroom Walkthroughs will be conducted to monitor the implementation of the Instructional Focus Calendar and the 4-Step Instructional Process to gather and analyze data and mentor teachers.	Francine Baugh, Assistant Principal, Gwendolyn Smith Clark, English Team Leader, and Evelyn Thomas, Writing Coach	Students will be administered mini-assessments and practice prompts.	Classwork, mini-assessments, practice prompts, the 6 Traits rubric, and the 2010 FCAT Writing Test.
9	An Instructional Focus Calendar will be created weekly that aligns with mini-assessments administered at the end of instruction for each benchmark.	Francine Baugh, Assistant Principal, and Gwendolyn Smith Clark, English Team Leader	Students will be administered mini-assessments at the end of instruction for each benchmark.	Classwork, mini-assessments, practice prompts, the 6 Traits rubric, and the 2010 FCAT Writing Test.

10	All English teachers will use various technology resources, such as wireless carts, to enhance curriculum, implement tutorials, conduct research, and access online resources.	Francine Baugh, Assistant Principal, and Gwendolyn Smith Clark, English Team Leader	Students will be administered mini-assessments and practice prompts.	Classwork, classroom walkthroughs, mini-assessments, practice prompts, the 6 Traits rubric, and the 2010 FCAT Writing Test.
11	A school-wide writing initiative will be established to provide strategies for teaching writing in the content area.	Francine Baugh, Assistant Principal, Gwendolyn Smith Clark, English Team Leader, and Evelyn Thomas, Writing Coach	Students will be administered mini-assessments and practice prompts.	Classwork, mini-assessments, practice prompts, the 6 Traits rubric, and the 2010 FCAT Writing Test.
12	An annual writing seminar will be conducted to provide students instruction and strategies in the writing process and to motivate them to strive for mastery on the FCAT Writing Test.	Francine Baugh, Assistant Principal, Gwendolyn Smith Clark, English Team Leader, and Evelyn Thomas, Writing Coach	Students will be administered mini-assessments and practice prompts.	Classwork, mini-assessments, practice prompts, the Florida Writes rubric, and the 2010 FCAT Writing Test.
13	A writing plan for every grade level in the English department will be created.	Francine Baugh, Assistant Principal, Gwendolyn Smith Clark, English Team Leader, and Evelyn Thomas, Writing Coach	Students will be administered mini-assessments and practice prompts.	Classwork, mini-assessments, practice prompts, the 6 Traits rubric, and the 2010 FCAT Writing Test.
14	A weekly teacher-directed writing instruction will be developed for English I and English II teachers to implement in their classes.	Francine Baugh, Assistant Principal, Gwendolyn Smith Clark, English Team Leader, and Evelyn Thomas, Writing Coach	Students will be administered mini-assessments and practice prompts.	Classwork, mini-assessments, practice prompts, the 6 Traits rubric, and the 2010 FCAT Writing Test.
15	All ninth and tenth grade students in all classes will be provided instructions on how to respond to FCAT short and extended response questions.	Francine Baugh, Assistant Principal, Gwendolyn Smith Clark, English Team Leader, Evelyn Thomas, Writing Coach, Michele Eade, Reading Coach and Reading Team Leader, and June Cole, Reading Coach	Students will be administered mini-assessments and practice prompts.	Classwork, classroom walkthroughs, mini-assessments, practice prompts, the 6 Traits rubric, and the 2010 FCAT Writing Test.
16	All ninth and tenth grade students in an English class will receive daily lessons on the conventions of writing and the 6 Traits.	Francine Baugh, Assistant Principal, Gwendolyn Smith Clark, English Team Leader, and all English teachers	Students will be administered mini-assessments and practice prompts.	Classwork, classroom walkthroughs, mini-assessments, practice prompts, the 6 Traits rubric, and the 2010 FCAT Writing Test.
17	Student/teacher conferences will be used as a strategy to improve student writing.	Francine Baugh, Assistant Principal, Gwendolyn Smith Clark, English Team Leader, and all English teachers	Students will be administered mini-assessments and practice prompts.	Classwork, mini-assessments, practice prompts, the 6 Traits rubric, and the 2010 FCAT Writing Test.
18	All students in an English class will learn various vocabulary strategies including Latin affixes.	Francine Baugh, Assistant Principal, Gwendolyn Smith Clark, English Team Leader, and all English teachers	Students will be administered mini-assessments and practice prompts.	Classwork, mini-assessments, practice prompts, the 6 Traits rubric, and the 2010 FCAT Writing Test.
19	All students who make improvements in their writing based on department standards according to the FCAT writing rubric will receive incentives. Incentives include: coupons, candy, cookies, supplies, and certificates.	Francine Baugh, Assistant Principal, Gwendolyn Smith Clark, English Team Leader, and all English teachers	Students will be administered mini-assessments and practice prompts.	Classwork, mini-assessments, practice prompts, the 6 Traits rubric, and the 2010 FCAT Writing Test.
20	An English curriculum for all courses of English will be developed to align the English SSS benchmarks.	Francine Baugh, Assistant Principal, Gwendolyn Smith Clark, English Team Leader, Evelyn Thomas, Writing	Students will be administered mini-assessments and practice prompts.	Classwork, mini-assessments, practice prompts, the 6 Traits rubric, and the 2010 FCAT Writing Test.

		Coach, and all English teachers.		
21	All eleventh and twelfth grade students in an English class will receive daily instruction on the various purposes of writing, such as: research based papers, analytical essays, college entrance essays, SAT style essays, and literary papers.	Francine Baugh, Assistant Principal, Gwendolyn Smith Clark, English Team Leader, and all English teachers	Students will be administered mini-assessments and practice prompts.	Classwork, classroom walkthroughs, mini-assessments, practice prompts, the 6 Traits rubric, and the 2010 FCAT Writing Test.
22	The English III and English IV curriculum has been designed to provide instruction in academic writing and preparing students for standardized tests (essay responses to the PSAT, SAT, and the ACT test) and post graduation (scholarship essays, proposals, applications, and resumes).	Francine Baugh, Assistant Principal, Gwendolyn Smith Clark, English Team Leader, and all English teachers	Students will be administered mini-assessments and practice prompts.	Classwork, mini-assessments, practice prompts, the 6 Traits rubric, and the 2010 FCAT Writing Test.
23	All Honors English I and Honors English II teachers will provide instruction in academic writing and preparation for standardized tests, such as the PSAT.	Francine Baugh, Assistant Principal, Gwendolyn Smith Clark, English Team Leader, and all English teachers	Students will be administered mini-assessments and practice prompts.	Classwork, mini-assessments, practice prompts, the 6 Traits rubric, and the 2010 FCAT Writing Test.
24	All tenth grade students who have a Social Studies class will write a practice prompt monthly in their Social Studies class.	Francine Baugh, Assistant Principal, Gwendolyn Smith Clark, English Team Leader, Evelyn Thomas, Writing Coach, and James Scales, Social Studies Team Leader.	Students will be administered practice prompts.	The 6 Traits rubric and the 2010 FCAT Writing Test.
25	The English Department will share their Instructional Focus Calendar with all teachers.	Francine Baugh, Assistant Principal, Gwendolyn Smith Clark, English Team Leader, and Evelyn Thomas, Writing Coach	Students will be administered mini-assessments and practice prompts.	Classwork, mini-assessments, practice prompts, the 6 Traits rubric, and the 2010 FCAT Writing Test.
26	All teachers will participate in writing across the curriculum.	All administrators, Coaches, and Team Leaders	Students will be administered mini-assessments and practice prompts.	Classwork, classroom walkthroughs, mini-assessments, practice prompts, the 6 Traits rubric, and the 2010 FCAT Writing Test.
27	All teachers will utilize the 4- Step Instructional Process for improving students' process.	All administrators, Coaches, and Team Leaders	Students will be administered mini-assessments and practice prompts.	Classwork, classroom walkthroughs, mini-assessments, practice prompts, the 6 Traits rubric, and the 2010 FCAT Writing Test.
28	All teachers will implement FCAT writing style questions in their tests and grade according to 6 Traits rubric.	All administrators, Coaches, and Team Leaders	Students will be administered mini-assessments and practice prompts.	Classwork, classroom walkthroughs, mini-assessments, practice prompts, the 6 Traits rubric, and the 2010 FCAT Writing Test.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
At least 75% of the 10th grade students will score 4.0 or above on the 2010 FCAT Writing Test.	Six Traits of Writing	Gwendolyn Smith Clark, English Team Leader and Evelyn Thomas, Writing Coach	August, 2009- June, 2010	Administer and evaluate student work, writing prompts, mini-assessments, and the 2010 FCAT Writing Test.	Francine Baugh, Assistant Principal, Gwendolyn Smith Clark, English Team Leader, and Evelyn Thomas, Writing Coach

At least 75% of the 10th grade students will score 4.0 or above on the 2010 FCAT Writing Test.	Evaluation and assessment of student writing through personal experience	Gwendolyn Smith Clark, English Team Leader and Evelyn Thomas, Writing Coach	August, 2009-June, 2010	Administer and evaluate student work, writing prompts, mini-assessments, and the 2010 FCAT Writing Test.	Francine Baugh, Assistant Principal, Gwendolyn Smith Clark, English Team Leader, and Evelyn Thomas, Writing Coach
At least 75% of the 10th grade students will score 4.0 or above on the 2010 FCAT Writing Test.	Florida's Continuous Improvement Model, the 7 Correlates of Effective Schools, and Marzano's High-Yield Strategies in order for teachers to effectively address students' needs	Evelyn Thomas, Writing Coach	August, 2009-June, 2010	Departmental meeting minutes will be reviewed to ensure data trends are discussed and lesson plans are developed.	Francine Baugh, Assistant Principal, Gwendolyn Smith Clark, English Team Leader, and Evelyn Thomas, Writing Coach
At least 75% of the 10th grade students will score 4.0 or above on the 2010 FCAT Writing Test.	Instructional Focus Calendar	Gwendolyn Smith Clark, English Team Leader and Evelyn Thomas, Writing Coach	August, 2009-June, 2010	Administrative and Team Leader Walkthroughs and administer and evaluate student work, writing prompts, mini-assessments, and the 2010 FCAT Writing Test.	Francine Baugh, Assistant Principal, Gwendolyn Smith Clark, English Team Leader, and Evelyn Thomas, Writing Coach
75% of the 10th grade students will score 4.0 or above on the 2010 FCAT Writing Test.	Quality Writing	Gwendolyn Smith Clark, English Team Leader and Evelyn Thomas, Writing Coach	August, 2009-June, 2010	Administer and evaluate student work, writing prompts, mini-assessments, and the 2010 FCAT Writing Test.	Francine Baugh, Assistant Principal, Gwendolyn Smith Clark, English Team Leader, and Evelyn Thomas, Writing Coach

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
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Writing team (six people)	Accountability	\$3,000.00
Incentives	Accountability	\$500.00
		Total: \$3,500.00
		Final Total: \$3,500.00

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
Attendance data from 2007-08 and 2008-09 showing parent participation in the School Advisory Council (SAC), the Parent Teacher Student Association (PTSA),	By May, 2010, parent participation and involvement in SAC, PTSA, and other school events will increase by 10%.

and both Open Houses indicated that the trend of parental input and involvement is lower than desired. The average SAC monthly attendance in 2007-08 was 26 and in 2008-09 38. The average PTSA bi-monthly attendance in 2007-08 was 28 and in 2008-09 25. In addition, less than 50% of student households attend either of the two Open House events.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Information workshops will be held every other month to provide parents with information regarding: BRACE and Butler college financial information, anti-bullying, department and school-wide updates, drugs, FCAT, the Freshmen Academy, gangs, internet safety, Pinnacle, the School Improvement Plan, technology, and Virtual Counselor.	Colleen Stearn, Assistant Principal, Jayne Hafer, PTSA President, and TBD, SAC Chair	Attendance data from the 2009-10 SAC and SAF meetings and both Open Houses will be compared to the same data from 2008-09. Parent's will complete the Sixteenth Annual Customer Survey administered by the School Board of Broward County.	Attendance data from the SAC and SAF meetings and both Open Houses and parent data from the Sixteenth Annual Customer Survey.
2	A first and second semester Open House will be scheduled for parents.	Jon Marlow, Principal, and Colleen Stearn, Assistant Principal	Attendance data from the 2009-10 SAC and SAF meetings and both Open Houses will be compared to the same data from 2008-09. Parent's will complete the Sixteenth Annual Customer Survey administered by the School Board of Broward County.	Attendance data from the SAC and SAF meetings and both Open Houses and parent data from the Sixteenth Annual Customer Survey.
3	The PTSA will conduct a membership drive.	Jayne Hafer, PTSA President	Attendance data from the 2009-10 SAC and SAF meetings and both Open Houses will be compared to the same data from 2008-09. Parent's will complete the Sixteenth Annual Customer Survey administered by the School Board of Broward County.	Attendance data from the SAC and SAF meetings and both Open Houses and parent data from the Sixteenth Annual Customer Survey.
4	Academic and Sports Award Nights will be scheduled.	Vincent Tozzi, Athletic Director	Attendance data from the 2009-10 SAC and SAF meetings and both Open Houses will be compared to the same data from 2008-09. Parent's will complete the Sixteenth Annual Customer Survey administered by the School Board of Broward County.	Attendance data from the SAC and SAF meetings and both Open Houses and parent data from the Sixteenth Annual Customer Survey.
5	A magnet showcase will be held to solicit enrollment of magnet students from all schools within the county.	Maryy Caputo, Middle Years Coordinator	Attendance data from the 2009-10 SAC and SAF meetings and both Open Houses will be compared to the same data from 2008-09. Parent's will complete the Sixteenth Annual Customer Survey administered by the School Board of Broward County.	Attendance data from the SAC and SAF meetings and both Open Houses and parent data from the Sixteenth Annual Customer Survey.
6	The SAC committee will work with the PTSA to increase parent participation.	Colleen Stearn, Assistant Principal, and TBD, SAC Chair	Attendance data from the 2009-10 SAC and SAF meetings and both Open Houses will be compared to the same data from 2008-09. Parent's will complete the Sixteenth Annual Customer Survey administered by the School Board of Broward County.	Attendance data from the SAC and SAF meetings and both Open Houses and parent data from the Sixteenth Annual Customer Survey.
7	All parents of incoming freshmen and new students are invited to attend the Freshmen Round-up and New Student Orientation prior to the first day of school.	Francine Baugh, Assistant Principal	Attendance data from the 2009-10 SAC and SAF meetings and both Open Houses will be compared to the same data from 2008-09. Parent's will complete the Sixteenth Annual Customer Survey	Attendance data from the SAC and SAF meetings and both Open Houses and parent data from the Sixteenth Annual Customer Survey.

			administered by the School Board of Broward County.	
8	Parents will sign-in each time they participate in SAC, SAF, and other school events.	Colleen Stearn, Assistant Principal, TBD, SAC Chair, and all school faculty and staff	Attendance data from the 2009-10 SAC and SAF meetings and both Open Houses will be compared to the same data from 2008-09. Parent's will complete the Sixteenth Annual Customer Survey administered by the School Board of Broward County.	Attendance data from the SAC and SAF meetings and both Open Houses and parent data from the Sixteenth Annual Customer Survey.
9	100% of student households will be notified via ParentLink and newsletters regarding school events and student and school progress.	Maria Formoso, Assistant Principal	Attendance data from the 2009-10 SAC and SAF meetings and both Open Houses will be compared to the same data from 2008-09. Parent's will complete the Sixteenth Annual Customer Survey administered by the School Board of Broward County.	Attendance data from the SAC and SAF meetings and both Open Houses and parent data from the Sixteenth Annual Customer Survey.
10	Parents will receive individual student assessment results through conferences, interim reports, report cards, and FCAT/SAT student results sheets.	Colleen Stearn, Assistant Principal	Attendance data from the 2009-10 SAC and SAF meetings and both Open Houses will be compared to the same data from 2008-09. Parent's will complete the Sixteenth Annual Customer Survey administered by the School Board of Broward County.	Attendance data from the SAC and SAF meetings and both Open Houses and parent data from the Sixteenth Annual Customer Survey.
11	Parents will be elected to serve on PTSA and SAC.	Jayne Hafer, PTSA President, and TBD, SAC Chair	Attendance data from the 2009-10 SAC and SAF meetings and both Open Houses will be compared to the same data from 2008-09. Parent's will complete the Sixteenth Annual Customer Survey administered by the School Board of Broward County.	Attendance data from the SAC and SAF meetings and both Open Houses and parent data from the Sixteenth Annual Customer Survey.
12	The school website will be updated regularly with pertinent information for parents, students, and other stakeholders.	Colleen Stearn, Assistant Principal, TBD, SAC Chair, and Hal Plotkin, Website Coordinator	Attendance data from the 2009-10 SAC and SAF meetings and both Open Houses will be compared to the same data from 2008-09. Parent's will complete the Sixteenth Annual Customer Survey administered by the School Board of Broward County.	Attendance data from the SAC and SAF meetings and both Open Houses and parent data from the Sixteenth Annual Customer Survey.
13	The local newspaper will be utilized to communicate pertinent school information.	Jayne Hafer, PTSA President, and TBD, SAC Chair	Attendance data from the 2009-10 SAC and SAF meetings and both Open Houses will be compared to the same data from 2008-09. Parent's will complete the Sixteenth Annual Customer Survey administered by the School Board of Broward County.	Attendance data from the SAC and SAF meetings and both Open Houses and parent data from the Sixteenth Annual Customer Survey.
14	A parent email database will be used to increase parents awareness of important information.	Rory Cooksey and Jason Williams, Technology Specialists	Attendance data from the 2009-10 SAC and SAF meetings and both Open Houses will be compared to the same data from 2008-09. Parent's will complete the Sixteenth Annual Customer Survey administered by the School Board of Broward County.	Attendance data from the SAC and SAF meetings and both Open Houses and parent data from the Sixteenth Annual Customer Survey.
15	Written communication and ParentLink phone calls will be sent home in students' native languages.	All administrators	Attendance data from the 2009-10 SAC and SAF meetings and both Open Houses will be compared to the same data from 2008-09. Parent's will complete the Sixteenth Annual Customer Survey administered by the School Board of Broward County.	Attendance data from the SAC and SAF meetings and both Open Houses and parent data from the Sixteenth Annual Customer Survey.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

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
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: \$0.00

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Novels for Reading Teachers	Accountability	\$1,500.00
Reading	Novels for English Teachers	Accountability	\$1,500.00
Reading	Reading for Understanding Reading Kit (five kits)	Accountability	\$2,500.00
Reading	Advanced Placement test review materials and supplements	Accountability	\$5,000.00
			Total: \$10,500.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	Scientific Calculators	Accountability	\$400.00
			Total: \$400.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading training	Small Learning Communities	\$1,008.00
Reading	Professional development for the faculty	Small Learning Communities	\$2,000.00
Reading	Implement reading strategies	Small Learning Communities	\$1,200.00
			Total: \$4,208.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Teachers for after school tutoring	Extended Learning Opportunities	\$5,000.00
Writing	Writing team (six people)	Accountability	\$3,000.00
Writing	Incentives	Accountability	\$500.00
			Total: \$8,500.00
			Final Total: \$23,608.00

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
Advanced Placement test review and supplemental materials	5000
Circuit demo Kit	4000
DNA model kit	354
IB Assistance for ACT and SAT	3400
LCD bulbs (5)	1500

LCD projectors (2)	2000
Novels- English Department	2500
Novels- Math Department	1702
Novels- Reading Department	1500
Reading for Understanding Reading Kits (5)	2500
Scientific Calculators	400
Student incentives- English Department	500
Writing team- English Department	3000

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

The School Advisory Council (SAC) is responsible for the development and implementation of the School Improvement Plan (SIP).

Per the District's SAC Bylaws and by utilizing Robert's Rules of Order, SAC elections for officers and members will be held at the first SAC meeting of the year on Monday, August 31, 2009.

Departments develop school improvement objectives and strategies and recommendations for staff development and budget in their respective academic areas. Once the plan is approved, it is shared with all members of the faculty and staff as well as the parents and community members. Curriculum Coaches, Team Leaders, and other faculty are responsible for the coordination of each action step. The plan is posted on the school's web site after it is Board approved. During the year, the SAC oversees the implementation of the action steps and monitors data during the year.

Tentative topics for the school year include: BRACE and Butler College Financial Information, Anti-Bullying, Department and School-wide Updates, Drugs, FCAT, Gangs, Internet Safety, Pinnacle, the School Improvement Plan, Technology, and Virtual Counselor.

SAC Members

Members

- 1) Jon Marlow, Principal
- 2) Adam Sadow, SAC Chair
- 3) Jason Elo, Student
- 4) Jessica Grant, Student
- 5) Dorca Jean-Pierre, Student
- 6) Ashira Klein, Student
- 7) Daniel Vergara, Student
- 8) Barrett Westerlind, Student
- 9) Taylor Westerlind, Student
- 10) Thereasa Bennett, Teacher
- 11) Donna Bird, Teacher
- 12) Dawn Boothe, Teacher
- 13) Kelly Caputo, Teacher
- 14) Christy Shuler-Gomez, Teacher
- 15) Russell Westerlind, Business Member
- 16) Mercedes Angello, Parent
- 17) Judy Grant, Parent

- 18) Bill Rice, Parent
- 19) Michelle Rice, Parent
- 20) Jane Bracken, Community Member
- 21) Jayne Hafer, Community Member
- 22) Jodi Klein, Community Member
- 23) Sonia Vergara, Community Member
- 24) Krystal Martinez, School Support Personnel
- 25) Sally Shaw, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward DEERFIELD BEACH HIGH SCHOOL 1711												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1272 Math: 1265		2008-2009 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?		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	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009
TOTAL ⁴	99	Y	98	Y	37	N	64	N		93	Y	65	75	Y	62	63	N	37	36	N	38	N	67	N		
WHITE	99	Y	99	Y	54	N	80	Y		93	Y	72	81	Y	41	46	N	19	20	NA	55	N	81	NA		
BLACK	98	Y	98	Y	26	N	52	N	93	93	Y	61	69	Y	77	74	N	53	48	N	26	N	55	N		
HISPANIC	98	Y	98	Y	31	N	65	N		92	Y	56	78	Y	63	69	N	31	35	N	34	N	67	N		
ASIAN	99	Y	99	Y		NA		NA									NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA									NA			NA						
ECONOMICALLY DISADVANTAGED	99	Y	98	Y	29	N	59	N	94	94	Y	61	72	Y	71	71	N	45	41	N	30	N	62	N		
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y		N	24	N	89	84	N	44	61	Y	94		N	73	76	N	10	N	37	N		
STUDENTS WITH DISABILITIES	96	Y	96	Y	26	N	39	N	88	88	N	27	40	Y	78	74	N	62	61	N	18	N	39	N		

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward DEERFIELD BEACH HIGH SCHOOL 1711											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1230 Math: 1225		2007-2008 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?		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	2008	Y/N	2008	Y/N	2008
TOTAL ⁴	99	Y	99	Y	38	N	63	Y	93		Y	58	65	Y	70	62	Y	41	37	NA	43	NA	76	NA	
WHITE	99	Y	100	Y	59	Y	81	Y			Y	71	72	Y	51	41	NA	24	19	NA	62	NA	87	NA	
BLACK	98	Y	98	Y	23	N	47	N	90	93	Y	50	61	Y	82	77	N	54	53	N	28	N	66	Y	
HISPANIC	99	Y	99	Y	37	N	69	Y			Y	52	56	Y	71	63	Y	37	31	NA	43	NA	81	NA	
ASIAN	100	Y	100	Y		NA		NA									NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA									NA			NA					
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	29	N	55	N	89	94	Y	45	61	Y	81	71	Y	48	45	N	34	NA	71	Y	
ENGLISH LANGUAGE LEARNERS	98	Y	99	Y	6	N	27	N	74	89	Y	24	44	Y	94	N	69	73	N	19	N	54	N		
STUDENTS WITH DISABILITIES	98	Y	98	Y	22	N	38	N	83	88	Y	34	27	N		78	NA		62	NA	21	N	54	N	

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward DEERFIELD BEACH HIGH SCHOOL 1711											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1168 Math: 1165		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	Y/N	2007	Y/N	2007
TOTAL ⁴	96	Y	96	Y	30	N	59	Y	90	93	Y	56	58	Y	71	70	NA	44	41	NA	42	NA	76	NA	
WHITE	96	Y	96	Y	49	N	76	Y			Y	69	71	Y	49	51	NA	24	24	NA	53	NA	84	NA	
BLACK	96	Y	96	Y	18	N	46	N	87	90	Y	49	50	N	83	82	NA	56	54	NA	33	NA	70	NA	
HISPANIC	98	Y	98	Y	29	N	63	Y	87		Y	44	52	Y	72	71	NA	42	37	NA	43	NA	76	NA	
ASIAN	100	Y	100	Y		NA		NA				89	84	NA											
AMERICAN INDIAN		NA		NA		NA		NA									NA			NA					
ECONOMICALLY DISADVANTAGED	96	Y	96	Y	19	N	52	N	89	89	N	46	45	N	83	81	NA	53	48	NA	36	NA	72	NA	
ENGLISH LANGUAGE LEARNERS	95	Y	96	Y		N	31	N	74	74	N	32	24	N		NA	67	69	NA	37	NA	68	NA		
STUDENTS WITH DISABILITIES	88	N	88	N		NA		NA	59	83	Y	34	34	N		NA			NA						

SCHOOL GRADE DATA

Broward School District DEERFIELD BEACH HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	40%	69%	87%	31%	227	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	50%	74%			124	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?	51% (YES)	66% (YES)			117	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%	45%			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					468	
Percent Tested = 97%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Broward School District DEERFIELD BEACH HIGH SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	44%	70%	93%	29%	236	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	56%	75%			131	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?	57% (YES)	68% (YES)			125	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	39%	54%			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					492	
Percent Tested = 97%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Broward School District DEERFIELD BEACH HIGH SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	33%	63%	91%	27%	214	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	46%	72%			118	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?	49% (NO)	66% (YES)			115	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	33%	35%			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					447	
Percent Tested = 96%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested