

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: STRANAHAN HIGH SCHOOL

District Name: Broward

Principal: Deborah Owens

SAC Chair: Mishka Corbitt

Superintendent: James Notter

Date of School Board Approval: 12/1/09

Last Modified on: 08-20-2009

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

Dr. Frances Haithcock, Chance
K-12 Public Schools
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VISION and MISSION STATEMENTS

THE VISION of Stranahan High School is to provide the highest quality education for all students.
The MISSION of the Stranahan High School Community is to empower students with the academic, social, and career decision-making skills, to prepare them to become productive, responsible citizens in a global society, and to pursue a career plan to meet the challenges of the workplace.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Stranahan High School is a fifty year old comprehensive High School with both a Medical and Engineering Magnet Program

Unique School Strengths for Next Year

BROAG Foundation, National Board Teachers, HP Grant, Medical and Engineering Magnet Programs, UTAP (Urban Teacher Academy) Program, Smaller Learning Communities Grant

Unique School Weaknesses for Next Year

Construction, Staff Turnover, Loss of Reading Staff, Budget Cuts

Student Demographics

Total: 1749 White: 10.4% Black: 64.6% Hispanic: 19.2% Asian: 3.4% Indian: 5% Multi-Racial: 2.1%

Student Attendance Rates

93%

Student Mobility

25.0%

Student Suspension Rates

3.7%

Student Retention Rates

6.3%

Class Size

25/1

Academic Performance of Feeder Pattern

New River Middle Letter Grade B, Did not make AYP and is a Correct II school. Parkway Middle Letter Grade C, Did not make AYP and is a Correct I school.

Partnerships and Grants

Small Learning Community Grant, 21st Century Grant, Carl Perkins Grant, Hewlett Packard Grant. Partnerships include: Broward Health, CH2MHILL, Nova Southeastern University, Florida Atlantic University, Florida International University, DeVry University, Broward College, AXA Equitable Services, The Art Institute of Ft. Lauderdale, Audobon Society, Seventh Avenue Diagnostic Clinic.

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	Deborah Owens	Professional Certificate in Health K-12, Middle Grades Science and Ed. Leadership K-12	5	14	2008-2009 Grade: C Reading Mastery: 42% Math Mastery: 71% Science Mastery: 33% Writing Mastery: 87% AYP: Black and Economically Disadvantaged did not make AYP in Reading. 2007-2008 Grade: D Reading Mastery: 38% Math Mastery: 66% Science Mastery: 35% Writing Mastery: 88% AYP: There were no subgroups that made AYP in Reading and Math. 2006-2007 Grade: C Reading Mastery: 35% Math Mastery: 62% Science Mastery: 38% Writing Mastery: 91% AYP: No Subgroups made AYP in Reading. Only Hispanic subgroup made AYP in Math.
Assis Principal	Alice Thurston	Masters in Educational Leadership Prof. Cert. in Middle Grades Gen Sci 5-9 and Ed. Leadership K-12, ESOL End.	5	5	2008-2009 Grade: C Reading Mastery: 42% Math Mastery: 71% Science Mastery: 33% Writing Mastery: 87% AYP: Black and Economically Disadvantaged did not make AYP in Reading. 2007-2008 Grade: D Reading Mastery: 38% Math Mastery: 66% Science Mastery: 35% Writing Mastery: 88% AYP: There were no subgroups that made AYP in Reading and Math. 2006-2007 Grade: C Reading Mastery: 35% Math Mastery: 62% Science Mastery: 38% Writing Mastery: 91% AYP: No Subgroups made AYP in Reading. Only Hispanic subgroup made AYP in Math.
Assis Principal	Kathy Marlow	Masters in Educational Leadership Professional Certificate History 6-12 and Ed. Leadership K-12	1	7	2008-2009 Grade: C Reading Mastery: 42% Math Mastery: 71% Science Mastery: 33% Writing Mastery: 87% AYP: Black and Economically Disadvantaged did not make AYP in Reading. 2007-2008 Grade: D Reading Mastery: 38% Math Mastery: 66% Science Mastery: 35% Writing Mastery: 88% AYP: There were no subgroups that made AYP in Reading and Math. 2006-2007 Grade: C Reading Mastery: 35% Math Mastery: 62% Science Mastery: 38% Writing Mastery: 91% AYP: No Subgroups made AYP in Reading. Only Hispanic subgroup made AYP in Math.

Assis Principal	David Watkins	Professional Certificate Educational Leadership K-12 and Social Sciences 5-9 Ed.S. Educational Leadership M.A. Social Studies Education	5		<p>2008-2009 Grade: C Reading Mastery: 42% Math Mastery: 71% Science Mastery: 33% Writing Mastery: 87% AYP: Black and Economically Disadvantaged did not make AYP in Reading.</p> <p>2007-2008 Grade: D Reading Mastery: 38% Math Mastery: 66% Science Mastery: 35% Writing Mastery: 88% AYP: There were no subgroups that made AYP in Reading and Math.</p> <p>2006-2007 Grade: C Reading Mastery: 35% Math Mastery: 62% Science Mastery: 38% Writing Mastery: 91% AYP: No Subgroups made AYP in Reading. Only Hispanic subgroup made AYP in Math.</p>
Assis Principal	Alison Trautmann	Masters in Educational Leadership Prof. Cert. in Middle Grades Gen Sci 5-9 and Ed. Leadership K-12, ESOL End.	18	6	<p>2008-2009 Grade: C Reading Mastery: 42% Math Mastery: 71% Science Mastery: 33% Writing Mastery: 87% AYP: Black and Economically Disadvantaged did not make AYP in Reading.</p> <p>2007-2008 Grade: D Reading Mastery: 38% Math Mastery: 66% Science Mastery: 35% Writing Mastery: 88% AYP: There were no subgroups that made AYP in Reading and Math.</p> <p>2006-2007 Grade: C Reading Mastery: 35% Math Mastery: 62% Science Mastery: 38% Writing Mastery: 91% AYP: No Subgroups made AYP in Reading. Only Hispanic subgroup made 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	Tiffany Peterson	Doctorate in Educational Leadership, Masters in Curriculum & Instruction Professional Certificate in Elementary Education, Educational Leadership K-12 and Reading & ESOL Endorsed.	1	6	<p>2008-2009 Grade: C Reading Mastery: 42% Math Mastery: 71% Science Mastery: 33% Writing Mastery: 87% AYP: Black and Economically Disadvantaged did not make AYP in Reading.</p> <p>2007-2008 Grade: D Reading Mastery: 38% Math Mastery: 66% Science Mastery: 35% Writing Mastery: 88% AYP: There were no subgroups that made AYP in Reading and Math.</p> <p>2006-2007 Grade: C Reading Mastery: 35% Math Mastery: 62% Science Mastery: 38% Writing Mastery: 91% AYP: No Subgroups made AYP in Reading. Only Hispanic subgroup made AYP in Math.</p>
Writing	Cinda Kane	Masters in Curriculum & Instruction and English Professional Certificate in English 6-12	7	3	<p>2008-2009 Grade: C Reading Mastery: 42% Math Mastery: 71% Science Mastery: 33% Writing Mastery: 87% AYP: Black and Economically Disadvantaged did not make AYP in Reading.</p> <p>2007-2008 Grade: D Reading Mastery: 38% Math Mastery: 66% Science Mastery: 35% Writing Mastery: 88%</p>

		Journalism 6-12 Gifted/ESOL Endorsed			<p>AYP: There were no subgroups that made AYP in Reading and Math. 2006-2007 Grade: C Reading Mastery: 35% Math Mastery: 62% Science Mastery: 38% Writing Mastery: 91% AYP: No Subgroups made AYP in Reading. Only Hispanic subgroup made AYP in Math.</p>
Math	Janet Hornik	Masters in Guidance/Counseling Professional Certificate in Math 6-12, Guidance K-12, Gifted K-12 ESOL Endorsed	16	5	<p>2008-2009 Grade: C Reading Mastery: 42% Math Mastery: 71% Science Mastery: 33% Writing Mastery: 87% AYP: Black and Economically Disadvantaged did not make AYP in Reading. 2007-2008 Grade: D Reading Mastery: 38% Math Mastery: 66% Science Mastery: 35% Writing Mastery: 88% AYP: There were no subgroups that made AYP in Reading and Math. 2006-2007 Grade: C Reading Mastery: 35% Math Mastery: 62% Science Mastery: 38% Writing Mastery: 91% AYP: No Subgroups made AYP in Reading. Only Hispanic subgroup made AYP in Math.</p>
Science	Georgette Treloar	Masters in Educational Leadership, Professional Certificate in Biology and Chemistry 9-12, ESOL Endorsed, NBPTS Certified Biology AYA	16	1	<p>2008-2009 Grade: C Reading Mastery: 42% Math Mastery: 71% Science Mastery: 33% Writing Mastery: 87% AYP: Black and Economically Disadvantaged did not make AYP in Reading. 2007-2008 Grade: D Reading Mastery: 38% Math Mastery: 66% Science Mastery: 35% Writing Mastery: 88% AYP: There were no subgroups that made AYP in Reading and Math. 2006-2007 Grade: C Reading Mastery: 35% Math Mastery: 62% Science Mastery: 38% Writing Mastery: 91% AYP: No Subgroups made AYP in Reading. Only Hispanic subgroup made AYP in Math.</p>

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HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Magnet Program	Juan Formoso/Maria Hanrahan	Ongoing	
Fairs	Deborah Owens	Ongoing	
Mentorship	Alison Trautman	Ongoing	
National Board on Leadership Team	Alison Trautman	Ongoing	
NESS (Partnering new teachers with less than 3 years experience with veteran staff)	Alison Trautman	Ongoing	
Professional Book Study	Alison Trautman	Ongoing	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Reuben Johnson	Social Studies 6-12	Reading Teacher	Reading and ESOL

Jasmine Anderson	English 6-12	English Teacher	ESOL
Suzanne Parmelee	English 6-12	English Teacher	ESOL

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
112	4	24	28	45	52	82	2	9	81

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Tiffany Peterson	Nathaniel Robinson	Mentee teacher is the Reading Coach	Classroom Management, Lesson Planning, Virtual Counselor, Parent Conferences, Follow-up, Grading Procedures, Interim Grades, Open House Procedures, Teacher Dilemmas, Completion of CDC Checklist.
Sarah Donaldson	Reuben Johnson	Mentee teaches Reading and is the Reading Department Chair.	same as above
Kendra Fields	Juan Teyssandier	Mentor is highly organized which is the skill this mentee needed, carried over from last year, hired Qtr. 4	same as above
Jennifer Hamilton	April Wallace	Mentee teaches Science	same as above
Faith Vanclay	Dominic Lyn	Mentor teaches Science and teaches same topic.	same as above
Mishka-gaye Corbitt	Maritane Bayard	Mentor has strong classroom management skills and is skilled in differentiated instruction, which are areas this mentee needed to improve.	same as above
Janet Hornik	Sheelah Franck	Mentee is the Mentors former student at SHS.	same as above
Tabitha Holt	Dean Haddox	NESS Liaison	same as above
Jason Jackson	Jueanne Pitter	Mentee is the Mentors former student at SHS.	same as above

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only
Title I, Part A

Title I services provide additional teachers to assist students, particularly low performing students, with additional assistance during the instructional day. Parental activities are planned that will assist parents in helping their child improve his/her academic performance.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district dropout Prevention programs.

Guidance: Fabienne Boisvert, Cheryl West, Tracey Walton

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs.

Professional Development via Virtual University

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

ESOL: Bonnie Firtell-Lotterman

Title X- Homeless

Our homeless/foster care designee in guidance ensures the provision of services for these students. Along with the social worker, identified needs such clothing and transportation will be provided through county and district resources.

Supplemental Academic Instruction (SAI)

SAI funds are used to provide additional tutoring before, and after schools, and for additional instructional support during the school day. 21st Century Grant

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that include field trips, community service, and counseling. Local Police Agencies

Nutrition Programs

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

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Samuel Franco – Automotive Technology, Arlene Hennis - Business, Medical Office Tech, Bruce Hicks – Business, Web Design, Joseph Korvick – Agriculture/Horticulture/Aquaculture, Michele Levitch – Health Sciences/Nursing Asst, Edward Steinlauf – Accounting/OJT/DCT, Lana Tillman – Culinary Arts, Kathy East – Health Science, Juan Teyssandier – Engineering Tech

Job Training

Yes-through internships (magnet, SLC and CTE) and OJT/DCT programs

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

World Language: Madeline Betancourt-Ruiz, Media Specialists: Janice Brim and Merrill Murray, ELL Coordinator: Eric McLaughlin, ESE Specialist: Allison Clarke, Guidance Director: Fabienne DeFazio, Reading Dept. Chair: Sarah Donaldson, Social Studies Dept. Chair: Scott Fiore, Science Dept. Chair: Georgette Treloar, P.E. Dept. Chair: Timmi Henry, Social Worker: Ellen Williams, School Psychologist: Nicole Campanella, Career Tech. Dept. Chair: Bruce Hicks, Magnet Coordinators: Juan Formoso and Maria Hanrahan, Math Coach: Janet Hornik, Writing Coach: Cinda Kane, Reading Coach: Tiffany Peterson, Principal: Deborah Owens, Assistant Principals: Kathy Marlow, David Watkins, Alice Thurston, and Alison Trautmann

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

The Leadership Team provides guidance in assessment administration, data analysis, core curriculum implementation, selecting intervention resources and planning intervention strategies as well as monitoring student progress, planning professional development, and providing assistance for students not making sufficient progress.

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

The SIP serves as a blueprint of the actions and processes needed to produce school improvement. The Leadership Team work together to implement the SIP, review student data and adjust goals, strategies, and professional development as necessary. After disaggregating data the Instructional Focus Calendars are developed by the team and are monitored and adjusted according to data results from the benchmark assessments.

RTI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT 1 & 2 for Reading, Math, and Science), Florida Comprehensive Assessment Test (FCAT)

Beginning of the Year Assessments include the Diagnostic Assessment for Reading (DAR) and the FORF for placement purposes.

Progress Monitoring: PMRN, Mini Assessments, FCAT Stimulation

Midyear: Diagnostic Assessment for Reading (DAR), and the School Wide Mini Assessment through the Social Studies Department for all Level 3 and above students

End of Year: DAR, FORF, FCAT

Frequency of Data Days: twice a month for data analysis

SHS uses the data from the state, district and informal assessments in order to place students into classes that will best meet their needs. This data is also collected throughout the year to follow student performance and to determine what instructional strategies have been effective and to determine new strategies to be implemented to meet student needs.

Describe the plan to train staff on RTI.

All teachers will be offered the opportunity to receive staff development in how to identify instructional strategies that will facilitate student achievement. Teachers will access in-service training, based on training needs, as determined by the Professional Growth Plan (PGP) assessment process, while utilizing the SLC Implementation Grant as a resource for compensation and coverage expenses.

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: In Reading, 42% of Stranahan High School (SHS) Students are reading at or above grade level, 51% of SHS students are making a year's worth of progress in Reading and 45% of SHS's struggling students are making a year's worth of progress in Reading.

In 9th grade, the strongest Reading cluster is Comparison and Cause/Effect.

In 10th grade, the strongest Reading cluster is Main Idea.

*Writing: In Writing, 87% of the students at Stranahan High School are meeting high standards by scoring 3.5 and above.

*Math: In Math, 71% of Stranahan High School Students are at or above grade level, 77% of SHS's students are making a

year's worth of progress and 71% of SHS struggling students are making a year's worth of progress in Math.

In 9th grade, the strongest math strand is Data Analysis.

In 10th grade, the strongest math strand is Number Sense.

*Science: In Science, 33% of Stranahan High School Students are at or above grade level.

In 11th grade, the strongest clusters are Earth/Space, Life/Environmental and Scientific Thinking. All three clusters had an equal amount of mean points.

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 SHS'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 9-11-09 and December Benchmark Assessment Test (BAT).

The 2009 Florida Comprehensive Assessment Test (FCAT) results will be used to develop the September and October IFCs.

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 benchmarks as indicated by students' progress, through differentiated instruction.

The Leadership/RTI team will implement a continuous cycle of making classroom visitations, evaluating lesson plans, bell ringers and monitoring teacher data, conducting meetings with teachers to ensure that the IFC is being utilized and implemented effectively. Coaches will model instructional strategies to teachers who are demonstrating signs of struggling with IFC implementation.

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

*Reading: The Black, Hispanic and Economically Disadvantaged SHS students need improvement in Reading.

In 9th grade, the weakest clusters in order are Reference/Research, Vocabulary and Main Idea.

In 10th grade, the weakest clusters in order are Vocabulary, Comparison and Cause/Effect and Reference/Research.

*Writing: In 10th grade, the weakest type of writing was Persuasive. The following is the percent earned for each score:

1.0-0%, 1.5-0%, 2.0-1%, 2.5-4%, 3.0-9%, 3.5-18%

In 10th grade, 65% of the students scored at 4.0 or above.

*Math: In 9th grade, the weakest strands in order are Measurement, Number Sense, Algebraic Thinking and Geometry. In 10th grade, the weakest strands in order are Geometry, Data Analysis, Measurement and Algebraic Thinking are tied.

*Science: In 11th grade, the weakest cluster is Physical/Chemical.

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

READING: Each student's data is reviewed for proper Reading Placement, Reading Dept provides a benchmark focus and reading objective including alternative assessments for all Level 1 and 2 students, Pre-testing to determine student placement, midyear testing to monitor student progress and post-testing to assess EDGE effectiveness and student gains, Intensive students will receive 90-110 minutes of reading instruction and students who are diagnosed to need phonemic awareness, phonics, fluency, vocabulary and comprehension are instructed in the WILSON.

WRITING: each 9th and 10th grade student will be given a writing prompt each month and tracked according to their scores on the school database.

MATH: Level I students will be taking two math classes to improve their FCAT needs.

SCIENCE: Each 11th grader is tested in the beginning of the year and will receive instruction emphasizing their individual areas of weakness while still providing a review in all tested strands.

READING: For 30 minutes, reading teachers become expert trainers of a specific reading strand. They meet with the department grouping assigned to their strand, Words/Phrases-Reading, World Languages-Reference/Research-Career Tech, Main Idea/Authors Purpose-English, ESE, Compare/Contrast/Cause/Effect-Social Studies. Teachers also differentiate

instruction in order to provide a learning environment that will maximize the potential for student success.

WRITING: The school has a theme for all students to emphasize writing. Science and History teachers incorporate a research paper into their courses each year at all grade levels. Poetry clubs and competitions are also open to all students in all classes. A literary club competes in all areas of the Language Arts Fair each year.

MATH: Math teachers work with other teachers within their Small Learning Community so math students have an opportunity to see how math is relevant across curriculum.

SCIENCE: Career relevance is tied into each science course, which is reinforced in the small learning communities, especially in the medical, engineering and science fields.

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

READING: For 30 minutes, reading teachers become expert trainers of a specific reading strand. They meet with the department grouping assigned to their strand, Words/Phrases-Reading, World Languages-Reference/Research-Career Tech, Main Idea/Authors Purpose-English, ESE, Compare/Contrast/Cause/Effect-Social Studies. Teachers also differentiate instruction in order to provide a learning environment that will maximize the potential for student success.

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SCIENCE: Career relevance is tied into each science course, which is reinforced in the small learning communities, especially in the medical, engineering and science fields.

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?

Stranahan High School is scheduled around small learning communities so that students are able to experience the Careers of their choice. 9th graders are in CREST-to explore career options. 10th, 11th and 12th graders can decide between Health Careers, Engineering, Automotive and Horticulture as well as Business, Art and Theatre. Academies are directly tied to the students schedules based on their career choices.

DO

Direct the Instructional Focus

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

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

The students who dropped from Level 3 to Levels 1 and 2 will be placed in an intensive Reading Class in which the teachers will incorporate different instructional methods within their curriculum using CRISS and/or McRel learning strategies, through bell ringers, journals, in class assignments, activities and graphic organizers. These 9th and 10th grade students will be closely monitored and the teachers will share best practices and resources.

All level 1 and 2 students will be assessed using the FORF and DAR assessment in September and January.

The teachers will meet for grade level meetings monthly.

How are instructional focus lessons developed and delivered?

All teachers will follow their content-specific instructional focus calendar which is aligned to the district instructional focus calendar.

The IFC will provide a timeline of all professional development activities designed to meet the academic needs of all subgroups/students which will be delivered through teacher driven professional development modules offered each semester.

All teachers will receive training on how to implement and integrate the monthly benchmarks into their curricular area for

instruction of the AYP subgroup students.

How will instructional focus lessons be revised and monitored?

The Leadership Team will closely monitor the implementation and effectiveness of the strategies gained from Professional Development.

The Leadership Team members monitor and adjust, along with the staff development team, the IFC and professional development, according to data results from the benchmark assessments.

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-benchmark Assessments, FCAT practice, and teacher-made tests are administered by classroom teachers to fine tune student progress toward the achievement of benchmarks in Reading, Math, and Science.

BAT Assessment 1 and 2 will be administered in September and December.

Mini-benchmark tests will be administered bi-weekly through the Reading classes. Form A will be used as a pre-assessment, Form B will be used to monitor 80% mastery and Form C will be used as a re-teaching assessment.

Two school-wide assessments will be administered through the Social Studies Department in order to ensure all Level 3 and above students are demonstrating proficiency.

FCAT Writing prompts are administered monthly, through English classes, graded by a team and returned to students with constructive feedback.

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

Teachers will re-teach the benchmark to students who have not met mastery. Data drives instruction and it is necessary to know students strengths and weaknesses.

The assessment results will be used to determine the instructional focus for lesson planning. Clusters, Strands as well as benchmarks will be analyzed for re-teaching purposes.

Teachers will use assessment results, and data to differentiate their instruction for Level 1 and 2 students, and to provide enrichment activities to students who are Level 3 and above.

Maintenance

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

READING: Teachers administer bi-weekly mini-assessments to assess student's performance on the FCAT benchmarks to the 9th and 10th graders. Teachers will meet bi-weekly for peer training, analyzing student mini-benchmark data and devise a plan for remediation. The Leadership Team meets monthly to closely monitor the implementation and effectiveness of the Instructional Focus Calendar.

WRITING: All students have writing portfolios. These portfolios are monitored for authentic writing as well as research based and literary responses. Each quarter the Dept Chair and Writing Coach monitors the folders to ensure that assignments are given and to identify students' strengths and weaknesses in various types of writings.

MATH: Teachers administer monthly mini-assessments to assess student's performance on the FCAT benchmarks to the 9th and 10th graders.

SCIENCE: Teachers administer strand assessments after each review period to test for comprehension and determine need for any additional review.

All students at and above mastery level will receive opportunities to enhance 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.

The Leadership Team will meet monthly to share ideas, lessons, and best practices. The teachers will meet by grade level and content area. This rotation will continue for the 2009-2010 school year.

The Leadership Team will assist in monitoring data by Classroom Walk-Throughs (CWT's), and informal observations. CWT's will include observing strategies, standards, objectives aligned to the Instructional Focus Calendar, student work and evidence of authentic engagement and lesson plan reviews.

Teachers will utilize Virtual Counselor to assess student data and make instructional modifications to meet the needs of students.

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 Leadership Team meets monthly with Ms. Owens (Principal), looks at department and school-wide data, disseminates information, and make changes as necessary.

The Leadership Team members then report to their respective depts. to refine and adjust IFCs as recommended by the analysis of data by the Leadership Team. Ms. Owens establishes the learning culture by incorporating professional development that will lead to student achievement and professional growth opportunities for staff.

Instructional Coaches will assist teachers with providing instructions on lessons either by modeling whole group instruction or by assisting the teacher in providing small group instruction.

Instructional Coaches will also help with the process of grading, recording and analyzing student scores and reassessing the IFC plans.

ACT

Supplemental and Intensive Instruction/Interventions

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

Reading: EDGE A, B, C and Wilson Reading System, SRA Corrective Reading, Impact, My Guide, Jamestown Reading Fluency, Rewards, and Just Words.

Math: All level I students will take Algebra I A, and pre-Algebra using state adopted materials.

Writing: All English classes will follow a rubric based on the standards in order to promote the required standards. Writing Coach monitors progress and conducts pull-out and tutorials for students in need.

Science: All core courses cover benchmarks using county curriculum maps and state adopted materials. Additional reviews are conducted using FCAT review materials produced by state adopted textbook publishers and state supplied materials.

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

Reading: Progress monitoring in these Reading Programs are conducted through mini benchmark assessments, pre and posttests, and fluency probes. Once the student's data is analyzed, re-teach strategies are implemented and center on vocabulary, comprehension, fluency and word study. Students will receive 90 minutes of reading instruction through whole group directed instruction and small group remediation.

Writing: the English Dept and the Writing Coach will monitor Student progress on a monthly basis. Students will be taught elaboration techniques and how to develop meaning thesis statements in their writings.

Math: the pre-Algebra and Algebra I A teachers will work together to re-teach targeted areas.

Science: Reviews are conducted for each strand with assessments given after each review period to determine any additional weaknesses.

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

Staff members are asked to propose which areas they feel they need help in at the end of each year. Through Early Release and Professional Development days, teachers have an opportunity to participate in Training Modules based on their self-assessed weaknesses, which are then motivated, by trainers and administrators.

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

Because of progress, monitoring (class work assignments and assessment results) and observations (classroom teacher, instructional coaches, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.

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

All staff members 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.

Enrichment

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

The high achieving students get extra support through the English Courses by administering reading assessments aligned with the Instructional Focus. Word of the Day is offered to these students as well to increase reading motivation for all students. Bell Ringers are also done in the beginning of each class period based on the cluster assigned o each department.

Students who typically exceed mastery levels participate in the school's honors classes, and advanced placement classes. 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 is used to determine placement in higher level courses and academic programs. Teacher recommendation is also taken into consideration.

Teacher Mentoring Program

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Math Module, all grade levels	Janet Hornick	4 meetings during first semester	9/24/09, 10/1/09, 12/3/09, 1/7/10	New math standards and end of course testing/AYP
Science Module, all grade levels (focus on grade 11)	Georgette Treloar	4 meetings during first semester	9/24/09, 10/1/09, 12/3/09, 1/7/10	New science standards and end of course tests/Essex labs
Academic Diversity, all grade levels, all subjects	Kendra Fields and Mishka Corbitt	4 meetings during first semester	9/24/09, 10/1/09, 12/3/09, 1/7/10	Differentiated Instruction, Brain-based Learning, Kagan Strategies
Tech I- Website/Blogging, all grades, all subjects	Janice Brim	4 meetings during first semester	9/24/09, 10/1/09, 12/3/09, 1/7/10	Teacher Web, Wikispaces
Beginning Promethean Board, all grades, all subjects	Susan Loitz	4 meetings during second semester	1/19/10, 3/4/10, 4/22/10, 5/6/10	Promethean board use for classroom instruction (Beg.)
Advanced Promethean Board, all grades, all subjects	Simone Shim-Normile	4 meetings during second semester	1/19/10, 3/4/10, 4/22/10, 5/6/10	Promethean board use for classroom instruction (Adv.)
Tech II – I- movie and Podcasting, all grades, all subjects	Janice Brim	4 meetings during second semester	1/19/10, 3/4/10, 4/22/10, 5/6/10	Using I-movie and pod casting for instructional and alt assessment
Project Based Learning, all grades, all subjects	Georgette Treloar	4 meetings during second semester	1/19/10, 3/4/10, 4/22/10, 5/6/10	Using essential questioning to develop a student projects (group and individual)
HP Grant – PBL II, focus on upperclassmen, Math, Science, Soc Studies, Eng and Engineering	T. Harrison, G. Hale, D. Haddox, R. Wang, J. Teyssandier, P. Smethers	4 meetings during second semester	1/19/10, 3/4/10, 4/22/10, 5/6/10	Developing multimedia presentations around essential questions

- 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.

The school's percentage of graduates completing a college prep curriculum, enrolled in Algebra I course before 9th grade, completed at least one level 3 high school math courses, and completed a Dual Enrollment (DE) math course were all below the district averages. Many of these areas are above the state average, but the school is focused on creating a greater emphasis on math preparedness. We will also encourage students to take AP, IB, or DE classes by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor regarding their postsecondary plans. This will include sharing information and requirements to become eligible for Bright Futures. During common planning, teachers will review charts tracking graduation requirements and Bright Futures requirements and intervene as necessary.

-All 10th grade students will take the PSAT

-All students will be evaluated using the AP Potential Reports for proper placement

-11th Grade students will take the CPT exam and areas of weakness will be addressed

-11th and 12th grades students are highly encouraged to take the ACT and SAT exams

-ACT/SAT prep will be offered as enrichment classes during our afterschool program

-CPT prep will be offered as enrichment classes during our afterschool program

-All seniors are given a meaningful internship/mentorship/unique experience in their field of choice as prescribed by their academy

-All academies host a career day with specific post-secondary and professional organizations for students in the respective career academy fields

-CREST academy hosts a Human Resource Day to help students understand the expectations of professional businesses and organizations when hiring potential candidates

-11th grade "Bubble students" will be participating in a grant to help expose these students to post-secondary options and to prepare them for graduation

-A Parent University night will be held on campus to educate all parents about scholarships, financial aid, application processes for post-secondary institutions, advanced placement, dual enrollment, and all graduation requirements.

-Senior surveys are compiled to assess the effectiveness of programs at SHS to prepare our students for graduation and beyond and serve as a needs assessment for improvement

-BRACE advisor keeps a database tracking all senior contacts to be sure students are informed and have been in the BRACE office at least once to get information on financial aid, scholarships, applications, waivers for SAT and ACT, and more.

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		
Improve Percentage of Black Students making AYP in Reading		By June 2010 58% of Black 9th and 10 graders will score a level 3 or higher on the Reading FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Monthly Instructional Focus/ Bell Ringers 2. Differentiated Instruction in all classrooms (Gen Ed, ELL and ESE) 3. Model Classroom Set Up for all classes 9th, 10th, and Retakes- weekly scheduling 4. Incorporation of vocab. And main idea strategies into daily lessons 5. Reteaching of unmastered concepts from mini assessments, and BAT results 6. Alternative main idea and words and phrases worksheets, assignments and assessments (district mandated) 7. Sharing best practices with colleagues 8. Daily use of graphic organizers with daily lessons 9. In-House Reading workshops- Department Head and Reading Coach 10. FCAT Camps: twice weekly and Saturdays 11. ELL clustered with aides, when appropriate	Reading Coach, Dr. Tiffany Peterson	1. Classroom Walk Throughs by Assist. Principal, Kathy Marlow and Dr. Tiffany Peterson	1. BAT/ FCAT 2. Mini Assessments 3. In House Assessments: teachers 4. IPT and Cella

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Improve percentage of Hispanic students making AYP in reading		By June 2010 47% of Hispanic students will score a level 3 or higher on the reading FCAT		
		Person Responsible	Process Used to	

	Action Step	for Monitoring the Action Step	Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Monthly Instructional Focus/ Bell Ringers</p> <p>2. Differentiated Instruction in all classrooms (ESE, ELL and GEN ED)</p> <p>3. Model Classroom Set Up for all classes 9th, 10th, and Retakes- weekly scheduling</p> <p>4. Incorporation of vocab. And main idea strategies into daily lessons</p> <p>5. Reteaching of unmastered concepts from mini assessments, and BAT results</p> <p>6. Alternative main idea and words and phrases worksheets, assignments and assessments (district mandated)</p> <p>7. Sharing best practices with colleagues</p> <p>8. Daily use of graphic organizers with daily lessons</p> <p>9. In-House Reading workshops- Department Head and Reading Coach</p> <p>10. FCAT Camps: twice weekly and Saturdays</p> <p>11. ELL clustered with aides, when appropriate</p>	<p>1. Reading Coach, Dr. Tiffany Peterson</p> <p>2. Assistant Principal, Kathy Marlow</p> <p>3. Reading Dept. Head, Sarah Donaldson</p>	<p>1. BAT/ FCAT</p> <p>2. Mini Assessments</p> <p>3. In House Assessments: teachers</p>	<p>1. Classroom Walk Throughs by Assist. Principal, Kathy Marlow</p> <p>2. Classroom Walk Throughs by Reading Coach, Dr. Tiffany Peterson</p> <p>3. Classroom Walk Throughs by Dept. Chair, Sarah Donaldson</p> <p>4. IPT and Cella</p>

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Improve percentage of Economically Disadvantage students making AYP in reading		By June 2010 at least 41% of the economically disadvantage students will score a level 3 or higher on the reading FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Monthly Instructional Focus/ Bell Ringers</p> <p>2. Differentiated Instruction in all classrooms (ESE, ELL, Gen ED)</p> <p>3. Model Classroom Set Up for all classes 9th, 10th, and Retakes- weekly scheduling</p> <p>4. Incorporation of vocab. And main idea strategies into daily lessons</p> <p>5. Reteaching of unmastered concepts from mini assessments, and BAT results</p> <p>6. Alternative main idea and words and phrases worksheets, assignments and assessments (district mandated)</p>	<p>1. Reading Coach, Dr. Tiffany Peterson</p> <p>2. Assistant Principal, Kathy Marlow</p> <p>3. Reading Dept. Head, Sarah Donaldson</p>	<p>1. Classroom Walk Throughs by Assist. Principal, Kathy Marlow</p> <p>2. Classroom Walk Throughs by Reading Coach, Dr. Tiffany Peterson</p> <p>3. Classroom Walk Throughs by Dept. Chair, Sarah Donaldson</p>	<p>1. BAT/ FCAT</p> <p>2. Mini Assessments</p> <p>3. In House Assessments: teachers</p> <p>4. IPT and Cella</p>

7. Sharing best practices with colleagues			
8. Daily use of graphic organizers with daily lessons			
9. In-House Reading workshops- Department Head and Reading Coach			
10. FCAT Camps: twice weekly and Saturdays			
11. ELL clustered with aides, when appropriate			

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Improve percent of total students making AYP in reading		By June 2010 at least 46% of the total students will score a level 3 on the reading portion of the FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Monthly Instructional Focus/ Bell Ringers</p> <p>2. Differentiated Instruction in all classrooms (ESE, ELL and Gen Ed)</p> <p>3. Model Classroom Set Up for all classes 9th, 10th, and Retakes- weekly scheduling</p> <p>4. Incorporation of vocab. And main idea strategies into daily lessons</p> <p>5. Reteaching of unmastered concepts from mini assessments, and BAT results</p> <p>6. Alternative main idea and words and phrases worksheets, assignments and assessments (district mandated)</p> <p>7. Sharing best practices with colleagues</p> <p>8. Daily use of graphic organizers with daily lessons</p> <p>9. In-House Reading workshops- Department Head and Reading Coach</p> <p>10. FCAT Camps: twice weekly and Saturdays</p> <p>11. ELL clustered with aides, when appropriate</p>	<p>1. Reading Coach, Dr. Tiffany Peterson</p> <p>2. Assistant Principal, Kathy Marlow</p> <p>3. Reading Dept. Head, Sarah Donaldson</p>	<p>1. Classroom Walk Throughs by Assist. Principal, Kathy Marlow</p> <p>2. Classroom Walk Throughs by Reading Coach, Dr. Tiffany Peterson</p> <p>3. Classroom Walkthroughs by Dept. Chair, Sarah Donaldson</p>	<p>1. BAT/ FCAT</p> <p>2. Mini Assessments</p> <p>3. In House Assessments: teachers</p> <p>4. IPT and Cella</p>

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Improve percentage of 11th and 12th grade FCAT Reading retake students who are registered to take the ACT, SAT, or the CPT.		By June 2010, 55% of 11th and 12 th students will receive a passing score on the ACT, SAT or the CPT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. ACT, SAT and CPT Prep classes.	1. Assistant Principal, Kathy Marlow	1. ACT, SAT, CPT Test	1. Classroom Walk Throughs by Assist. Principal, Kathy Marlow

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 9-10, 46% of the students will achieve mastery for reading on the 2010 FCAT Reading Test.	The reading coaches will review an activity from the superior 6 instructional strategy chart in order to implement in the classroom.	Reading Coach, Dr. Tiffany Peterson and Reading Dept. Chair, Sarah Donaldson	September 2009	Reading Dept. Meetings	Reading Coach, Dr. Tiffany Peterson
In grades 9-10, 61% of the students will achieve learning gains on the 2010 FCAT Reading Test.	The reading coaches will review the new test specs and assist teachers with cognitive complexity questioning techniques to integrate into curriculum.	Reading Coach, Dr. Tiffany Peterson and Reading Dept. Chair, Sarah Donaldson	October 2009	Reading Dept. Meetings and Classroom Walkthroughs conducted by the Reading Coach, Dr. Tiffany Peterson and the Dept. Chair Sarah Donaldson	Reading Coach, Dr. Tiffany Peterson
By June 2010 at least 46% of the total students will score a level 3 on the reading portion of the FCAT	Reading in the content area and reading strategies for core content teachers	Reading Coach, Dr. Tiffany Peterson and Reading Dept. Chair, Sarah Donaldson	September-June 2010	Classroom Walkthroughs and evaluate student work, mini-assessments, and teh 2010 FCAT Reading Test.	The Leadership/RTI Team, Reading Coach and Dept. Chairs
Improve percentage of 11th and 12th grade FCAT Reading retake students who are registered to take the ACT, SAT, or the CPT.	ACT, SAT and CPT prep	Princeton Review	August 2009-June 2010	ACT, SAT and CPT exams	The Leadership Team, Reading Coach, Dr. Tiffany Peterson and Dept. Chair, Sarah Donaldson
Improve Percentage of Black Students making AYP in Reading	The 8-Step Instructional Process, Florida's Continuous Improvement Model, the 7 Correlates of Effective Schools, and Marzano's High-Yield Strategies	Reading Coach, Dr. Tiffany Peterson and Reading Dept. Chair, Sarah Donaldson	September 2009- June 2010	Leadership Team Walkthroughs, evaluation of mini-assessments, BAT I and II, and FCAT	The Leadership Team, Reading Coach, Dr. Tiffany Peterson and Dept. Chair, Sarah Donaldson
Improve percentage of Hispanic students making AYP in reading	The 8-Step Instructional Process, Florida's Continuous Improvement Model, the 7 Correlates of Effective Schools, and Marzano's High-Yield Strategies	Reading Coach, Dr. Tiffany Peterson and Reading Dept. Chair, Sarah Donaldson	September 2009-2010	Leadership Team Walkthroughs, evaluation of mini-assessments, BAT I and II, and FCAT	The Leadership Team, Reading Coach, Dr. Tiffany Peterson and Dept. Chair, Sarah Donaldson
Improve percentage of Economically Disadvantage students making AYP in reading	The 8-Step Instructional Process, Florida's Continuous Improvement Model, the 7 Correlates of Effective Schools, and Marzano's High-Yield Strategies	Reading Coach, Dr. Tiffany Peterson and Reading Dept. Chair, Sarah Donaldson	September 2009-June 2010	Leadership Team Walkthroughs, evaluation of mini-assessments, BAT I & II, and FCAT	The Leadership Team, Reading Coach, Dr. Tiffany Peterson and Dept. Chair, Sarah Donaldson

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

On a bi-weekly basis, the Reading Coaches will review an activity from the "Lessons Learned" book to build the knowledge base of all teachers. School Wide Instructional Focus Calendars will also be used in most departments that will be aligned with the reading instructional focus. Bell Ringers will be conducted by cluster per department.

Stranahan High conducts Departmental Connections to Reading. For 30 minutes reading teachers become expert trainers of a specific reading strand. They meet with the departmental grouping assigned to their strand. Words and Phrases-Reading and World Languages. Reference and Research- Career Technical. Main Idea/Author's Purpose-English, ESE. Comparisons, Cause/Effect-Social Studies.

Teachers will also differentiate instruction in order to provide a learning environment that will maximize the potential for student success.

Teachers will use Cognitive Complexity Questioning Techniques in order for students to demonstrate critical thinking.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
EDGE and Wilson	District	\$10,000.00
Reading Consumables	SAC Funds	\$4,248.00
ACT, SAT, CPT Prep Consumable Material	Princeton Review	\$4,000.00
Rewards and Just Words (Supplemental Material for EDGE)	Title I	\$8,000.00
		Total: \$26,248.00
Technology		
Description of Resources	Funding Source	Available Amount
Widescreen Monitor	HP GRANT	\$378.00
		Total: \$378.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Development of Reading, Language Arts, and Social Studies Instructional Focus Calendars-Stipends for Summer Development	District	\$300.00
CAR-PD Training	Perkins/SLC Grant	\$12,950.00
ACT, SAT certification	Princeton Review	\$1,150.00
Academic Diversity Summer Institute on Differentiated Instruction	SLC Grant	\$7,000.00
		Total: \$21,400.00
Other		
Description of Resources	Funding Source	Available Amount
District Reading IFC, 2009 test specs, PLC's and professional development	District	\$350.00
Reading FCAT Prep Afterschool and Saturday	21st Century CLC Grant	\$3,000.00
ACT/SAT Prep class afterschool	21st Century CLC Grant	\$3,000.00
		Total: \$6,350.00
		Final Total: \$54,376.00

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		
Improve percent of Black students making AYP in math		By June 2010 72% of Black 10th graders will score a level 3 or higher on the math FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Monthly Instructional Focus 2. Departmental chapter tests and quizzes 3. Push In Student workshops 4. Bell Ringers 5. Dept Data Chats	1. Math coach, Janet Hornik 2. Assistant principal, Alice Thurston	1. Classroom walkthrough by Math Coach, Janet Hornik 2. Classroom walkthrough by Assistant principal, Alice Thurston 3. Dept sign in sheets	1. Mini assessments 2. BAT/ FCAT 3. Teacher made quizzes and tests 4. Data Seating Charts 5. Lesson plans

	6. Differentiated Instruction in all classrooms (ESE, ELL and GEN ED)			
2	1. Monthly Instructional Focus 2. Departmental chapter tests and quizzes 3. Push In Student workshops 4. Bell Ringers 5. Dept Data Chats 6. Differentiated Instruction in all classrooms (ESE, ELL and GEN ED)	1. Math coach, Janet Hornik 2. Assistant principal, Alice Thurston	1. Classroom walkthrough by Math coach, Janet Hornik 2. Classroom walkthrough by Assistant principal, Alice Thurston 3. Dept sign in sheets	1. Mini assessments 2. BAT/ FCAT 3. Teacher made quizzes and tests 4. Data Seating Charts 5. Lesson plans

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Improve percent of Hispanic students making AYP in math		By June 2010 72% of Hispanic students will score a level 3 or higher on the math FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Monthly Instructional Focus 2. Departmental chapter tests and quizzes	1. Math coach, Janet Hornik 2. Assistant principal, Alice Thurston	1. Mini assessments 2. BAT/ FCAT 3. Teacher made quizzes and tests	1. Classroom walkthrough by Math coach, Janet Hornik 2. Classroom walkthrough by Assistant principal, Alice Thurston

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Improve percent of Economically Disadvantaged students making AYP in math		By June 2010 at least 72% of the total students will score a level 3 on the math 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. Monthly Instructional Focus 2. Departmental chapter tests and quizzes 3. Push In Student workshops 4. Bell Ringers 5. Dept Data Chats 6. Differentiated Instruction in all classrooms (ESE, ELL and GEN ED)	1. Math coach, Janet Hornik 2. Assistant principal, Alice Thurston	1. Classroom walkthrough by Math coach, Janet Hornik 2. Classroom walkthrough by Assistant principal, Alice Thurston 3. Dept sign in sheets	1. Mini assessments 2. BAT/ FCAT 3. Teacher made quizzes and tests 4. Data Seating Charts 5. Lesson plans

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Improve percent of Total students making AYP in math		By June 2010 at least 72% of the total students will score a level 3 on the math 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. Monthly Instructional Focus 2. Departmental chapter tests and quizzes 3. Push In Student workshops 4. Bell Ringers 5. Dept Data Chats 6. Differentiated Instruction in all classrooms (ESE, ELL and GEN ED)	1. Math coach, Janet Hornik 2. Assistant principal, Alice Thurston	1. Classroom walkthrough by Math coach, Janet Hornik 2. Classroom walkthrough by Assistant principal, Alice Thurston 3. Dept sign in sheets	1. Mini assessments 2. BAT/ FCAT 3. Teacher made quizzes and tests 4. Data Seating Charts 5. Lesson plans

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Algebra - By June 2010 at least 72% all AYP student subgroups will score a level 3 on the math portion of the FCAT	Algebra 1 9-12 Algebra 2 9-12	County Math	6-15/ 6-18 6-15/6-18	Math Dept. Meetings	Math coach, Janet Hornik
Geometry - By June 2010 at least 72% of all AYP student subgroups will score a level 3 on the math portion of the FCAT	Geometry 9-12	County Math	6-15/6-18	Math Dept. Meetings	Math coach, Janet Hornik
Increase Advanced Placement scores to 80% in AP Calculus	Calculus	College Board	8-3/8-7	Math Dept. Meetings	Math coach, Janet Hornik
Increase Advanced Placement Scores to 60% in AP Statistics	Statistics	College Board	8-3/8-7	Math Dept. Meetings	Math coach, Janet Hornik
By June 2010 at least 72% of all AYP student subgroups will score a level 3 on the math portion of the FCAT	Math Module – addressing new sci standards, end of course testing, analyzing student data for re-teaching	Hornik	1st semester	Database, CWTs, weekly teacher meetings, student data on math assessments	Math coach, Janet Hornik and Assistant Principal, Alice Thurston
Algebra - By June 2010 at least 72% of all AYP student subgroups will score a level 3 on the math portion of the FCAT	Promethean Board for Algebra 1 Algebra 2	County Math	6-15/ 6-18 6-8/6-9 6-15/6-18	Math Dept. Meetings	Math coach, Janet Hornik

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
ACT Prep Review - consumable materials	Princeton Review	\$4,000.00
		Total: \$4,000.00
Technology		
Description of Resources	Funding Source	Available Amount
HP Notebook Cart (30 laptops)	HP Grant	\$2,299.00
Widescreen Monitor	HP Grant	\$378.00
HP Calculator Probe Kit (12)	HP Grant	\$7,200.00
HP Desktop Computers	HP Grant	\$18,990.00
		Total: \$28,867.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Development of Math Instructional Focus Calendars-Stipends for Summer Institute.	District	\$300.00
ACT, SAT certification	Princeton Review	\$1,150.00
		Total: \$1,450.00
Other		
Description of Resources	Funding Source	Available Amount
District Math IFC, 2009 test specs, PLC's, and professional development	District	\$350.00
Math FCAT Prep Afterschool/ Saturdays	21st Century CLC Grant/Title I	\$3,000.00
ACT/SAT Prep class After school	21st Century CLC Grant/Title I	\$3,000.00
		Total: \$6,350.00
		Final Total: \$40,667.00

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?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Improve percentage of students scoring 3 or above on FCAT science		By June 2010, 45% of students will score 3 or higher in FCAT science		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Daily FCAT reviews 2. 6 week intensive reviews	1. Science coach Georgette Treloar	1. Mini- assessments 2. BAT 3. FCAT	1. Student folders 2. Classroom walkthroughs 3. Mini- assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increasing science student achievement	Science Module – addressing new sci standards, end of course testing, analyzing student data for re-teaching	Treloar	1st semester	Database, cwts, weekly teacher meetings, student data on mock assessments	Treloar and Trautmann
Increase AP Scores	AP Training	District	Summer 2009	AP Scores	Department chair and administration.

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
Widescreen Monitor	HP Grant	\$378.00
HP Desktops (10)	HP Grant	\$18,990.00
HP Notebook Cart (30 laptops)	HP Grant	\$2,299.00
Total: \$21,667.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Academic Diversity Summer Institute on Differentiated Instruction	SLC Grant	\$7,000.00
AP Training	SLC/District	\$1,100.00
Science Module – addressing new sci standards, end of course testing, analyzing student data for re-teaching	SLC	\$500.00
Total: \$8,600.00		
Other		
Description of Resources	Funding Source	Available Amount
Home Work assistance/FCAT Prep for Science	21st Century CLC Grant	\$3,000.00
ACT/SAT Prep class After school	21st Century CLC Grant	\$3,000.00
Total: \$6,000.00		
Final Total: \$36,267.00		

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		
Persuasive Essays		Increase mean 2009 score from 3.9 to 4.1		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Early Diagnostic persuasive essay in August for all 9th and 10th graders</p> <p>2. 9th and 10th graders will write a practice persuasive prompt each month until the February 2010 test</p> <p>3. Pull-out writing conferences</p> <p>4. ELL clustered with aides, when appropriate</p>	Writing Coach-Cinda Kane	<p>1. School based writing committee will grade essays according to the state rubric</p> <p>2. School based writing committee will grade essays according to the state rubric</p> <p>3. Student portfolios</p> <p>4. Schedule/CWTS</p>	<p>1. Writing data base will record all scores and be reviewed monthly to determine individuals strengths and weaknesses</p> <p>2. Writing data base will record all scores and be reviewed monthly to determine individuals strengths and weaknesses</p> <p>3. FCAT Writing Test IPT and Cella</p>
2	Expository Essays	Writing Coach-Cinda Kane	<p>1. School based writing committee will grade essays according to the state rubric</p> <p>2. School based writing committee will grade essays according to the state rubric</p> <p>3. Student portfolios</p> <p>4. Schedule/CWTS</p>	<p>1. Writing data base will record all scores and be reviewed monthly to determine individuals strengths and weaknesses</p> <p>2. Writing data base will record all scores and be reviewed monthly to determine individuals strengths and weaknesses</p> <p>3. FCAT Writing Test IPT and Cella</p>
3	Short and Extended writing responses	Writing Coach-Cinda Kane	<p>1. Students will practice responding to literature in all 9th and 10th grade English classes based on FCAT format</p> <p>2. ELL clustered with aides, when appropriate</p> <p>3. 11th and 12th grade teachers will incorporate SAT/ACT bell ringers and writing prompts</p>	<p>1. 9th and 10th grade teachers will check responses and monitor those responses through each student's writing folder</p> <p>2. Schedule/CWTS</p> <p>3. Student portfolios</p>
4	To increase the scores of 11th and 12th graders taking the ACT, SAT and CPT	Writing Coach-Cinda Kane	<p>1. Students will practice responding to literature in all 9th and 10th grade English classes based on FCAT format</p> <p>2. ELL clustered with aides, when appropriate</p> <p>3. 11th and 12th grade teachers will incorporate SAT/ACT bell ringers and writing prompts</p>	<p>1. 9th and 10th grade teachers will check responses and monitor those responses through each student's writing folder</p> <p>2. Schedule/CWTS</p> <p>3. Student portfolios</p>

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Improve 10th grade FCAT Writing Score by 3% (from 87%-90%)	Writing is fun (School wide writing plan.)	Cinda Kane	1st Semester	Weekly Writing samples from all teachers.	Department chairs and administration.
By June 2010, 55% of 11th and 12th grade students will receive a passing score on the ACT, SAT or the CPT.	FCAT Writing and ACT/SAT Writing	Diane Fetrow	September 2009.	CWTs and lesson plans.	Cinda Kane and Alison Trautmann.

Improve 10th grade FCAT Writing Score by 3% (from 87%-90%)					
By June 2010, 55% of 11th and 12th grade students will receive a passing score on the ACT, SAT or the CPT.	ACT prep	Princeton Review	Summer 2009	Implementation in classes/lesson plans and CWTs.	Department Chair and administration.
Increase AP passing rate to 55%	AP Training	District	Summer 2009	AP Scores	Department Chair and Administration.

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
HP Notebook Cart	HP Grant	\$2,299.00
Widescreen Monitor	HP Grant	\$378.00
HP mini notebooks	HP Grant	\$18,870.00
Total: \$21,547.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
AP English Literature and Composition Training	District/SLC Grant	\$1,100.00
ASCD Differentiated Instruction Conference	SLC Grant	\$7,000.00
District training on 9th/10th FCAT writing and 11th/12th SAT/ACT Writing	District	\$0.00
Total: \$8,100.00		
Other		
Description of Resources	Funding Source	Available Amount
ACT/SAT Prep class After school	21st Century CLC Grant/Title I	\$3,000.00
Total: \$3,000.00		
Final Total: \$32,647.00		

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		
SLC Family Nights		Increase parent involvement and attendance by 20%		
Parent University				
Athletic Booster Organization				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.SLCs will showcase once a month 2.Areas to be showcased will be determined Aug 09	1.Academy Coordinators 2.Special events SLC Coordinators	1. Sign in Sheets 2.Student participation 3.Evaluations	1.Survey 2.Student Work Rubric

	3. Each SLC develops program and contacts parents, etc.	3. Asst Principal over the SLC		
2	1. Parent Univ will be developed for a Dec/Jan presentation. 2. Will include the entire zone for more effective coverage 3. Increase communications mediums	1. Mishka Corbitt 2. Reps from all schools within the zone 3. Asst Principal	Sign in Sheets Parent Participation 3. Zone Participation 4. Community booths	1. Session evaluations 2. Presenter evaluations 3. administrative feedback from the zone
3	1. Provide transportation from school location to training site 2. Parent Link Communication in Spanish and Creole	1. McLaughlin	1. Sign in sheets 2. Parent Link Recordings	1. Parent Surveys

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
ELL District Parent Workshops		To increase our ELL parental involvement by 10%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Provide transportation to training site 2. Parent Link communication in Spanish and Creole	Eric McLaughlin	Sign in sheets and Parent Link Recordings	Parent Surveys

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Improve parent involvement	SAC/SAF District training	HRD	1st semester	In-service records	Alison Trautmann
Increase parent involvement and attendance by 20%	SAC/SAF Training	HRD	1st Qtr, 09	Inservice Record/HRD/SAC/SAF meetings	Alison Trautmann

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Innovation Zone Parent University	Donations/Title I	\$2,500.00
SLC Family Nights (8)	Donations/SLC Grant/Title I	\$5,600.00
		Total: \$8,100.00
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
Postage and informational materials in multi-Languages	Title I	\$500.00
Bus Drivers for District Events	Title I	\$500.00
		Total: \$1,000.00

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	EDGE and Wilson	District	\$10,000.00
Reading	Reading Consumables	SAC Funds	\$4,248.00
Reading	ACT, SAT, CPT Prep Consumable Material	Princeton Review	\$4,000.00
Reading	Rewards and Just Words (Supplemental Material for EDGE)	Title I	\$8,000.00
Mathematics	ACT Prep Review - consumable materials	Princeton Review	\$4,000.00
Parental Involvement	Innovation Zone Parent University	Donations/Title I	\$2,500.00
Parental Involvement	SLC Family Nights (8)	Donations/SLC Grant/Title I	\$5,600.00
			Total: \$38,348.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Widescreen Monitor	HP GRANT	\$378.00
Mathematics	HP Notebook Cart (30 laptops)	HP Grant	\$2,299.00
Mathematics	Widescreen Monitor	HP Grant	\$378.00
Mathematics	HP Calculator Probe Kit (12)	HP Grant	\$7,200.00
Mathematics	HP Desktop Computers	HP Grant	\$18,990.00
Writing	HP Notebook Cart	HP Grant	\$2,299.00
Writing	Widescreen Monitor	HP Grant	\$378.00
Writing	HP mini notebooks	HP Grant	\$18,870.00
Science	Widescreen Monitor	HP Grant	\$378.00
Science	HP Desktops (10)	HP Grant	\$18,990.00
Science	HP Notebook Cart (30 laptops)	HP Grant	\$2,299.00
			Total: \$72,459.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Development of Reading, Language Arts, and Social Studies Instructional Focus Calendars-Stipends for Summer Development	District	\$300.00
Reading	CAR-PD Training	Perkins/SLC Grant	\$12,950.00
Reading	ACT, SAT certification	Princeton Review	\$1,150.00
Reading	Academic Diversity Summer Institute on Differentiated Instruction	SLC Grant	\$7,000.00
Mathematics	Development of Math Instructional Focus Calendars-Stipends for Summer Institute.	District	\$300.00
Mathematics	ACT, SAT certification	Princeton Review	\$1,150.00
Writing	AP English Literature and Composition Training	District/SLC Grant	\$1,100.00
Writing	ASCD Differentiated Instruction Conference	SLC Grant	\$7,000.00
Writing	District training on 9th/10th FCAT writing and 11th/12th SAT/ACT Writing	District	\$0.00
Science	Academic Diversity Summer Institute on Differentiated Instruction	SLC Grant	\$7,000.00
Science	AP Training	SLC/District	\$1,100.00
Science	Science Module – addressing new sci standards, end of course testing, analyzing student data for re-teaching	SLC	\$500.00
			Total: \$39,550.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	District Reading IFC, 2009 test specs, PLC's and professional development	District	\$350.00
Reading	Reading FCAT Prep Afterschool and Saturday	21st Century CLC Grant	\$3,000.00
Reading	ACT/SAT Prep class afterschool	21st Century CLC Grant	\$3,000.00
	District Math IFC, 2009 test specs,		

Mathematics	PLC's, and professional development	District	\$350.00
Mathematics	Math FCAT Prep Afterschool/ Saturdays	21st Century CLC Grant/Title I	\$3,000.00
Mathematics	ACT/SAT Prep class After school	21st Century CLC Grant/Title I	\$3,000.00
Writing	ACT/SAT Prep class After school	21st Century CLC Grant/Title I	\$3,000.00
Science	Home Work assistance/FCAT Prep for Science	21st Century CLC Grant	\$3,000.00
Science	ACT/SAT Prep class After school	21st Century CLC Grant	\$3,000.00
Parental Involvement	Postage and informational materials in multi-Languages	Title I	\$500.00
Parental Involvement	Bus Drivers for District Events	Title I	\$500.00
			Total: \$22,700.00
			Final Total: \$173,057.00

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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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
Staff Development "Train the Trainer" in Technology	6800

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

As the governing body over the School Improvement Plan (SIP) SAC's main responsibility for the 2010 school year will be overseeing the fidelity of the plans set forth in the SIP and the departmental instructional focus calendars. In addition SAC will but is not limited to undertaking the following initiatives:

- Innovation Zone Parent University which will be aimed at educating parents about various district, tools and programs
- Informing parent population about Senate Bill 1908 and it's implications for Stranahan and plans for compliance
- Reports from RTI monitors of AYP subgroup in reference to progress, data collection and analysis, and departmental instructional focus changes based on data analysis

SAC Members

Members

- 1) Deborah Owens, Principal
- 2) Kendra Fields, SAC Chair
- 3) Miska Corbitt, SAC Chair
- 4) Ife Oremolade, Student
- 5) Marcel Etienne, Student
- 6) Shantal Shippy, Student

- 7) Breona Johnson, Student
- 8) Sierra Hillsman, Student
- 9) Michelle Levitch, Teacher
- 10) Shauna Tucker, Teacher
- 11) Jennifer Hamilton, Teacher
- 12) Tomas Kostalansky, Teacher
- 13) Craig Levy, Business Member
- 14) Cynthia Smith, Parent
- 15) Cassandra Brown, Parent
- 16) Nkenge Burnett, Parent
- 17) Brenda Gullis, Parent
- 18) June Jones, Parent
- 19) Veta Grissett, Parent
- 20) Dezzie Smith-Walker, Parent
- 21) Melissa Villanueva, Parent
- 22) Samuel Rosa, Parent
- 23) Ryan Mclean, Community Member
- 24) David Reitman, Community Member
- 25) Olga Sifonte, School Support Personnel
- 26) Fabienne DeFazio, School Support Personnel
- 27) Tiffany Peterson, School Support Personnel
- 28) Kathy East, Union Steward
- 29) Alison Trautmann, Assistant Principal

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward STRANAHAN HIGH SCHOOL 0211													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 946 Math: 943		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		% of students on track to be proficient in math		Growth model		
	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	Y/N
TOTAL ⁴	99	Y	99	Y	40	N	68	Y	91	94	Y	66	72	Y	64	60	N	39	32	NA	40	N	71	NA			
WHITE	99	Y	99	Y		NA		NA	90		Y	65	65	N			NA			NA							
BLACK	99	Y	98	Y	35	N	64	N	90	94	Y	67	72	Y	67	65	N	43	36	Y	35	N	69	NA			
HISPANIC	99	Y	99	Y	41	N	64	N	91	91	Y	59	70	Y	67	59	Y	44	36	Y	42	NA	68	NA			
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	99	Y	98	Y	34	N	63	N	90	94	Y	64	72	Y	68	66	N	43	37	Y	34	N	67	NA			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y		NA		NA	68	74	Y	49	50	Y			NA			NA							
STUDENTS WITH DISABILITIES	99	Y	95	Y		NA		NA			NA	29	29	N			NA			NA							

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward STRANAHAN HIGH SCHOOL 0211													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 948 Math: 945		2007-2008 School Grade ¹ : D		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		% of students on track to be proficient in math		Growth model		
	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	2009	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	97	Y	97	Y	36	N	61	N	93	91	Y	60	66	Y	67	64	NA	43	39	NA	35	NA	71	NA			
WHITE	95	Y	94	N		NA		NA	91	90	Y	49	65	Y			NA			NA							
BLACK	98	Y	98	Y	33	N	57	N		90	Y	60	67	Y	71	67	NA	46	43	NA	32	NA	68	NA			
HISPANIC	95	Y	96	Y	33	N	56	N	90	91	Y	55	59	Y	70	67	NA	44	44	NA	33	NA	72	NA			
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	97	Y	97	Y	32	N	57	N	94	90	Y	53	64	Y	72	68	NA	46	43	NA	32	NA	68	NA			
ENGLISH LANGUAGE LEARNERS	96	Y	97	Y		NA		NA	82	68	N	39	49	Y			NA			NA							
STUDENTS WITH DISABILITIES	93	N	91	N		NA		NA	68	61	N	13	29	Y			NA			NA							

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward STRANAHAN HIGH SCHOOL 0211													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1021 Math: 1016		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		% of students on track to be proficient in math		Growth model		
	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	2009	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	98	Y	98	Y	33	N	57	Y	86	93	Y	58	60	Y	63	67	NA	39	43	NA	44	NA	70	NA			
WHITE	97	Y	97	Y		NA		NA	91	91	Y	63	49	N			NA			NA							
BLACK	98	Y	98	Y	29	N	54	N	86		Y	58	60	Y	65	71	NA	42	46	NA	40	NA	67	NA			
HISPANIC	98	Y	98	Y	30	N	56	Y	78	90	Y	46	55	Y	69	70	NA	45	44	NA	43	NA	71	NA			
ASIAN	99	Y	99	Y		NA		NA			NA	81		NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	98	Y	97	Y	28	N	54	N	83	94	Y	53	53	N	71	72	NA	45	46	NA	41	NA	67	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA	65	82	Y	38	39	Y			NA			NA							
STUDENTS WITH DISABILITIES	92	N	93	N		NA		NA	68	68	N	27	13	N			NA			NA							

SCHOOL GRADE DATA

Broward School District STRANAHAN HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	42%	71%	87%	33%	233	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	51%	77%			128	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within

						Level 1 or 2
Adequate Progress of Lowest 25% in the School?	45% (NO)	71% (YES)			116	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	63%	50%			10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					487	
Percent Tested = 98%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Broward School District STRANAHAN HIGH SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	38%	66%	88%	35%	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	47%	72%			119	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	43% (NO)	65% (YES)			108	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	48%	55%			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					454	
Percent Tested = 97%						Percent of eligible students tested
School Grade					D	Grade based on total points, adequate progress, and % of students tested

Broward School District STRANAHAN HIGH SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	35%	62%	91%	38%	226	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	47%	64%			111	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?	45% (NO)	55% (YES)			100	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	43%	28%			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					437	
Percent Tested = 97%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested