

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: POMPANO BEACH HIGH SCHOOL

District Name: Broward

Principal: David B. Gordon

SAC Chair: Andrew W. Kirk

Superintendent: James F. Notter

Date of School Board Approval: Pending

Last Modified on: 09-18-2009

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

Dr. Frances Haithcock, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION and MISSION STATEMENTS

Pompano Beach High School provides a safe learning environment where students acquire skills to be competitive in the global community and develop into good citizens and lifelong learners.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Pompano Beach High School is a 100% magnet school offering magnet diplomas focusing on international business and informational technology. Students must score at or above a level 3 on the FCAT test in reading and mathematics in order to be admitted into our school. Once enrolled, students must maintain a 2.5 grade point average. Students are bussed in from throughout our school district.

Unique School Strengths for Next Year

Our school has an extremely dedicated faculty and student body. In addition, we have an extremely supportive group of parents and community partners that are willing to assist in any way.

Unique School Weaknesses for Next Year

Due to boundary changes, our school has experienced a decline in student enrollment, thus reducing our FTE funding. This has resulted in losing valuable teachers and resources. Additional state and county wide budget cuts have also affected our school operations.

Student Demographics

White- 54.2%, Black- 25%, Hispanic- 14%, Asian- 3.94%, Native American- .23%, Multi- 2.44%, Free Reduced Lunch- 30.7%, ELL- 0.47%, ESE- 1.34%

Student Attendance Rates

95.9%

Student Mobility

5.7%

Student Suspension Rates

2.5%

Student Retention Rates

0%

Class Size

26.0 students per class

Academic Performance of Feeder Pattern

Our school is a 100% magnet and we enroll students coming from several middle schools throughout the district in addition to local private schools. The majority of our students come from the following feeder middle schools: Crystal Lake Middle School (A), Pompano Beach Middle School (B), Lyons Creek Middle School (A), and Deerfield Beach Middle (B)

Partnerships and Grants

Pompano Beach High School has been awarded with the Carl Perkins Grant for the 2009-10 school year.

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	David Gordon	Degrees- B.A- secondary education M. Ed.- Administration and Supervision Certifications- Social Science, School Principal	3	17	School Grades '07- A '08- A '09- A FCAT- Level 3 or above '07- Reading- 74% Math- 96% '08- Reading- 80% Math- 98% '09- Reading- 76% Math- 100% AYP '07- Y '08- Y '09- Y
Assis Principal	Lori Carlson	Degrees- B.A.- M.Ed.- Certifications- Music K-12, Educational Leadership	2	7	School Grades '07- C '08- A '09- A FCAT- Level 3 or above '07- Reading- 41% Math- 76% '08- Reading- 80% Math- 98% '09- Reading- 76% Math- 100% AYP '07- N '08- Y '09- Y
Assis Principal	Ronald Kng	Degrees- B.A.- Masters- Public Administration Certifications- Educational Leadership	6	13	School Grades '07- A '08- A '09- A FCAT- Level 3 or above '07- Reading- 74% Math- 96% '08- Reading- 80% Math- 98% '09- Reading- 76% Math- 100% AYP '07- Y '08- Y '09- Y
Assis Principal	Kay Lang	Degrees- B.A.- Business Administration, M.S.- Varying Exceptionalities Certifications- Varying Exceptionalities, Reading, Educational Leadership	1	1	School Grades '07- C '08- C '09- A FCAT- Level 3 or above '07- Reading- 32% Math- 63% '08- Reading- 36% Math- 71% '09- Reading- 76% Math- 100% AYP '07- N '08- N '09- Y

* 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 *
		Degrees-			School Grades '07- A '08- A '09- A

Reading	Susan Atlas	B.A. Secondary Education Certification-English 6-12, ESOL	6	6	FCAT- Level 3 or above '07- Reading- 74% '08- Reading- 80% '09- Reading- 76% AYP '07- Y '08- Y '09- Y
Mathematics	Andrew Kirk	Degrees- B.A./ M.Ed. Elementary Education Certification- Mathematics 6-12, Gifted, ESOL, Elementary Education, Administration & Supervision	3	2	School Grades '07- A '08- A '09- A FCAT- Level 3 or above '07- Math- 96% '08- Math- 98% '09- Math- 100% AYP '07- Y '08- Y '09- Y

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

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Pompano Beach High School has been an "A" rated school for the past seven years. A high priority is placed on recruiting and retaining high quality staff. New staff and faculty members are mentored in the NESS (New Educator Support System) program. Training and informational sessions are conducted for various school procedures	Lori Carlson/ Kay Lang	May 2009	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Kim Boudinet-Farley	Social Sciences 6-12	American Govt. Honors/ Advanced Placement US Govt./ Political Sciences	Teachers will verify certification status and consult our Employee Self Services directory in order to determine specific courses needed. Teachers will register for and attend courses in order to meet highly qualified status.
Jacqueline Owens	English 6-12, Music K-12	English Honors III, Advanced Reading, Creative Writing I & II	Teachers will verify certification status and consult our Employee Self Services directory in order to determine specific courses needed. Teachers will register for and attend courses in order to meet highly qualified status.
Julia Perlowski	Drama 6-12, English 6-12	Drama I-IV, Intensive Reading Edge C 9th & 10th Grade, Intensive Reading Retake 11th and 12th Grade	Teachers will verify certification status and consult our Employee Self Services directory in order to determine specific courses needed. Teachers will register for and attend courses in order to meet highly qualified status.
Brian Putnam	Chemistry 6-12	Chemistry I Honors, Physics I Honors	Teachers will verify certification status and consult our Employee Self Services directory in order to determine specific courses needed. Teachers will register for and attend courses in order to meet highly qualified status.
Stephen Weigel	Social Sciences 6-12	American History Honors, Advanced Placement U.S. History	Teachers will verify certification status and consult our Employee Self Services directory in order to determine specific courses needed. Teachers will register for and attend courses in order to meet highly qualified status.

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
53	0	17	36	47	59	96	4	26	72

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Andrew Shipe/ Sandy Melillo	Florence Petit-Mendez	First year as Language Arts teacher	Monthly informational meetings, peer assistance
Isiah Pitts	Richard Berquist	First time as guidance counselor in extended period of time	Monthly informational meetings, peer assistance
Ned Oistacher	Tanesha Forbes	Initial year at Pompano Beach High School; will be entering PBHS during middle of year following medical leave.	Monthly informational meetings, peer assistance
Russell Kaufman	PBHS Faculty	Encouraging teachers to develop and maintain class websites	bi-monthly meetings to monitor website maintenance
Language Arts Teachers	Content area teachers	incorporate high quality writing assignments in the content areas.	monthly meetings to discuss writing samples, develop ideas for lesson plans, and assess effectiveness of activities

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Lori Carlson- Assistant Principal
Grace Kelly- Guidance Counselor
Elvin Hazel- Teacher/ Support
Andrew Kirk- Teacher/ Support

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

. Collaborative Problem Solving team schedules meeting time while initial information in regards to student background, academic history, and present performance is obtained. Team analyzes findings and identifies possible preventative strategies. In addition, team determines if further actions should be taken (gathering additional data using collection tools, parent conferencing, additional services, behavior plan, etc.).

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

RtI Leadership Team met to discuss programs that could be used to benefit struggling students. In addition, members of the RtI leadership team are members of the School Advisory Council and are involved in the development of the School Improvement Plan

RtI Implementation

Describe the data management system used to summarize tiered data.

Student assessment data is entered and housed on Virtual Counselor; summary reports are obtained by teachers, leadership, and support staff. Student progress is monitored by teachers and is available through our online gradebook, Pinnacle. Also, our guidance counselor enters a brief synopsis of the findings into our online district database (TERMS).

Describe the plan to train staff on RtI.

School faculty will be trained during Faculty meeting. Plan of Action Flowchart and additional information will be provided to all faculty members during the meeting. Teacher representation will be solicited, and new members will attend the district training sessions.

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?

Reading- 86% of ninth grade and 73% of tenth grade students scored at or above a level 3 on the Reading portion of the 2009 FCAT test. Ninth and tenth grade students earned 76% of mean points in Reference and Research.
Mathematics- 99% of ninth grade and 100% of tenth grade students scored at or above a level 3 on the Mathematics portion of the 2009 FCAT test. 77% of ninth grade students met criteria in the area of Measurement, and 77% of tenth grade students met criteria in Number Sense.
Writing- 94% of tenth grade students scored a four or above on the Writing portion of the 2009 FCAT Test.
Science- Eleventh grade students scored, on average, a 341 on the science portion of the 2009 FCAT Test. 57% of eleventh grade students scored at level 3 or above on the biology portion of the science portion of the 2009 FCAT Test.

Instructional Calendar Development

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

School leadership team and department heads will review the district Instructional Focus calendar and will develop a specific plan based on student needs (data).

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

Reading- Reference & Research, Words and Phrases
Writing- Expository Writing prompts
Mathematics- Measurement and Geometry
Science- Biology

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

Teachers will use online database to identify areas of weakness for each student. Teachers will provide assistance to students to address these areas. Periodic mini-benchmark assessment tests will be administered in order to determine student success.

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

- Students are encouraged complete magnet diploma requirements, equipping them with skills in the fields of technology, foreign language, and international business and communication.
- Classroom activities incorporate technology, real world application, and problem solving skills.
- Students participate in the district "Global Learning Initiative through Digital Education for Students" (GLIDES) program, providing students with standards-based, multidisciplinary activities incorporating technology

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?

- School "Broward Advisors for Continuing Education" (BRACE) Advisor meets with students to discuss career planning and post secondary education opportunities.
- Guidance counselors available for student conferencing upon request.
- Guidance counselors meet with students when registering for courses to discuss best interests and needs of each individual.
- Registrar and guidance department work individually with students to identify volunteer opportunities that would assist students in pursuing interests and possible career options.
- Students have a great deal of course options with varying degrees of difficulty to meet all students desires and ability levels.

DO

Direct the Instructional Focus

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

Teachers and school leaders use district provided instructional focus calendars and pacing guides as a framework when developing sequence guides for each subject area.

How are instructional focus lessons developed and delivered?

Lesson plans are developed by teachers and instructional coaches using district resources and textbook support materials. Mini- lessons are delivered daily in each course.

How will instructional focus lessons be revised and monitored?

Lessons are monitored using student performance on mini- benchmark assessments and teacher created assessments in classroom. Lessons will be revised if they fail to be effective or if additional areas of need are identified.

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.

- Midchapter/ Chapter tests
- Intermediate Quizzes
- Mini Benchmark Assessments
- District Benchmark Assessments

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

The 80/80 (80% of students mastering 80% of the material) rule will be used to indicate mastery. Students not mastering the benchmark will participate in small group or individual instruction/ activities.

Maintenance

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

15-20 minutes of daily instruction time devoted to mini-lessons focusing on pre-identified benchmarks. Students are assessed periodically to determine level of mastery and need for remediation.

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.

Subject Area departments and school leadership team access online district database to identify student needs based on previous year's FCAT benchmark performance, mini-benchmark assessment tests, and teacher made instructional focus assessments. These chats take place at department and school leadership meetings.

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 communicates information from district administrators to staff.
- The principal and leadership team collaborate to identify staff needs based on feedback. In addition, they work together to develop and monitor progress of professional development plan.
- Department heads present staff concerns, suggestions, and ideas to leadership team for discussion.
- Administrators conduct classroom walkthroughs and enter data to identify trends among instructional staff
- Instructional coaches support subject area teachers in meeting the needs of all students by providing information, resources, and instructional assistance.

ACT

Supplemental and Intensive Instruction/Interventions

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

- Teachers develop and implement lesson plans using sunshine state standards.
- Students in need of reading assistance are required to enroll in intensive reading course.

- Students in need of Algebra and Geometry remediation required to take Integrated Mathematics 2 course.

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

- Students in need of test taking skills and math and reading remediation encouraged to attend four day Academic Achievement Academy.
 - After school tutorial sessions offered bi-weekly to students needing assistance in coursework material.
 - Teachers engage in individual or small group instruction based on student performance on instructional focus assessments.

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

- Staff, student, and parent surveys
 - Testing data
 - Classroom walkthrough database- reports generated based on data entered and analyzed by leadership team.
 - Recommendations based on leadership team observations.

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

- Students who fail to achieve mastery of subject area content
 - Students who perform poorly on previous year's testing session

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

- Periodic comparisons of student performance on formative assessments throughout the school year.

Enrichment

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

Students participate in the following activities:
 - district "Global Learning Initiative through Digital Education for Students" (GLIDES) program, providing students with standards-based, multidisciplinary activities incorporating technology
 - project based learning
 - daily silent sustained reading
 - summer reading program
 - subject area extracurricular activities/ clubs
 - independent research
 - student presentations
 - content area extension activities
 - curriculum compacting/ scaffolding
 - real world application
 - current events
 - debates, discussions, mock trials

Describe how students are identified for enrichment strategies.

Students who consistently score at or above mastery on course content assessments.

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)
School Leadership team	David Gordon	weekly	Monday mornings	School events, trends, areas in need of attention, leadership collaboration
Department Head meetings	David Gordon	monthly	3rd Monday of each month after school	Means of communication among staff members to address concerns and school needs
Web 2.0	Jeff Williams	monthly	4th Tuesday of each month after school	Developing teacher websites

Interdisciplinary Writing	Andrew Shipe	monthly	4th Tuesday of each month after school	Incorporating writing exercises into all subject areas
F.I.R.S.T.	Andrew Kirk	monthly	4th Tuesday of each month after school	High School Reform/ Ninth Grade Transition
N.E.S.S.	Jill Nelson	monthly	4th Tuesday of each month after school	Support activities for all new educators
Professional book study group	Sandy Melillo	monthly	4th Tuesday of each month after school	Teacher reflection and analysis of practices in the classroom through professional literature
Department meetings	Department heads	monthly	2nd Tuesday of each month after school	Student performance analysis, staff development, curriculum, staff concerns within department
Instructional Focus Trainings	Susan Atlas	monthly	3rd Tuesday of each month after school	Staff development, curriculum, reading strategies, data analysis, etc.

NCLB Public School Choice

Note: For Title I schools only

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

Pre-School Transition

N/A

Postsecondary Transition

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

- magnet diploma offered giving students the opportunity to develop skills and knowledge pertaining to international business, technology, and foreign language to be applied in the workforce.
- OJT (On the Job Training) courses offered giving students the opportunity to gain work experience and engage in discussion pertaining to these in the classroom.
- Offers a variety of challenging Honors and Advanced Placement courses.
- Offers dual enrollment courses throughout the year so students can gain college credit while still in high school.
- Hosts several "College Fairs" during which state various universities inform students of post secondary options.
- Onsite BRACE advisor counsels upperclassmen discussing post secondary options.
- Personalized guidance department and support staff meet with all students in a variety of settings to assist with the development needed study skills and the selection of the most appropriate courses
- SAT preparation courses offered to students to target areas for improvement in reading and mathematics.
- After School tutoring sessions offered for students struggling in their coursework.

PART II: EXPECTED IMPROVEMENTS

Reading 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		
Words and Phrases in Context- 48% of 9th grade students and 9% of the 10th grade students met the criteria on the district BAT		Increase percentage meeting criteria to 55% in grade 9 and 20% in grade 10 on the 2nd BAT administration.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will engage in activities involving direct instruction in vocabulary improvement in all content areas.	Susan Atlas, Kay Lang	1. Teachers will analyze and review data from periodic vocabulary assessments. Teachers will identify students in need of vocabulary skills development and remediation. Teachers will provide direct instruction to students in a variety of contexts and settings	1. - Mini- Benchmark Assessment Tests - District Benchmark Assessment Tests - FAIR - Classroom Tests and Quizzes
2	2. Students will learn a "word of the day" via the morning announcements	Susan Atlas, Kay Lang	2. Reading coach will provide Audiovisual teacher with SAT word list. Audiovisual teacher will incorporate terms into daily morning announcements. Teachers will receive strategies and training on revisiting these words in their classroom on a daily basis. Classroom teachers will review and assess term usage in classes and discuss progress in professional Learning Communities	- Mini- Benchmark Assessment Tests - District Benchmark Assessment Tests - FAIR - Classroom Tests and Quizzes
3	3. Students will learn, practice and apply at least three strategies to determine word meanings from text.	Susan Atlas, Kay Lang	3. Reading coach will present specific strategies and activities to assist in vocabulary development. Teachers will instruct and remediate these strategies to students. Students will be required to utilize these strategies and demonstrate mastery in subject area assessments and real world situations.	3. - Mini- Benchmark Assessment Tests - District Benchmark Assessment Tests - FAIR - Classroom Tests and Quizzes

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Teachers will learn a variety of strategies to increase student achievement in vocabulary	Tiered Words, Context Clues, Concept of Definition, and Semantic Feature Analysis (Science)	Susan Atlas	September 2009 through December 2009	Classroom modeling, visits, conferences, and reflection by teacher.	Susan Atlas, Kay Lang

Teachers will employ strategies that work best in their content area.	Janet Allen's Words, Words, Words: Integration and Meaningful Use	Susan Atlas	January 2010 through June 2010	Classroom modeling, visits, conferences, and reflection by teacher.	Susan Atlas Kay Lang
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For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

1. Instructional Focus Calendar for Reading presents activities and strategies for all content areas.
2. Monthly professional development for teachers will require a follow up activity that will apply the lesson from the Instructional Focus session. The reading coach will make classroom visits to ensure fidelity to the lessons taught in the IF session and to the effectiveness of instructional practice.
3. Collegial Conversation (PLC) sessions will focus on professional books that address reading instruction across content areas, specifically I Read It, but I Don't Get It by Chris Tovani, Strategies that Work: Teaching Comprehension to Enhance Understanding by Harvey and Goudvis, and Classroom Instruction that Works by Marzano, Pickering, and Pollock

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Hampton Brown Edge	School Budget	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Read On! Reading comprehension program	District Funds	\$0.00
Computer supplies	Carl Perkins Grant	\$2,665.00
		Total: \$2,665.00
Professional Development		
Description of Resources	Funding Source	Available Amount
CAR-PD	Carl Perkins Grant	\$1,800.00
Instructional Focus development and training	Carl Perkins Grant	\$1,000.00
		Total: \$2,800.00
Other		
Description of Resources	Funding Source	Available Amount
Academic Achievement Camp	Carl Perkins Grant	\$6,750.00
SAT/ACT Camp	Carl Perkins Grant	\$750.00
State and National CTSO Competitions	Carl Perkins Grant	\$600.00
		Total: \$8,100.00
		Final Total: \$13,565.00

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
83 % of students scored at or above a level 4 on the Mathematics portion of the FCAT Test	85 % of students scored at or above a level 4 on the Mathematics portion of the FCAT Test

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will participate in 15- minute daily instructional focus activities at the beginning of each class period.	Andrew Kirk, Alan Gates	1. Math coach will create and distribute an Instructional Focus calendar to each math teacher. Teachers will incorporate activities into daily lesson plans. Teacher will assess for student mastery on previously taught concepts and remediate when necessary. Math department will discuss trends among student performance and increase exposure to identified benchmarks	1. - Mini- Benchmark Assessment Tests - District Benchmark Assessment Tests - Classroom Tests and Quizzes - 2010 FCAT
2	2. Students will apply geometry and measurement concepts to real world situations to increase success rates.	Andrew Kirk, Alan Gates	2. Math coach will create multimedia presentation including higher order geometry and measurement examples. Multimedia presentation and assessments will be distributed to ninth and tenth grade math teachers to be utilized with students. Teachers will assess students mastery and remediate when necessary. Math department will discuss trends among student performance and identify the need for additional exposure if necessary	2. - Mini- Benchmark Assessment Tests - District Benchmark Assessment Tests - Classroom Tests and Quizzes - 2010 FCAT
3	3. Students who have not demonstrated mastery of math benchmarks will attend a four day study skills and test taking enrichment camp to receive remediation.	Andrew Kirk, Alan Gates	3. Math teachers will identify students not demonstrating mastery on benchmark assessment. Math Coach will confer with students and parents to encourage student attendance. Students attending all four sessions will be entered into raffle drawing for select prizes.	2. - Mini- Benchmark Assessment Tests - District Benchmark Assessment Tests - Classroom Tests and Quizzes - 2010 FCAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Real World Application of mathematical concepts	Access to district provided lesson plans and activities involving real world application of mathematical concepts	Andrew Kirk	November 2009	Sharing of best practices, effective resources, inclusion of activities in lesson plans, sharing results and modifications	Andrew Kirk, Alan Gates
Effective use of district online database, remediation of struggling students	Access to online district database, minibenchmark assessments	Andrew Kirk	October 2009	production of data chat forms for each class, identification of lower quartile math students, specific strands needing more frequent exposure frequently assess student progress on assessments, mini benchmark assessments, small group remediation for struggling students	Andrew Kirk, Alan Gates

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Prentice Hall Assessment System FCAT Daily Practice Overhead Transparencies	School Budget	\$0.00
FCAT Test Specifications, Practice Tests	District Funds	\$0.00

Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Four function calculators	School Budget	\$0.00
Computer lab for web design/ computer programming	District Funds	\$0.00
Computer lab for web design/ computer programming	District Funds	\$0.00
Computer Supplies	Carl Perkins Grant	\$2,665.00
Total: \$2,665.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Instructional Focus development and training	Carl Perkins Grant	\$1,000.00
Total: \$1,000.00		
Other		
Description of Resources	Funding Source	Available Amount
Math Coach for additional support	Carl Perkins Grant	\$31,663.50
Academic Achievement Camp	Carl Perkins Grant	\$6,750.00
SAT/ACT Camp	Carl Perkins Grant	\$750.00
State and National CTSO Competitions	Carl Perkins Grant	\$600.00
Total: \$39,763.50		
Final Total: \$43,428.50		

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
57% of students are currently performing at level 3 or above on the biology portion of the science FCAT Test		80% of the students taking the FCAT Science test will be able to demonstrate an increase of 10% in their scale score on the biology portion of the FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will participate in school wide review seminars during the ninth and tenth grade reading and math FCAT Testing sessions	Ralph Marchand	1. Science Department will develop a standards based curriculum and FCAT based questions to be covered during seminars. Department head will develop a schedule for all 11th grade students during 9th and 10th grade FCAT sessions. Teachers will review curriculum and report results to department head.	1. - Student performance on lab reports. - Teacher developed quizzes and tests. - in-house and countywide instructional focus benchmark assessment tests. - 2010 Science FCAT
2	2. Students will participate in computer based laboratory activities. These activities will be using physical probes and an electronic interface unit to convert electric probe data into meaningful digital information that can be used on the computer.	Ralph Marchand	2. Science department will develop and compile laboratory activities and incorporate them into lesson plans throughout semester. Teachers will collect student work and evaluate performance, assessing student mastery. Teachers will remediate when needed.	2. - Student performance on lab reports. - Teacher developed quizzes and tests. - in-house and countywide instructional focus benchmark assessment tests. - 2010 Science FCAT
3	3. Students will participate in daily 10 minute Instructional Focus activities covering the Sunshine State Standards.	Ralph Marchand	3. Department head will develop instructional focus calendar and distribute a copy to all members of the department. Teachers will incorporate instructional focus questions and mini-	3. - Student performance on lab reports. - Teacher developed quizzes and tests. - in-house and countywide instructional focus

			lessons into their daily plans. Teachers will analyze student performance and determine level of mastery, remediating when necessary.	benchmark assessment tests. - 2010 Science FCAT
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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
Science Performance	Local, state, and national park visitations to increase knowledge and awareness of biology concepts	Varies	November 2009	Related activities developed and implemented into lesson plans	Ralph Marchand

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
Science Performance	Instructional Focus staff development	\$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?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement	
114 out of 222 students' writing scores decreased from 8th grade to 10th grade FCAT Writing		97% of students will earn a 4 or better on the FCAT Writing	
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1. Students who score 3 or below on monthly writing prompts will attend a remediation session outside of regular class.	Andrew Shipe	1. Monthly data discussions among English I and II teachers, World History, Global Studies teachers and department chairs. Teachers will administer monthly writing prompts, compile a list of students in need of additional assistance, and inform department chair. Department chair will	1. - Monthly writing prompts - BAT Assessment - 2010 FCAT Writing Prompts

			coordinate and implement remediation classes for struggling students. Teachers will assess student performance and determine further needs. Department chair will take department chair days to discuss prompts, results, and remediation strategies with teachers during their planning periods.	
2	<p>1. Students who score 3 or below on monthly writing prompts will attend a remediation session outside of regular class.</p> <p>2. Students who score two points below their 8th grade FCAT score will attend a remediation session outside of regular class.</p>	Andrew Shipe	<p>2. Monthly data discussions among English I and II teachers, World History, Global Studies teachers and department chairs. Teachers will administer monthly writing prompts, compile a list of students in need of additional assistance, and inform department chair. Department chair will coordinate and implement remediation classes for struggling students. Teachers will assess student performance and determine further needs. Department chair will take department chair days to discuss prompts, results, and remediation strategies with teachers during their planning periods.</p>	<p>- Monthly writing prompts</p> <p>- BAT Assessment</p> <p>- 2010 FCAT Writing Prompts</p>
3	<p>2. Students who score two points below their 8th grade FCAT score will attend a remediation session outside of regular class.</p> <p>3. Students will produce content-rich writing in a variety of formats across the curriculum.</p>	Andrew Shipe	<p>3. Department chairs and reading coach will develop content rich lesson plans and activities that include written response and reflections. Teachers will include activities into daily lesson plans. Teachers will reflect and share additional activities throughout the year.</p>	<p>- Monthly writing prompts</p> <p>- BAT Assessment</p> <p>- 2010 FCAT Writing Prompts</p>

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Writing performance	Six Trait Rubric Training, connecting Six Trait s with FCAT, SAT, ACT, and Advanced Placement holistic rubrics	Andrew Shipe	October 2009	English Department collaboration, small group practice and discussion	Andrew Shipe
Writing Performance	Writing across the curriculum, applying Six Traits, FCAT, SAT, ACT, and Advanced Placement rubrics to writing assignments across the curriculum	Andrew Shipe	August 2009	Monthly collegial conversations among teachers across disciplines, small group practice, National Board/Broward Teachers Guild mentoring	Andrew Shipe

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
97% of students will earn a 4 or better on the FCAT Writing	FCAT Writing Rubric training	\$1,000.00
Total: \$1,000.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$1,000.00		

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?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On our 2009 Customer Service Survey, 60% of parents agreed that "My input on school decisions is solicited and valued."		65% of parents will agree that "My input on school decisions is solicited and valued" on the 2010 Customer Service Survey.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Program coordinators will increase advertising and include parent RSVP forms to ensure parent awareness of various meetings and events	Andrew Kirk	1. Program coordinators will advertise for all meetings using a variety of means including our school marquis, morning announcements, classroom presentations, school website, email notifications, District provided "Parentlink" phone calls, and students flyers having parent acknowledgement responses.	1. - Parent Sign In Sheets - Parent Surveys - Parent RSVP forms
2	2. Guidance Department will offer and advertise special events geared to increase students awareness of school life and post secondary opportunities	Isiah Pitts	2. Guidance department will coordinate and host students orientations, Advanced Placement information nights, and college fairs for students. Guidance department will advertise using a variety of means including our school marquis, morning announcements, classroom presentations, school website, email notifications, District provided "Parentlink" phone calls, and students flyers having parent acknowledgement responses.	2. - Parent Sign In Sheets - Parent Surveys - Parent RSVP forms
3	3. Freshmen Institute coordinator will develop and maintain informational website for all income ninth grade parents and students.	Andrew Kirk	3. Freshmen institute coordinator will develop and maintain a website for all ninth grade students and parents. Website will include basic and indepth information regarding school events, expectations,	- Student, parent, and teacher surveys

			frequently asked questions, student and teacher biographies, multimedia presentations. Coordinator will update website on a monthly basis	
4	4. School Advisory Council and Parent Teacher Student Association Meetings will be scheduled on the same evening to increase participation	Andrew Kirk	Assist in the planning of all SAC and PTSA meetings. Increase levels of communication with faculty, parents, students, and coordinators, Inform all stakeholders of meetings and topics to be addressed. Report attendance to stakeholders to encourage future participation.	- Parent Sign In Sheets - Teacher and Parent Surveys

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
School/ Home Communication	Staff development regarding the importance of parental awareness, involvement, and feedback towards school events. Activities encouraging teacher participation at PTSA, SAC, and booster club meetings	TBA	October 2009	Teacher Open House Agenda identifying process to be followed for parent contact, grade access, and information access via school website. Sign in Sheets and teacher surveys to consider suggestions to improve attendance	Andrew Kirk

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	Hampton Brown Edge	School Budget	\$0.00
Mathematics	Prentice Hall Assessment System FCAT Daily Practice Overhead Transparencies	School Budget	\$0.00
Mathematics	FCAT Test Specifications, Practice Tests	District Funds	\$0.00
			Total: \$0.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Read On! Reading comprehension program	District Funds	\$0.00
Reading	Computer supplies	Carl Perkins Grant	\$2,665.00
Mathematics	Four function calculators	School Budget	\$0.00
Mathematics	Computer lab for web design/ computer programming	District Funds	\$0.00
Mathematics	Computer lab for web design/ computer programming	District Funds	\$0.00
Mathematics	Computer Supplies	Carl Perkins Grant	\$2,665.00
			Total: \$5,330.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	CAR-PD	Carl Perkins Grant	\$1,800.00
Reading	Instructional Focus development and training	Carl Perkins Grant	\$1,000.00
Mathematics	Instructional Focus development and training	Carl Perkins Grant	\$1,000.00
Writing	97% of students will earn a 4 or better on the FCAT Writing	FCAT Writing Rubric training	\$1,000.00
Science	Science Performance	Instructional Focus staff development	\$0.00
			Total: \$4,800.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Academic Achievement Camp	Carl Perkins Grant	\$6,750.00
Reading	SAT/ACT Camp	Carl Perkins Grant	\$750.00
Reading	State and National CTSO Competitions	Carl Perkins Grant	\$600.00
Mathematics	Math Coach for additional support	Carl Perkins Grant	\$31,663.50
Mathematics	Academic Achievement Camp	Carl Perkins Grant	\$6,750.00
Mathematics	SAT/ACT Camp	Carl Perkins Grant	\$750.00
Mathematics	State and National CTSO Competitions	Carl Perkins Grant	\$600.00
			Total: \$47,863.50
			Final Total: \$57,993.50

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

No 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
AAA Camp perfect attendance rewards	100
Summer Reading Program novel purchasing	600

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

The committee meets monthly to create, review, and regulate the implementation of the School Improvement Plan. In addition, they determine how accountability and A+ funds are spent. When issues arise that may affect the School Improvement Plan and student achievement, the SAC committee develops a feasible solution so that objectives can be met.

SAC Members

Members

- 1) David Gordon, Principal
- 2) Andrew Kirk, SAC Chair
- 3) Clinton Coutain, Student
- 4) Veruska Gonzalez, Student
- 5) Jill Nelson, Teacher
- 6) Claudia Singkornrat, Teacher
- 7) Ketty Hill, Teacher
- 8) Diana Zambrano, Teacher
- 9) Ashley Zeidman, Business Member
- 10) Alex Sanchez, Parent
- 11) Jim Balistreri, Parent
- 12) Marifran Ramaglia, Parent
- 13) Odalis Tavares, Parent
- 14) Barbara Goodrum, Parent
- 15) Pauline Jacobson, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Broward POMPANO BEACH HIGH SCHOOL 0185													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 652 Math: 652			2008-2009 School Grade ¹ : A			Did the School make Adequate Yearly Progress? YES							
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	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL ⁴	99	Y	99	Y	76	Y		Y			Y	93	92	Y	20	24	NA			NA	75	NA			NA	
WHITE	99	Y	99	Y	79	Y		Y			Y	94	94	Y	17	21	NA			NA	77	NA			NA	
BLACK	99	Y	99	Y	71	Y		Y			Y	92	88	Y	30	29	NA			NA	72	NA			NA	
HISPANIC	100	Y	100	Y	67	Y		Y			Y	91	93	Y	21	33	NA			NA	66	NA			NA	
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	99	Y	100	Y	74	Y		Y			Y	92	94	Y	26	26	NA			NA	73	NA			NA	
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA						

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Broward POMPANO BEACH HIGH SCHOOL 0185													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 638 Math: 638			2007-2008 School Grade ¹ : A			Did the School make Adequate Yearly Progress? YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008
TOTAL ⁴	100	Y	100	Y	80	Y		Y			Y	86	93	Y	26	20	NA			NA	75	NA			NA	
WHITE	100	Y	100	Y	83	Y		Y			Y	88	94	Y	23	17	NA			NA	80	NA			NA	
BLACK	100	Y	100	Y	70	Y		Y			Y	86	92	Y	35	30	NA			NA	66	NA			NA	
HISPANIC	99	Y	99	Y	79	Y		Y			Y	81	91	Y		21	NA			NA	75	NA			NA	
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	74	Y		Y			Y	82	92	Y	34	26	NA			NA	70	NA			NA	
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA						

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Broward POMPANO BEACH HIGH SCHOOL 0185													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 669 Math: 669			2006-2007 School Grade ¹ : A			Did the School make Adequate Yearly Progress? YES							
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	2006	2007	Y/N	2007	Y/N	2007
TOTAL ⁴	100	Y	100	Y	74	Y		Y			Y	85	86	Y	30	26	NA			NA	70	NA			89	NA
WHITE	100	Y	99	Y	77	Y		Y			Y	86	88	Y	28	23	NA			NA	71	NA			88	NA
BLACK	100	Y	100	Y	65	Y		Y			Y	84	86	Y	37	35	NA	7		NA	66	NA			91	NA
HISPANIC	100	Y	100	Y		NA		NA			Y	84	81	NA			NA			NA						
ASIAN		NA		NA		NA		NA			NA	75		NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	99	Y	66	Y		Y			Y	84	82	N	35	34	NA			NA	61	NA			90	NA
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA	74	84	NA			NA			NA						
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA	83		NA			NA			NA						

SCHOOL GRADE DATA

Broward School District POMPANO BEACH HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	100%	95%	65%	336	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	62%	82%			144	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5

Gains							<ul style="list-style-type: none"> Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	54% (YES)	98% (YES)				152	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						NA	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						632	
Percent Tested = 99%							Percent of eligible students tested
School Grade						A	Grade based on total points, adequate progress, and % of students tested

Broward School District POMPANO BEACH HIGH SCHOOL 2007-2008							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	80%	98%	97%	62%	337		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	72%	84%			156		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?	71% (YES)	96% (YES)			167		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						NA	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						660	
Percent Tested = 100%							Percent of eligible students tested
School Grade						A	Grade based on total points, adequate progress, and % of students tested

Broward School District POMPANO BEACH HIGH SCHOOL 2006-2007							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	74%	96%	96%	57%	323		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	66%	79%			145		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?	60% (YES)	89% (YES)			149		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						NA	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						617	
Percent Tested = 99%							Percent of eligible students tested
School Grade						A	Grade based on total points, adequate progress, and % of students tested