

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: BLANCHE ELY HIGH SCHOOL

District Name: Broward

Principal: Karlton O. Johnson

SAC Chair: Rojesterman Farris

Superintendent: James Notter

Date of School Board Approval: 12/1/09

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## VISION and MISSION STATEMENTS

The Mission of Blanche Ely High School is to provide an inclusive learning community for all students so that each child may reach his or her maximum potential in an evolving, challenging, technical and global world.

The Vision of Blanche Ely High School is to create a student-focused, teacher-friendly environment within a community that promotes parental involvement and academic achievement.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Blanche Ely High School was called Pompano Negro Grammar School when it was opened in 1923. The families of the students attending the school were employed in agriculture, domestic services, and fishing. It was led by Mrs. Blanche General Ely, the only female secondary school principal, white or black, in the State of Florida until the 1970's. The Florida State Constitution, State Department of Public Instruction and the Broward County District legally closed the school yearly for African American children to go to farm crops. Later it acquired the name of Pompano Colored School and became known as Blanche Ely High School. This was the only African American school in the Pompano Beach Community. Blanche Ely's first 12th grade class of students graduated in 1952.

Blanche Ely High has enormous support from the community. Broward County School Board "phased-out" Blanche Ely High School in 1970. Principal Ely and the Parent Teacher Association filed a lawsuit against the School Board. The case went to the Appellate and U.S. Supreme Courts. Blanche Ely High School re-opened in 1975.

Today, students from the following schools in the Pompano Beach area comprise the feeder pattern: Crystal Lakes Middle and Pompano Beach Middle.

There are one-hundred eighty three (183) staff members, which include five (5) administrators.

There are nine (9) National Board Certified Teachers on staff.

Blanche Ely has a 9th Grade Academy for all incoming 9th graders to assist with the transition to high school.

#### Unique School Strengths for Next Year

Blanche Ely High School offers Medical Sciences and Science/Pre-Engineering Magnet Programs and vocational programs such as the Health Occupations Students of America (HOSA) and the LPN Nursing program. The magnet programs receive many pre-qualified students from throughout the county north of Sunrise Blvd. For the 2009-10 school year, Blanche Ely is considered a Title I, Differentiated Accountability (DA), and Correct II School.

#### Unique School Weaknesses for Next Year

Blanche Ely High School has 274 (50%) Level 1 and 2 students entering for the 2009-10 school year from the feeder schools.

Science is a critical area that needs improvement; in addition for the 2009-2010 school year, one teacher in Earth Space/ Science is on a board approved leave for the 2009-2010 school year.

In addition, because of budget cuts and certification issues, the school lost twelve teachers that included four teachers in the Reading Department due to seniority.

#### Student Demographics

The student population is 2068 with demographics of White-107; Black-1698; Hispanic-205; Asian-24; Indian-1; and Multi-Racial- 33.  
Female: 56.5%  
Male: 43.4  
Black: 83.8%  
Native: 9.68  
Hispanic: 9.43%  
White: 3.8%  
Asian: 1.35%  
Multi: 1.35%  
Free Reduced: 70.7%  
ELL: 10%  
ESE: 8.27%

#### Student Attendance Rates

2007 (91.4%); 2008 (87.30%); 2009 (87.60%)

#### Student Mobility

2007 (25.10%); 2008 (26.80%); 2009 (27.70%)

#### Student Suspension Rates

INTERNAL SUSPENSION: 2007 (37.3%); 2008 (30.8%); 2009 (31.7%)  
EXTERNAL SUSPENSION: 2007 (11.7%); 2008 (10.9%); 2009 (6.5%)

#### Student Retention Rates

2007 (8.82%); 2008 (9.72%);

#### Class Size

Averages:  
2007 (24.18); 2008 (24.21); 2009 (23.76)

#### Academic Performance of Feeder Pattern

• Crystal Lakes Middle School (CLMS) earned an "A" as their 2008-2009 school grade. CLCMS did not meet AYP. In Math, all of their subgroups were proficient.

In Reading, the following subgroups were not proficient: Black, Economically Disadvantaged, English Language Learners, and Students with Disabilities.

• Pompano Beach Middle (PBMS) earned a "B" as their 2008-2009 school grade. PBMS did not meet AYP. In Math, all of their subgroups were proficient. In Reading, the following subgroups were not proficient: Black, Economically Disadvantaged, and English Language Learners.

#### Partnerships and Grants

Perkins Grant  
21st Century Grant  
Title I  
PLAY IT SMART (NFL)  
SAI  
Florida Atlantic University  
Imperial Point Hospital  
Broward Health North Broward Medical Center  
Hopewell Pre-school Academy  
United Cerebral Palsy  
Pepsi Americas  
Bofshever Chiropractic Center  
University Hospital Coral Springs Florida  
Manor Pines Convalescent Home  
Peter Pan Day Care  
Broward College  
Florida Career College

Publix Pompano Beach Florida  
Magnosis Lab  
US Navy, Margate, Florida

## 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	Karlton Johnson	M.S. Business Education	1	7	Dillard High School - D AYP - no
Assis Principal	Delphine Lassiter	M.S. Computer Science Education B.S. Mathematics Ed.	1	12	Nova High School - "A" AYP- no
Assis Principal	Antonio Womack	Master of Music; B.S. in Music Ed.	1	9	Deerfield Beach HS- "C" AYP - no
Assis Principal	Heidi Jones	M.S. Educational Leadership; B.S. in Exercise Science and Wellness; Pre-School Education	2	2	Blanche Ely - 'C' AYP - no
Assis Principal	Malcolm Spence	M.S. Educational Leadership B.S. Communications	1	1	Boyd Anderson High - "D" AYP - no
Assis Principal	Sabrina Elsinger	M.S. Educational Leadership B.S. Specific Learning Disabilities	1		Millennium Middle School - "A" AYP - no

\* 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 *
Mathematics	Edward Knot	Mathematics 6-12	2	2	Blanche Ely High "C" - AYP - no
Science	Dorothy Gregg	Biology 6-12	1	1	Cooper City "A" AYP - no
Writing	Elizabeth Benton	English 6-12			William Dandy "A" AYP - no
Reading	Masharie Powell	Reading 6-12			Hallandale HS. "C" AYP - no
Reading	Shonner Gainer	Reading 6-12		2	Charles Drew Elem "A" AYP - yes

\* 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)
Teachers new to school will be invited in days prior to the start of school for an introduction, orientation, and tour. While there they will receive essential materials needed for the classroom and school operations.	Antonio Womack Susan Lassett	6/2010	
Teacher new to the teacher professional will be assigned a Coach to assist with the transition. The Department Chairperson and Coaches will also provide assistance with content and delivery.			
Needs assessments including surveys are conducted with teachers to provide timely, relevant staff development to	Karlton Johnson	8/24/2009	

enhance student learning.			
Open communication is maintained to keep teachers abreast of district and state educational news and teacher recognition is also provided to reinforce motivation and morale	Karlton Johnson	5/2010	
Monthly meetings such as department, curriculum, faculty meetings and staff development are in place to assist teachers to grow professionally.	Delphine Lassiter	5/2010	

### Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Leslie Rainer	Elementary (1-6) Reading endorsement	Reading (ESOL)	ESOL endorsement

### 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
104	3.8	26.9	27.9	38.5	43.3	72.1	12.5	4.8	47.1

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Kimberly Williams	Bernadette Aris	Mentor has exceptional training in New Teacher assistance as well as Certification in Ed. Leadership	Monthly meetings in the schools' 'New Educator Support System. Daily assistance with their assigned Coach. In-House workshops on topics relating to their needs as a new educator
Dorothy Gregg	Rene Molina	Most experienced teacher in the department. Highly qualified	Monthly meetings in the schools' 'New Educator Support System Daily assistance with their assigned Coach.
Chandra Daniels	Susan Stoff	Math. Department Head. Team Leader	Monthly meetings in the schools' New Educator Support System.
Susan Lassett	Roland Steele	Highly Qualified experienced teacher	Monthly meeting in the schools' New Educator Support System

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Title I, Part A

Title I funds have provided for three instructional coach positions, a second reading coach and a math and science coach. The coaches will provide additional support to teachers and students. Funding is also anticipated for professional development and parent involvement activities.

Title I, Part C- Migrant

The District 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

The School District receives funds to support the Educational Alternative Outreach program. Services are coordinated with District Dropout Prevention Services.

Title II

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

supplement education programs.

#### Title III

Services are provided through the District for educational materials and ELL District support services to improve the education of immigrant and English Language Learners. Funding provides for release time at the school for an ESOL Coordinator.

#### Title X- Homeless

The District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. In addition, academic tutoring is provided at homeless shelters.

#### Supplemental Academic Instruction (SAI)

#### Violence Prevention Programs

Blanche Ely High offers several non-violence and anti-drug and programs. These include Drug Free Youth in Town (D-FY-IT), Just Say NO, and an anti-tobacco initiative.

#### Nutrition Programs

N/A

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

Blanche High School houses an Adult and Community School as an extension of Crystal Lake Community School. Its programs include GED, credit recovery (APEX) for high school students concurrently enrolled.

#### Career and Technical Education

Career and Technical Education at Blanche Ely High School recently participated in a five-year study. The goal of Blanche Ely High School's CTE programs is to prepare students to earn a high school diploma, certification in a career area and to provide the opportunity to choose from a variety of post-secondary options (technical education, community college, four-year university). In order for students to have these options, all programs must be rigorous, relevant and integrate technical and academic education. Blanche Ely High School has the following CTE programs: Drafting, Health Occupation Services, Culinary Arts, Early Childhood Education, Practical Nursing (Magnet), Design Services, Marketing, CPT/Digital Design, Computer Program and AOIT.

#### Job Training

N/A

#### Other

### Response to Instruction/Intervention (RtI)

#### School-based RtI Team

Identify the school-based RtI Leadership Team.

Principal- Karlton Johnson  
Assistant Principal- Sabrina Elsinger  
Instructional Coaches  
Reading - Masharie Powell  
Shonner Gainer  
Math - Ed Knotte  
Science - Dorothy Gregg  
Writing - Elizabeth Benton  
School Psychologist - Meleca Brown  
ESE Specialist - Sandra Fencher  
ESE Teachers - Sherry Ford  
Speech/Language Pathologist - Elizabeth Rouhizad  
Itinerant ESE Support staff - Cynthia Lee/ Tanya Burgess  
School Social Worker - Yva Dieudonne  
Guidance Director/Counselor - Carla Knight

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

A Collaborative Problem Solving Team (RTI Leadership Team) will make the transition incorporate RTI roles and functions into the current service model.

The RTI leadership team will meet once a month and the focus will be on problem solving, goal setting and the implementation of plans to increase the success of struggling students.

Meeting processes include:

- Review and address teacher/student referral to the team for review.
- Review data elements at the school, grade and classroom levels to identify students who are meeting or exceeding benchmarks and those students who are at risk or are not meeting benchmarks.
- Identify resources and professional development to assist in improving instruction for all students
- Employ the steps of the FCIM to collaborate, evaluate, problem solve and make decisions about curriculum, instruction and assessment for the benefit of all students.

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

The RTI Leadership team meets with SAC, department chairs and administrators to assist in the development of the SIP.

- The team sets expectations for instruction (Rigor, Relevance and Relationships) and assessment, aligned to the Sunshine State Standards.
- The team assists in providing a standardized and systematic approach to the delivery of instruction to include research-based instructional strategies (i.e. the Marzano Essential Nine, CRISS and McCrel strategies), higher order questioning, essential questions, etc.

#### Rtl Implementation

Describe the data management system used to summarize tiered data.

Baseline Data: mini-benchmark assessments, simulations of FCAT, monthly writing prompts  
MidYear: FAIR, DAR  
End of Year: FAIR, FCAT

Describe the plan to train staff on Rtl.

Professional Development will be provided for staff during pre-planning days and during common planning times. Two sessions will be scheduled: the first will be an introduction to RTI and the second focused on the implementation strategies and progress monitoring/evaluation of the process.

### 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  
grade 9-Strengths- Main Idea  
grade 9-Weaknesses-Reference and Research, Words/Phrases, Comparisons  
grade 10-Strengths-Main Idea, Comparisons  
grade 10-Weaknesses-Reference and Research, Words/Phrases  
Math  
grade 9 -Strengths-Geometry, Algebraic Thinking  
grade 9-Weaknesses-Measurement, Number Sense, Data Analysis  
grade 10-Strengths-Geometry, Algebraic Thinking  
grade 10-Weaknesses-Data Analysis, Number Sense  
Science  
grade 11-Strengths-Life and Environment  
grade 11-Weaknesses-Physical and Chemical, Scientific Thinking  
Writing-grade 11  
Strength-Expository  
Weakness-Persuasive

Instructional Calendar Development

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

and science?

Instructional Focus Calendars (IFCs) were developed by the district curriculum departments (Science, Mathematics and Reading. Every teacher will integrate the IFCs daily into their instruction. Administration, Subject Area Coaches and Department Chairpersons will perform classroom walk-through daily and record the results of the CWT in appropriate database. The data will be used in monthly administrative conversations with teachers and bi-weekly curriculum meetings.

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

Focus by content areas identified by mean scores as weakest to strongest:  
Mathematics - Algebraic Thinking, Measurement, Data Analysis, Geometry, Number Sense.  
  
Science - Earth and Space; Physical & Chemical; Life & Environmental; Scientific Thinking  
  
Reading -Words/Phrases; Reference and Research; Compare and Contrast; Main Idea/Purpose  
  
Writing - will use the Six Traits of Writing

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

Administration and Instructional Coaches will perform Classroom walk-through to implementation of the IFC. Reading teachers have common planning where a portion of the planning will be used to analyze student data, make parent contact and monitor student progress.

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

Blanche Ely High School has two magnet programs (Engineering and Medical) and enrolled students are placed on a career path and course of study upon entering the program.  
  
Students not in the magnet programs have the opportunity to enroll in the following Career Technical Education (CTE) programs: Drafting, Health Occupation Services, Culinary Arts, Early Childhood Education, Practical Nursing (Magnet), Design Services, Marketing, CPT/Digital Design, Computer Program and AOIT.

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?

Students choose a major in middle school. Upon Entering Blanche Ely High in the ninth grade students are placed in a BEST Academy. There the administrator and counselor monitor the students' progress and have quarter conversation about career and school concerns.  
  
Parent meeting and programs are schedule to keep parents informed of students' progress and future career paths. An orientation is held at the beginning of the year to give parents and students information about successful career planning.

DO

Direct the Instructional Focus

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

All teachers will participate in a Professional Learning Community (PLC) based on their content area. The goal of the PLC is to develop common assessments, align lesson plans and share best practices. In some cases the participants in the PLC will do a lesson study.

How are instructional focus lessons developed and delivered?

The instructional focus lesson will be developed in the content area PLC. The delivery will be integrated in the daily lessons.

How will instructional focus lessons be revised and monitored?

Revisions will be based on the Benchmark Assessment Test (BAT), Mini- assessments, and FAIR. These assessments will be monitored by the Coaches for Reading, Mathematics and Science, along with the department heads and administration.

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.

Teachers will use content area assessments, Benchmark Assessment Test (BAT 1 and 2), Teacher made tests, mini-assessments, test affiliated with the test as ancillary materials.

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

The Coaches will monitor all students data on a bi-monthly basis. If students in identified classes are not reaching mastery (80%) the coaches will work closely with the teachers to utilize the push-in model and perform the "I do, We do, You do" form of instruction.

After mini-assessments, teachers will review and determine questions most often missed by students. This content is retaught and re-assessed. Based on mini-assessment results, teachers will differentiate instruction: reteaching for the lowest 50%, targeting instruction for those scoring 50-80%, and providing further enrichment for those who mastered the benchmarks.

Maintenance

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

The district curriculum department infused the assessments into the instructional focus calendar upon development.

Students who have mastered the benchmark will be given the opportunity for enrichment through project-based learning, computer-based projects and supplemental activities.

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 teams will convene bi-monthly to discuss student assessment results and perform classroom walk-throughs to ensure full implementation of the instructional focus calendar and content subject matter.

Teachers will meet on Professional Study days to discuss strategies analyze data from various assessment and create lessons to address identifies deficiencies.

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 teams will convene monthly to discuss student assessment results and perform classroom walk-throughs to ensure full implementation of the instructional focus calendar and content subject matter.

The Principal and Assistant principals will meet with department members bi-monthly to discuss assessment data and student progress.

ACT

Supplemental and Intensive Instruction/Interventions

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

Core-Differentiated Instruction in classroom, and after school tutoring, Saturday Camp, FCAT Explorer, ACT online, Odyssey

Level 1 and 2 students have been place in intensive classes. Teachers will be monitored to ensure implementation of differentiated instruction, push-ins, instruction in native language, Saturday Camp, tutoring!

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

Software programs such as: BEEP Internet resources, FCAT Explorer, and Odyssey will be used. My Guide will be used with 11th and 12th grade retake students pending District budget decisions. Teachers will use research-based strategies acquired through professional development specifically Marzano's top three strategies of the 9-High Yield Strategies and CRISS. PLC members will support one another in providing effective instruction to non-mastery students. Tutorials will be provided after school and on Saturdays.

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

Professional development needs are determined by student performance data analysis, teacher surveys, and classroom observations and walkthroughs.

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

Students who are struggling are identified through formative and summative assessments. Teachers and coaches will target students not mastering (scoring 80% or above) daily FCAT warm-up in Mathematics classes. Student needing additional interventions will be referred to the appropriate support staff member such as the social worker, through the referral, and/or collaborative problem-solving process (RTI).

In addition to classroom interventions, the Tiger Cultural Society and Honor Society students will facilitate the After School Tutorial program. Saturday Camp is offered weekly starting in the month of September to the weekend prior to FCAT testing.

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

Data will be collected on student attendance and progress in tutorial settings.

Issues relating to attendance, behavior (emotional and social) will be referred to the appropriate staff members.

The ILS data management system, will identify students who are not making progress in a particular area, the instructional coaches, working with District staff, will implement alternate interventions.

Enrichment

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

Students who exceed the 80% mastery may participate in the school's gifted, Advanced Placement, and/or Dual Enrollment. Students also have the opportunity to participate in a variety of career focused and general electives.

Enrichment Programs identified through the 21st Century grant (pending notification) will be used as enrichment for students making 80% mastery in all area.

Describe how students are identified for enrichment strategies.

FCAT, PSAT results, grades, behavior and teacher recommendation are important factors in determining enrichment strategies.

Parents have the opportunity to attend a College Preview Orientation Night, Career Evening, and Advanced Placement/Dual Enrollment evening to learn about opportunities for their student. They also are encouraged to work with the counselors on choosing advanced coursework.

### 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)
Math Language Arts Social Studies Reading World Languages  Business Vocational Science ESE  Physical Education-	Chandra Daniels Steve Woloszn Osner Phillisaire Leslie Rainer Felipe Brown Marcos Pernas Anthony Campbell Dorothy Gregg Sandra Fencher  Simon Dritz	Monthly	Professional Study Days and selected days by team members.	Lesson Study, Data Analysis, Creating Common Assessments and Technology Integration
Pre-Algebra/ Algebra 1A  Algebra 1/ Unified Arts  Algebra 1 Honors  Geometry  Algebra II  Pre-Calculus/AP Classes	Mr. Butts  Mr. Cancel  Mr. Randall  Ms. Flynn  Ms. Metcalf  Mr. Ramos	Monthly	After School and selected dates	Improve student achievement in the courses and on FCAT: Common assessment, Data Review and comparison, Pacing of course, technology integration and collegial conversations and strategy support.
World Languages	Felipe Brown	Monthly	Professional Study days, after school and selected dates by the team	Lesson Study, Data Analysis, Technology integration, Creating of content assessments to support Reading and Writing  Creation of IFC for courses listed as fine

Business and Fine Arts	Marcos Pernas	Monthly	Professional Study days, after school and selected dates by the team	arts, create lessons to support Reading and Writing, target specific CRISS strategies that will support Reading in the content area
Vocational	Anthony Campbell	MOonthly	Professional Study days, after school and selected dates by the team	Promote Reading through vocational activities such as Vocational Showcase and The Pride Project

## 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.

Increase frequency of dissemination of college readiness information to students and parents. (to increase PSAT, ACT and SAT percentages)

Increase monitoring of documents tracking college readiness activities of students (to increase percentage of students completing at least one AP or Dual Enrollment course)

Monitor enrollment of vocational course enrollment to increase number of Bright Futures awardees.  
(49.9% enroll in college while only 26.7% qualified for BF)

Administer College Placement Test (CPT), ASVAB, PSAT, and Career and technology Ready to Work exam to qualifying students. These results are used to guide students' academic and career plans.

Offer exposure to regionally accredited educational institutions through college visits and college fairs for post secondary opportunities.

Free after-school tutoring for all students.

Offer APEX for students for the purpose of credit recovery and to increase graduation rate among at risk students.

Encourage senior students (who have failed the FCAT) to take advantage of the opportunity to take the ACT test at no cost.

Encourage student participation in the College Board's online SAT preparation programs.

## 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?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
32% of the students met high standards in reading by scoring level 3 or above on the FCAT SSS Reading.		By June 2010, 37% of the students will score level 3 or above on the FCAT SSS Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All 9th & 10th grade students scoring at levels 1 and 2 on the 2009 FCAT will receive reading instruction through specific reading classes including Wilson Reading, Shining Star, and National Geographic's-Edge.	Sabrina Elsinger Leslie Rainer Masharie Powell Shonner Gainer	1. Bi-weekly mini - assessments data 2. Classroom walkthroughs 3. Review of lesson plans	1. Data from bi-weekly benchmark assessment tests 2. Data from September/December district Benchmark Assessments will be used to identify skill deficiencies in all AYP subgroups 3. Data will be reviewed and analyzed for instructional purposes.
2	Students will be placed according to the Secondary Struggling Readers Chart using district approved diagnostic tools.	Sabrina Elsinger Masharie Powell Shonner Gainer	1. Continuous progress monitoring of students using district approved diagnostic tools	1. PMRN FAIR Data Reports 2. Bi-weekly mini-benchmark assessments data 3. Data from September/December district Benchmark Assessment Tests (BAT)
3	Identified 9th and 10th grade level 3 students will receive additional reading support in a content area class with a teacher who is CRISS, McRel or CAR-PD trained.	Sabrina Elsinger Leslie Rainer Masharie Powell Shonner Gainer	1. Incorporation of CRISS and McRel reading strategies 2. Displaying of students work	1. Data from September/December district Benchmark Assessment Tests (BAT)

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
42% of the students made learning gains on the FCAT SSS Reading.		By June 2010, 47% of the students will make learning gains on the FCAT SSS Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. The K - 12 Comprehensive Reading Plan will be implemented across the curriculum. The plan will include target areas of instruction within the benchmarks, an instructional focus calendar, staff development, resource support and an accountability and assessment component.	Sabrina Elsinger Leslie Rainer Masharie Powell Shonner Gainer	1. Classroom walkthroughs 2. Professional Learning Communities (PLC) data chats	1. September/December District Benchmark Assessments Tests 2. CWT 3.0 data reports 3. Professional Learning Communities (PLC) teacher surveys

2	Each department will support the instructional focus benchmarks by using content- based reading materials.	Sabrina Elsinger Ed Knot Dorothy Gregg Elizabeth Benton Masharie Powell Shonner Gainer	1.Classroom walkthroughs 2. Professional Learning Communities (PLC) data chats	1. Classroom Walk Through 3.0 data reports 2. Professional Learning Communities (PLC) teacher surveys 3. Student surveys
3	All teachers will implement active reading strategies (pre, during, after) that address reading SSS benchmarks.	Sabrina Elsinger Ed Knot Dorothy Gregg Elizabeth Benton Masharie Powell Shonner Gainer	1.Classroom walkthroughs 2. Professional Learning Communities (PLC) data chats	1. Classroom Walk Through 3.0 data reports 2. Professional Learning Communities (PLC) teacher surveys 3. Student surveys
4	Benchmark mini - assessments will be administered bi-weekly.	Administrators, reading coaches and teachers	1.Bi-weekly teacher data chats 2. Monthly administration data chats	1. Individualized Student Benchmark Mastery Checklist 2. Teacher data analysis form
5	Teachers will evaluate formative assessment data (FAIR, District BAT, etc.) to determine students' strengths and weaknesses on reading SSS and then align curriculum and classroom instruction to address students' needs and deficiencies.	Sabrina Elsinger Karen McDaniels  Masharie Powell Shonner Gainer	1. Classroom walkthroughs (CWT) 2. Bi-weekly mini-assessments 3. Instructional focus calendar 4. FAIR	1. Bi-weekly benchmark assessment data 2. September/ December District Benchmark Assessment (BAT) 3. FAIR 4. National Geographic 's Edge unit/cluster assessments 4. Individualized Student Benchmark Mastery Checklist
6	Reading coaches will collaborate with zone reading personnel to assess needs on a zone-wide basis and align assessments, curriculum and instruction in reading.	Sabrina Elsinger Karen McDaniels  Masharie Powell Shonner Gainer	1. Classroom walkthroughs (CWT) 2. Bi-weekly mini-assessments 3. Instructional focus calendar 4. FAIR	1. Bi-weekly benchmark assessment data 2. September/December District Benchmark Assessment Tests (BAT) 3. FAIR 4. National Geographic 's Edge unit/cluster assessments 4. Individualized Student Benchmark Mastery Checklist
7	The school will incorporate a word of the day and prefix of the week to increase vocabulary development.	1. Administrators, content area coaches, and department chairpersons	1. Vocabulary assessments 2. Classroom walkthroughs	1. September/ December District Benchmark Assessments 2. FAIR

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
45% of the lowest 25% met adequate progress on the FCAT SSS Reading.		By June 2010, 50% of the students in the lowest 25% will meet adequate progress on the FCAT SSS Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	A1 and A2 ELL students with no FCAT data or level 1 or 2 will be placed in Development Language Arts Through ESOL class (Intensive Reading)	Sabrina Elsinger, Masharie Powell, Shonna, Olga Ramos and Carla Knight	1. IPT II data (beginning of year) 2. In program assessments	1. September/ December District Benchmark Assessment Tests (BAT) 2.IPT II data (end of year) 3. CELLA data 4. FAIR
2	REWARDS, a supplemental intensive reading program, will be used with all students enrolled in EDGE A, a comprehensive intensive reading program.	Sabrina Elsinger, Masharie Powell, and Shonner Gainer	1. Bi-weekly mini-assessments 2. September/December District Benchmark Assessment Test (BAT) 3. SIRP assessments	1. Bi-weekly mini-assessment data 2. September/ December District Benchmark Assessment Test (BAT) 3. FAIR 4. In program assessments
3	ELL teachers will implement ELL strategies and district ELL matrix in planning and instruction.	Sabrina Elsinger, Masharie Powell, Shonna and Olga Ramos	1.Lesson Plans 2.Classroom Walkthroughs	1.IPT II data 2.CWT 3.0 Classroom Walkthrough Data 3. Bi-weekly mini-assessment data 4.September/December District Benchmark Assessment Test (BAT)
4	ESE teachers will follow the prescriptions outlined on identified students' IEP.	Sabrina Elsinger, Masharie Powell, Shonna, Sandra Fencher	1.Classroom Walkthroughs	1.Student IEP

5	ESE students seeking standard diploma will be enrolled in the appropriate reading classes based on the K - 12 Comprehensive Reading Plan.	Sabrina Elsinger, Masharie Powell, Shonna, Sandra Fencher	1. Bi - weekly mini-assessment data. 2. Classroom walkthroughs	1. Data from bi - weekly benchmark assessments. 2. Data from September/December District Benchmark Assessments
6	ESE teacher will provide reading support/facilitation in regular English, Science and history classes for ESE students seeking a standard diploma	Sabrina Elsinger, Masharie Powell, Shonna, Sandra Fencher	1. Classroom Walkthroughs 2. Content area assessments	1. CWT 3.0 Classroom Walkthrough Data 2. Bi - weekly mini - assessment data 3. September/December District Benchmark Assessment Test (BAT) 4. FAIR
7	ELL students will utilize Compass Learning Odyssey twice a week.	Sabrina Elsinger, Masharie Powell, Shonna, and Olga Ramos	1. Classroom Walkthroughs 2. Compass Learning Odyssey reports	1. CWT 3.0 Classroom Walkthrough Data 2. Bi - weekly mini - assessment data 3. September/December District Benchmark Assessment Test (BAT) 4. FAIR
8	Students identified as in need of the most intensive reading will be enrolled in Wilson, a comprehensive reading program.	Sabrina Elsinger, Masharie Powell, Shonna, and Sandra Fencher	1. Diagnostic Assessment of Reading (DAR)pretest 2. In program assessments 3. WADE	1. Bi - weekly mini - assessment data 2. Diagnostic Assessment of Reading (DAR) posttest 3. FAIR

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
60% of the 11th and 12th graders met the graduation requirement on the FCAT retake.		By June 2010, 65% of the 11th and 12th graders will meet the graduation requirement on the FCAT retake.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	MyGuide will be utilized with 11th and 12th grade re-takers as a prescriptive individualized reading plan.	Sabrina Elsinger, Masharie Powell and Shonner Gainer	1.Classroom Walkthroughs 2.Bi-Weekly Benchmark Mini-Assessments	1.Bi-Weekly Benchmarks Data 2.MyGuide Benchmark Online Assessment
2	Reading Plus will be utilized for 45 minutes - two to three times per week - in all 11th and 12 grade re-take reading classes.	Sabrina Elsinger, Masharie Powell and Shonner Gainer	1.Classroom Walkthroughs	1.Reading Plus Reports data 2. September/ December District Benchmark Assessment Test (BAT) 3. Bi - weekly mini - assessments data
3	All Level 3 students who passed the FCAT will receive reading support through a language arts, social studies or CAR-PD trained teacher.	Sabrina Elsinger, Masharie Powell, Shonner Gainer Ed Knot, Dorothy Gregg, and Elizabeth Benton	1. Classroom Walkthroughs 2. Content area assessments	1. FAIR
4	All Level 1 and Level 2 11th and 12th grade retakers will be enrolled in a comprehensive intensive reading program.	Sabrina Elsinger, Masharie Powell and Shonner Gainer	1. Classroom Walkthroughs 2. In program assessments	1. FAIR 2. Bi - weekly mini - assessments 3. September/ December District Benchmark Assessment Test (BAT)
5	ACT materials will be used for reading instruction, as an alternative measure to meet FCAT SSS reading graduation requirements.	Sabrina Elsinger, Masharie Powell and Shonner Gainer	1. In program assessments	1. ACT results

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, 37% of the students will score level 3 or above on the FCAT SSS Reading.	After attending CRISS and/or McRel staff developments teachers will implement strategies to improve their instruction.	District Core Curriculum	September 2009	1. Implementation of strategies into lesson plans 2. Informal assessments 3. Classroom visits	1. Sabrina Elsinger, assistant principal 2. Shonner Gainer, reading coach 3. Masharie

					Powell, reading coach
1. By June 2010, 37% of the students will score level 3 or above on the FCAT SSS Reading. 2. By June 2010, 47% of the students will make learning gains on the FCAT SSS Reading. 3. By June 2010, 50% of the students in the lowest 25% will meet adequate progress on the FCAT SSS Reading.	After attending National Geographic's - Edge, Wilson and other comprehensive intensive reading programs (CIRP) teachers will implement program components to fidelity.	District Core Curriculum	September 2009 Ongoing	1. Implementation of curriculum 2. Lesson plans which note the use of differentiated instruction	1. Sabrina Elsinger, assistant principal 2. Shonner Gainer, reading coach 3. Masharie Powell, reading coach
By June 2010, 65% of the 11th and 12th graders will meet the graduation requirement on the FCAT retake.	After attending Reading Plus staff development, teachers will monitor each students fluency progress (i.e. independent level, silent reading rate and vocabulary) and use data to guide differentiated instruction.	Patty Cohen, Director of Research, Development and Support	August 2009 Ongoing	1. Implementation of curriculum	Shonner Gainer
By June 2010, 47% of the students will make learning gains on the FCAT SSS Reading.	After attending the FAIR staff development, teachers will monitor student progress and use data to inform instruction and use targeted differentiated instruction to meet students learning needs.	1. District Core Curriculum 2. Karen McDaniel, Regional Reading Coordinator - FLDOE	1. August 2009 2. Ongoing	Reading coaches and classroom teachers will access and analyze data by student and by class.	1. Sabrina Elsinger, assistant principal 2. Shonner Gainer, reading coach 3. Masharie Powell, reading coach
By June 2010, 47% of the students will make learning gains on the FCAT SSS Reading.	Teachers will collaborate in order to share effective strategies or practices in order to increase student achievement.	1. Leslie Rainer, reading department chairperson	September 2009	Teachers will implement the shared strategy(ies) with their students. Follow-ups will take place through reflection in the PLC Meeting	1. Sabrina Elsinger, assistant principal 2. Shonner Gainer, reading coach 3. Masharie Powell, reading coach
1. By June 2010, 37% of the students will score level 3 or above on the FCAT SSS Reading. 2. By June 2010, 47% of the students will make learning gains on the FCAT SSS Reading. 3. By June 2010, 50% of the students in the lowest 25% will meet adequate progress on the FCAT SSS Reading.	Teachers will receive training on how to analyze student data on Virtual Counselor, BAT, bi-weekly mini-assessments, FAIR and other data.	1. Shonner Gainer, reading coach 2. Masharie Powell, reading coach	September Ongoing	Reading coaches will analyze data on a regular basis. They will then have data chats with the reading teachers.	1. Sabrina Elsinger, assistant principal 2. Shonner Gainer, reading coach 3. Masharie Powell, reading coach

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

Teachers will attend all district and in-house workshops to enhance their knowledge of differentiated instruction and other instructional techniques that will promote student achievement.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Hampton Brown Edge	Textbook Fund	\$3,159.75
REWARDS	Textbook Fund	\$2,955.60
Reading Plus	NA	\$0.00
McGraw Hill MyGuide Personal Learning Program	NA	\$0.00
Wilson Reading	Textbook Fund	\$2,176.00
		Total: \$8,291.35
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
Staff Development TDA's - FAIR	Title I	\$422.40
Staff Development TDAs - Hampton Brown Edge	Title I	\$3,168.00
Staff Development TDAs - REWARDS	Title I	\$633.60
Reading Plus	NA	\$0.00
Virtual Counselor	NA	\$0.00
Staff Development TDA - Wilson	Substitute Fund	\$528.00
My Guide		\$0.00
		\$0.00
Intensive Reading for 11th and 12th Grade	Substitute Fund	\$316.80
		Total: \$5,068.80
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
After School/Saturday Tutorial	21st Century	\$2,000.00
Student Incentives	21st Century	\$700.00
		Total: \$2,700.00
		Final Total: \$16,060.15

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		
55% of the 9th and 62% of the 10th grade students met High standards on the 2009 FCAT exam by scoring >=level 3		70% of the all students tested in 9th and 10th grades on the 2010 will meet high standards		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All students will be scheduled according to their FCAT performance levels and county guidelines	Assistant Principal (Mrs. Jones), Math Coach (Mr. Knot) and Guidance Counselor(Grade level)	Monitor student achievement in courses and FCAT	FCAT Practice Test, and teacher review student academic history in virtual counselor
2	Mathematics teachers will use state course description and county curriculum to guide lesson design	Department Chair (Ms. Daniels), Math Coach (Mr. Knot), Assistant Principal (Ms. Lassiter, Mr. Spence)	CWT, Bi-weekly teacher conferences	FCAT Practice Test, Strand Mega Assessments, BAT tests
3	Each subject area PLC will create and implement common assessments.	Math Coach (Mr. Knot), Department Head (Ms. Daniels), Admin (Ms. Lassiter, Mr. Spence)	Department Chair will review assessments for alignment to district curriculum	Student final grade,
4	All teachers will incorporate word walls and other Reading strategies to increase vocabulary	Admin (Ms. Lassiter, Mr. Spence), Math Coach (Mr. Knot), Department Head (Ms. Daniels)	Classroom word wall, CWT	mini, course and BAT assessments
5	The Math Coach will analyze assessments and generate visual reports to share with Administration as well as teachers, in order to develop strategies to integrate into daily lessons.	Admin (Ms. Lassiter, Mr. Spence), Math Coach (Mr. Knot)	FCAT Practice Test, Strand Mega Assessments, BAT tests	FCAT Practice Test, Strand Mega Assessments, BAT tests, 2010 FCAT results

6	All Math teachers will utilize appropriate technology including Geogebra, internet, textbook on-line and publisher's ancillary materials	Admin (Ms. Lassiter, Mr. Spence), Math Coach (Mr. Knote), Department Head (Ms. Daniels)	Assessments	CWT FCAT Practice Test, Strand Mega Assessments, BAT tests
7	All Math teachers will infuse the instructional focus calendar identified strands daily.	Admin (Ms. Lassiter, Mr. Spence), Math Coach (Mr. Knote),	Lesson plans review	CWT FCAT Practice Test, Strand Mega Assessments, BAT tests BAT
8	All student identified as level 1 and 2 will be scheduled into the Math lab throughout the day according to students' course schedule for Mathematic. Students will become engaged in Instructional Learning Systems such as (Odyssey, FCAT Explorer)	Admin (Ms. Lassiter, Mr. Spence), Department Head (Ms. Daniels)	ILS reports	CWT Strand mega assessments ILS assessment report
9	All Math teachers will utilize math manipulatives and project based learning each semester	Admin (Ms. Lassiter, Mr. Spence), Math Coach (Mr. Knote), Department Head (Ms. Daniels)	Project displays	CWT
10	Advanced Placement Teachers will create and implement class warm-up activities to strengthen students targeted areas of weakness	Admin (Ms. Lassiter, Mr. Spence), Math Coach (Mr. Knote), Department Head (Ms. Daniels)	Implementation of warm-up activities	Advanced Placement test scores
11	The Tiger Cultural Society will offer after school tutorial sessions for all student	Admin (Ms. Lassiter, Mr. Spence), Club Sponsor (Mr. Phillisar	Advertisements Increased number of sessions over time	FCAT scores AP scores Final Course exam grade
12	Teachers will conduct data chats with each student individually for the purpose of goal setting and monitoring of progress	chats with each student individually for the purpose of goal setting and monitoring of progress Asst. Principal Department Char Math Coach	Process will be modeled during planning periods and implemented by administration, leadership and teachers.	Results of assessments, reports generated from classroom walkthroughs
13	All level 1 and low level 2, 9th grade, students will be scheduled into Pre-Algebra first term to ensure success in Algebra 1a second term.	Department Head (Ms. Daniels) Master Scheduler Mrs. Jones)	Classroom Walk Throughs and ongoing assessments. Data will be reviewed for mastery. Direct instruction and re-teaching will be used for areas of deficiency. Teachers will provide constructive feedback for more effective instruction.	Monitor student achievement in courses and FCAT
14	All general education ESE level 1 and 2 students will be placed in a math class for the entire year.	Department Head (Ms. Daniels) Master Scheduler Mrs. Jones)	BAT 1 and II Mini-assessments	BAT 1 and II, Strand Mega Assessments
15	All Mathematics teachers of students scoring level 3, 4, & 5 on the FCAT will form a PLC with the Science Coach, as facilitator, and develop Science based warm-up to used daily as Mathematics warm-up activities	Administration Mathematics Coach Science Coach (Ms. Gregg) Department Heads	Classroom Walk Throughs and ongoing assessments.  PLCs for lesson development and reflection	Mini-assessments FCAT Science 2010
16	Students identified as FCAT retakers in have been properly placed.	Department Head (Ms. Daniels) Master Scheduler Mrs. Jones)	Master Schedule CWT	FCAT results
17	Students identified as FCAT retakers will utilize MyGuide materials as additional remediation.	Administration (Ms. Lassiter, Mr. Spence) Math Coach (Mr. Knote)	FCAT results Mini-assessments	FCAT results Final school grade report

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
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	15% of ELL, 58% of black, 92% asian, 54% of economically disadvantaged, 12% ESE students scored at level 3 or above on the 2009 FCAT Math Assessment.		30% of ELL, 65% of black, 95% asian, 64% of economically disadvantaged 25% ESE students will score at level 3 or above on the 2010 FCAT Math Assessment.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Incorporate research-based instructional strategies in lesson plans and presentations.	Administration, Math Coach (Mr. Knote), Department Chair (Ms. Daniels)	Mega Strand Assessments, and chapter tests	Mega Strand Assessments
2	All ELL students will have available to them a para professional to assist in their academic growth and success.	Assistant Principal (Mrs. Elsinger)	CWT FCAT results	FCAT Practice Test, Strand Mega Assessments, BAT tests, Class grades
3	All ESOL and ELL students were placed in Mathematics classes according to ability levels	Assistant Principal (Mrs. Jones), Ms. Ramos	CWT Master Schedule End of course exam	End of course exam, Learning gains report
4	All Math teachers will analyze data from Virtual Counselor to develop appropriate lesson strategies. Also to identify and target specific AYP subgroups present in their class.	Assistant Principal (Lasseter) Math Coach (Mr. Knote), Department Chair (Ms. Daiels)	Lesson Plan review Bi monthly data Chats	Bi monthly data Chats CWT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
55% of the 9th and 62% of the 10th grade students met High standards on the 2009 FCAT exam by scoring >=level 3	The teachers will trained to use the dynamic math software, GeoGebra, during their class as a visual aid to their instruction. Also they will be able to teach students how to use the software so they can enhance their learning in and out of class.	Edward Knote	September 2009	CWT Teacher Demonstration Demo classroom	Administration Coach
By June 2010, 80% of the teaching staff will integrate technology into the curriculum	Teachers will be trained on the use of the promethean board as well as PowerPoint, and Excel in order to create more visual and creative lessons in class.	Edward Knote, Estie Holsworth	Jan. 2010	CWT Teacher Demonstrations	Administration Math Coach
55% of the 9th and 62% of the 10th grade students met High standards on the 2009 FCAT exam by scoring >=level 3	Teachers are trained on the use of Odyssey software as a way to give students extra help and tutorials. Teachers will also be trained to run reports to monitor student progress.	Chandra Daniels and Odyssey Representative	Sept. 2009	lab schedule developed CWT	Department Head Administration
55% of the 9th and 62% of the 10th grade students met High standards on the 2009 FCAT exam by scoring >=level 3	Teachers will be able to utilize C.R.I.S.S strategies to improve their instructional techniques and discipline in class.	District	January 2010	CWT Lesson Plans	Math Coach department Head Administration
55% of the 9th and 62% of the 10th grade students met High standards on the 2009 FCAT exam by scoring >=level 3	County Training for new Standards will allow teachers a chance to better understand their subject areas and more interactive strategies to be used in the classroom	District Training	January 2010	CWT Bring back and show to the department	Ed Knote Chandra Daniels Delphine Lassiter

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
GeoGebra	Substitute funding	\$500.00
Calculators	Title 1	\$1,000.00

Promethean Board Training	Title I	\$500.00
		Total: \$2,000.00
<b>Professional Development</b>		
Description of Resources	Funding Source	Available Amount
C.R.I.S.S.	C.R.I.S.S. Substitute needed for days of training	\$2,000.00
District Algebra 1 and Geometry Training	Substitue Funding	\$2,000.00
		Total: \$4,000.00
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
<b>Final Total: \$6,000.00</b>		

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		
Increase the school-wide score on the FCAT Science exam.		24% is the overall target goal for all juniors taking the FCAT Science exam with students who scored a 3 or higher scoring a 30% or higher on the exam.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Core courses will follow the district curricular maps.	Science Admin - Delphine Lassiter Science Coach- Dorothy Gregg	Review lesson plans, documents, syllabi and classroom walkthroughs to ensure the district curricular maps are being followed ensuring that all science benchmarks are being covered.	1. District mini-assessment tests 2. Teacher tests 3. Lesson plans 4. Walkthrough documentation 5. FCAT Science exam scores
2	Students will be placed in appropriate science courses based on their previous science course's grades and the district flow chart in order to ensure students will have been exposed to all science benchmarks.	Master Scheduler- Heidi Jones Science Admin - Delphine Lassiter Science Coach- Dorothy Gregg	Science coach and teachers will check Virtual Counselor to determine correct course selections for each student assigned to them.	1. BAT tests 2. Mini-assessments
3	Teachers will infuse more labs, demonstrations, and hands-on activities, in addition to the essential labs required by the district.	Science Admin - Delphine Lassiter Science Coach- Dorothy Gregg	Review lesson plans, documents, syllabi and classroom walkthroughs to ensure labs are being performed.	1. classroom walkthroughs 2. lesson plans 3. teacher made exams 4. mini-assessments data
4	An FCAT science camp will be offered to all juniors to review all benchmarks prior to the FCAT Science exam.	Antonio Womack Science Admin - Delphine Lassiter Science Coach- Dorothy Gregg	Review lesson plans prepared by faculty conducting the FCAT science camp.	1. mini-assessments 2. program attendance
5	FCAT Explorer - "Science Mission" (for Grade 11) will be utilized by students in Integrated Science, Biology, Chemistry, and Physics.	Science Admin - Delphine Lassiter Science Coach- Dorothy Gregg	Review lesson plans and computer usage.	Results of student work in FCAT Explorer
6	One month prior to the administration of the FCAT Science exam all 11th grade students will be given the state released Practice Test for Science as an indicator of success on the actual test.	Science Admin - Delphine Lassiter Science Coach- Dorothy Gregg	Practice Test for Science results	2010 FCAT Science Exam results

7	All Earth/Space Science and Biology Honors classes will provide class warm-up activities that will support the reading initiative (including prefixes, suffixes, root words and Strand H), to increase the percent of student performance in reference and research and comparison/contrast.	Reading Coach-Shonner Gainer Science Admin - Delphine Lassiter Science Coach-Dorothy Gregg	Review teacher lesson plans, syllabi CWT	2010 FCAT Science Exam results
8	All 11th students will be given the district Science BAT tests as pre/post test indicators of success.	Test Coordinator-Carla Knight Science Admin - Delphine Lassiter Science Coach-Dorothy Gregg	CWT	1. 2010 FCAT Science Exam results 2. BAT results 3. mini-assessments
9	All Biology 1, Integrated Science, Chemistry (regular and honors) and Physics classes (regular and honors) will provide class warm-up activities that will review the FCAT benchmarks.	Science Admin - Delphine Lassiter Science Coach-Dorothy Gregg	Review teacher lesson plans, syllabi, CWT	1. 2010 FCAT Science Exam results 2. BAT results 3. mini-assessments
10	Earth Space Science, Biology, Chemistry and Physics classes will utilize the web-base Science Inquiry software (GIZMO) to enhance higher order thinking	Science Admin - Delphine Lassiter Science Coach-Dorothy Gregg	Lab Schedule Mini Assessments	1. 2010 FCAT Science Exam results 2. BAT results 3. mini-assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increase the participation in science fair or other academic competitions in all science classes		100% of all honors science classes will participate in science fair or an equivalent academic competition.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will be assisted in determining what competition(s) their students will enter.	Science Admin - Delphine Lassiter Science Coach-Dorothy Gregg	Review lesson plans, documents, and syllabi to ensure teachers are providing opportunities for students to participate in science competitions	Number of students who participate in science competitions
2	Teachers will receive guidance in how to help students conduct a science research project.	Science Admin - Delphine Lassiter Science Coach-Dorothy Gregg  Science Fair Coordinator- K. Knowles	Science coach log	CWT Lesson Plans Data Chat with Administration

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
24% is the overall target goal for all juniors taking the FCAT Science Exam with students who scored a 3 or higher scoring a 30% or higher on the exam.	CRISS, McRel, Implementing Differentiated Instruction	School and district	August 2009 to June 2010	Department and course specific professional learning communities, mini-assessments, BAT results, CWT, lesson plans, modeling and co-teaching.	Delphine Lassiter Dorothy Gregg

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

Technology		
Description of Resources	Funding Source	Available Amount
FCAT Explorer	State website	\$0.00
Science Textbook online	Publisher websites, Learning Village	\$0.00
GIZMOS	21st Century Grant	\$7,000.00
Total: \$7,000.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
District, textbook, BEEP, and Science Websites	School	\$0.00
Science Professional Learning Communities	School	\$0.00
McRel or CRISS	Title 1	\$5,000.00
Total: \$5,000.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$12,000.00		

*End of Science Goal*

## Writing Goal

Needs Assessment:	Based on School Grade Data:  Did the total percent proficient increase or was the percent proficient maintained?  What clusters/strands showed decrease in proficiency?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
77% of tenth grade students scored a 3.5 or above on the 2009 FCAT Writing Assessment. Students scored an average of 3.6 on Persuasive prompts and 3.7 on Expository prompts. Composite score was 3.6.		By June 2010, 82% of 10th grade students will score a 3.5 or above on the FCAT Writing Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Disaggregate 2009 FCAT Writing Assessment data by teacher and class to review trends.	Heidi Jones Elizabeth Benton	Instructional Focus; Teaching skills for Expository and Persuasive writing; Focus, Organization, Support Conventions	Writing Scores Instructional Focus Calendar
2	Schedule a Persuasive Writing Diagnostic for all ninth and tenth grade students the first week of school. Follow with department inservice on scoring. Persuasive and Expository prompts will be alternated monthly, with essay components being progressively scored. In December the scoring of full essays will begin.	Elizabeth Benton Heidi Jones	Formative assessments; Scores and analysis of scores on monthly prompts.	6 point rubric
3	Schedule teachers based on writing data from mini-assessments and FCAT data. Do not place any long-term substitutes in English II classes.	Heidi Jones Elizabeth Benton Steve Woloszyn	Review master schedule before posting. Monitor teaching assignments.	Master Schedule review
4	Increase administrative review of data. Incorporate set schedule of writing prompts and data submission dates. Have data chats with	Elizabeth Benton Heidi Jones Malcolm Spence	Continuous review of data by Administration and Writing Coach. Monthly review of data.	Writing database. Data charts. Classroom walkthroughs.

	teachers. Identify teachers who need staff development on scoring after initial training, and schedule appropriate inservice. Schedule revision of monthly prompt approximately 2 weeks after prompt is administered.			
5	Review county-level Instructional Focus Calendar. Adapt and revise for Blanche Ely's needs. Classroom walkthroughs to monitor IFC incorporation in daily lessons. Create and follow a calendar of lessons for daily pull outs from the ESE/ESOL classes. Assist with lesson planning.	Elizabeth Benton Heidi Jones	Weekly review of student needs according to data. Conversations with teachers to determine areas of need, opinions, requests for assistance. Review of CWT findings.	Data charts. Data chats. Classroom walkthrough. Periodic student journal reviews.
6	Modify 2008-2009 Writing Across the Curriculum for 2009-2010. Change format for sharing Writing Across the Curriculum IFC to more "user-friendly" format (not Filemaker Pro). Conduct WAC staff development on professional study day(s).	Elizabeth Benton Heidi Jones Anthony Campbell Marcos Pernas Simon Dritz	Surveys (ongoing) of teachers in non-English classes to determine needs. Survey of teachers to see which method works more effectively. Development of Professional Development Plan.	Classroom walkthrough. Writing folders.
7	Share Writing Across the Curriculum Instructional Focus Calendar with all teachers.	Elizabeth Benton Heidi Jones	Review of classroom walkthrough findings/trends. Survey of teachers.	Classroom walkthrough.
8	Create an incentive system acknowledging classes, teachers, and individual students for the monthly prompts and the overall scores.	Elizabeth Benton Steve Woloszn Heidi Jones	Bi-monthly meeting between Administration and Writing Coach	Writing scores.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
34% of our ELL students scored a 3.5 or above on the FCAT Writing Assessment. 32% of our ESE students scored a 3.5 or above on the FCAT Writing Assessment.		By June 2010, 40% of our ELL and ESE students will score a 3.5 or above on the FCAT Writing Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Identify the lowest quartile, ESE students and ESOL students in the 10th grade.	Heidi Jones Elizabeth Benton Steve Woloszn Language Arts Department	Create separate database indentifying these students to monitor progress.	Classroom walkthrough 6-point rubric.
2	Notify teachers to provide accomodations for these students. Provide individual and/or small group instruction bi-monthly.	Heidi Jones Elizabeth Benton Steve Woloszn	Classroom walk throughs. Data analysis.	CWT tool. Virtual Counselor data.
3	Targeted Instruction on areas of weakness as identified in Diagnostic Prompt	Heidi Jones Elizabeth Benton Steve Woloszn	Create database to monitor weekly progress	Mini Assessment
4	Create an Instructional Focus Calendar to guide instruction and provide structure for "pull out" instruction	Writing Coach	Distribute a monthly calendar for teachers. Students will be identified and sent for separate instruction during or after instruction.	Post tests.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
10th grade students will increase their Expository and Persuasive Writing scores with a close monitoring assessment tool.	6 Traits of Writing	Elizabeth BEnton	February 2009	Diagnostic Writing Test Implement IFC Monitor IFC by conducting daily classroom walkthroughs. Conduct bi-monthly data chats with coach and teachers. Conduct data chats with students for revisions.	Heidi Jones Elizabeth Benton
All English classes will have a highly qualified teacher teaching the appropriate curriculum.	6 Traits of Writing 6-point rubric Elaboration Strategies PQS (Praise, Question, Suggest)	District Curriculum Coaches; Writing Coach; Teachers	October 2009	Provide calendar of activities to include training dates. Daily classroom walkthroughs with feedback. Bi-monthly data chats.	Heidi Jones Elizabeth Benton
All departments will participate in Writing Across the Curriculum.	Writing Across the Curriculum	Writing Coach	September 2009	Language Arts teachers will partner up with an elective teacher in the following departments: Vocational, Business, Fine Arts, and Physical Education to mentor the teacher how to use writing strategies within their content area.	Heidi Jones Elizabeth Benton
10th grade students will increase their Expository and Persuasive Writing scores with a close monitoring assessment tool.	All Language Arts teachers will form PLC according to levels: PLC Eng I PLC Eng II PLC Eng III, IV, and Advanced Placement	Elizabeth Benton	February 2010	Language Arts teachers will form PLCs to address the district IFC and progressive scoring. Teachers will exchange student papers within the PLC for scoring accountability purposes.	Heidi Jones Elizabeth Benton

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
Filemaker Pro database for inputting writing scores for tracking purposes.	Accountability	\$500.00
		Total: \$500.00
Professional Development		
Description of Resources	Funding Source	Available Amount
TDA's for Staff Development (6 Traits of Writing)	Accountability	\$2,500.00
		Total: \$2,500.00
Other		
Description of Resources	Funding Source	Available Amount
Cadre of English teachers for scoring prompts	Accountability	\$4,000.00
		Total: \$4,000.00
		Final Total: \$7,000.00

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?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increase parental involvement by 10%		Increasing Student Achievement in all area of the curriculum		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Develop a Parent University	Administration	Sign-in sheets and parent annual surveys	Sign-in sheets; Annual Parent Survey
2	Advanced Placement (AP) Parent Night	Guidance Director	Total number of parents in attendance	Sign-in sheets
3	College Night	Guidance Counselor, Senior Class Advisor; Administration	Sign-in sheets	Increase in student request for college information and applications
4	Quarterly Ninth Grade Academy Parent Night	Administration Ninth Grade Teachers	Sign-in sheets and parent annual surveys	Sign-in sheets

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Increase parental involvement by 10%	Writing Academy ( for parents and students) Reading Academy (Parents and Students) Science Academy (parents and Students) Math Academy (Parents and Students )	Elizabeth Benton	May 2010	Monitor FCAT BAT I and II results of students whose parents in attendance, parent conferences, parent surveys and needs assessments	Heidi Jones Sabrina Elsinger Delphine Lassiter
		Masharie Powell Shonner Gainer			
		Dorothy Gregg			
		Ed Knotte			
Increase parental involvement by 10%	Virtual Counselor and Pinnacle Training Internet Safety, Understanding High School Credits. Reading and Writing Academy- Understanding Benchmarks, and strategies to help your child. Math and Science Strategies, How you can implement them at home! Holiday Strategies Celebration! ESOL Academy- assisting Parents and students with school based policies, ESOL District Programs, Understanding High School Credits! FCAT STRATEGIES- FUN REVIEW! - A overall review for the Florida Comprehensive Assessment Test, (FCAT) Guidance College Night, Financial Aid, College Applications, Post Secondary Options. Be Ready for next year! – Pre planning your school year. Parent University-Curriculum Celebration!	Carla Knight and Ed Knotte	September 24, 2009	Monitor FCAT BAT I and II results of students whose parents in attendance, parent conferences, parent surveys and needs assessments	Delphine Lassiter Kimberly Williams
			October 14, 2009		
		Mashare Powell Elizabeth Benton	November 18, 2009		
		Ed Knotte and Dorothy Gregg	December 9, 2009		
		Olga Ramos and Dorothy Gregg	January 13, 2010		
		Masharie Powell, Shonner Gainer, Ed Knotte	February 18, 2010		
		Buffy Phillips	March 10, 2010		
		Malcolm Spence	April 14, 2010		
		Kim Williams	May 12, 2010		

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

Total: \$0.00		
<b>Technology</b>		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
<b>Professional Development</b>		
Description of Resources	Funding Source	Available Amount
Parent Training Academy	Title I	\$8,700.00
Total: \$8,700.00		
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$8,700.00		

*End of Parent Involvement Goal*

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## Other Goals

### ESOL Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increase proficiency in the lowest 25% subgroups. 45% of students in the lowest 25% subgroups made learning gains in reading and 62% made learning gains in math.		By June 2010, students meeting the criteria of the DOE accountability rule, whose 2009 FCAT scores are the lowest 25% at the school, will demonstrate a 4% increase in learning gains on the FCAT Exam.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>Instruction through the High School Developmental Language Arts (Shining Star) Program will be used to address the remediation and enrichment of ELL students.</p> <p>ELL teachers and Reading/Math Coaches will work collaboratively to ensure that ELL strategies (refer to District Instructional Strategies matrix), materials (as outlined in the District's Suggested Instructional Materials List), and assistance is being utilized to provide appropriate instruction for ELL students. Administrators and Department Chairs will monitor the use of the strategies.</p>	Sabrina Elsinger, Masharie Powell, Shonner Gainer, Leslie Rainer, and Ed Knot will monitor teachers via observations and the implementation of learning strategies.	Bi-weekly mini assessments, administrations, coaches and department heads Classroom Walkthroughs.	<p>District Benchmark Assessment (September and December)</p> <p>Data from the District Benchmark Assessment Test (BAT) will be used to identify skill deficiencies in all AYP subgroups.</p> <p>Bi-weekly mini assessments will be administered to 9th and 10th graders to provide ongoing monitoring of FCAT readiness. Data will be reviewed and analyzed for instructional purposes.</p>
2	Paraprofessionals will be assigned to assist ELL students	Sabrina Elsinger	Bi-weekly mini assessments and Classroom Walkthroughs	Bi-weekly mini assessments will be administered to 9th and 10th graders to provide ongoing monitoring of FCAT readiness.
3	Teachers will integrate interactive multimedia tools and testing strategies to accommodate ELLs needs	Ed Knot Dorothy Gregg, Masharie Powell, Shonner Gainer, Sabrina Elsinger,	Bi-weekly mini assessments, teachers made assessments,	Teacher made assessment results, mini- assessments BAT I & II results FCAT results

#### Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Lowest 25%. 45% of students in the lowest 25% subgroup made learning gains in reading and 62% made learning gains in math.	Reading/math strategies	Reading/Math Coaches	Prior to Nov. 2009	Observations and Classroom Walkthroughs,	Sabrina Elsinger

#### Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Be a Better Reading	Textbook Fund	\$798.00
		Total: \$798.00

Technology		
Description of Resources	Funding Source	Available Amount
Compass Learning Odyssey	Technology	\$6,000.00
		Total: \$6,000.00
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: \$6,798.00

*End of ESOL Goal*

## FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Hampton Brown Edge	Textbook Fund	\$3,159.75
Reading	REWARDS	Textbook Fund	\$2,955.60
Reading	Reading Plus	NA	\$0.00
Reading	McGraw Hill MyGuide Personal Learning Program	NA	\$0.00
Reading	Wilson Reading	Textbook Fund	\$2,176.00
ESOL	Be a Better Reading	Textbook Fund	\$798.00
			Total: \$9,089.35
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	GeoGebra	Substitute funding	\$500.00
Mathematics	Calculators	Title 1	\$1,000.00
Mathematics	Promethean Board Training	Title I	\$500.00
Writing	Filemaker Pro database for inputting writing scores for tracking purposes.	Accountability	\$500.00
Science	FCAT Explorer	State website	\$0.00
Science	Science Textbook online	Publisher websites, Learning Village	\$0.00
Science	GIZMOS	21st Century Grant	\$7,000.00
ESOL	Compass Learning Odyssey	Technology	\$6,000.00
			Total: \$15,500.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Staff Development TDA's - FAIR	Title I	\$422.40
Reading	Staff Development TDAs - Hampton Brown Edge	Title I	\$3,168.00
Reading	Staff Development TDAs - REWARDS	Title I	\$633.60
Reading	Reading Plus	NA	\$0.00
Reading	Virtual Counselor	NA	\$0.00
Reading	Staff Development TDA - Wilson	Substitute Fund	\$528.00
Reading	My Guide		\$0.00
Reading			\$0.00
Reading	Intensive Reading for 11th and 12th Grade	Substitute Fund	\$316.80
Mathematics	C.R.I.S.S.	C.R.I.S.S. Substitute needed for days of training	\$2,000.00
Mathematics	District Algebra 1 and Geometry Training	Substitute Funding	\$2,000.00
Writing	TDA's for Staff Development (6 Traits of Writing)	Accountability	\$2,500.00
Science	District, textbook, BEEP, and Science Websites	School	\$0.00
Science	Science Professional Learning Communities	School	\$0.00
Science	McRel or CRISS	Title 1	\$5,000.00
Parental Involvement	Parent Training Academy	Title I	\$8,700.00
			Total: \$25,268.80
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	After School/Saturday Tutorial	21st Century	\$2,000.00
Reading	Student Incentives	21st Century	\$700.00
Writing	Cadre of English teachers for scoring prompts	Accountability	\$4,000.00
			Total: \$6,700.00
			Final Total: \$56,558.15

## Differentiated Accountability

School-level Differentiated Accountability Compliance

Show Attached school's Differentiated Accountability Checklist of Compliance

## School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
All American Academic Awards Banquet	5000
Student Agendas	4000

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

The School Advisory Council (SAC) is the sole body responsible for final decision-making at the school relating to implementation of school improvement

- The SAC meetings are publicized via the Parent Link system, school's website, quarterly parent newsletters and school marquee.
- The School Advisory Council representatives are elected via votes from their Peer groups, with Principal, BTU representative and business partners being appointed. The composition of the SAC reflects the demographics of the student population.
- Departments develop school improvement objectives and strategies and recommendations for staff development and budget in their respective academic areas. Once the plan is approved, it is shared with all members of the faculty and staff as well as the parents and community members. Curriculum Coaches, Team Leaders, and other faculty are responsible for the coordination of each action step.

### SAC Members

#### Members

- 1) Karlton Johnson, Principal
- 2) Rojesterman Farris, SAC Chair
- 3) Sherry Ford, Teacher
- 4) Ed Knote, Teacher
- 5) Dorothy Gregg, Teacher
- 6) Sharon Burgess, Parent
- 7) Lucille Smith, Parent
- 8) Luke Richelieu, Parent
- 9) Lillian Fields, Parent
- 10) Ira Blue, Community Member
- 11) Louis Whatley, Community Member
- 12) Syllas Brown, Community Member
- 13) Baphol Joseph, Community Member
- 14) Jimmie Lang, Community Member
- 15) Marguerite Luster, Community Member
- 16) Ernestine Price, Community Member

17) Elizabeth Massey, Community Member

18) Steve Woloszn, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward BLANCHE ELY HIGH SCHOOL 0361												
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 1051 Math: 1049		2008-2009 School Grade <sup>1</sup> : 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 <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						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 <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N
TOTAL <sup>4</sup>	97	Y	97	Y	30	N	61	N	85	87	Y	64	81	Y	73	70	NA	41	39	NA	31	NA	65	NA		
WHITE	95	Y	95	Y		NA		NA			NA			NA		NA			NA							
BLACK	98	Y	97	Y	29	N	60	N	85	88	Y	65	83	Y	73	71	NA	41	40	NA	30	NA	64	NA		
HISPANIC	94	N	94	N		NA		NA	70	80	Y	58	76	Y			NA			NA						
ASIAN						NA		NA			NA			NA		NA			NA							
AMERICAN INDIAN						NA		NA			NA			NA		NA			NA							
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	28	N	57	N	84	85	Y	52	82	Y	75	72	NA	42	43	NA	29	NA	62	NA		
ENGLISH LANGUAGE LEARNERS	97	Y	97	Y		NA		NA	55	53	N	42	81	Y			NA			NA						
STUDENTS WITH DISABILITIES	89	N	89	N		NA		NA			NA	19	38	Y			NA			NA						

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward BLANCHE ELY HIGH SCHOOL 0361												
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 1075 Math: 1074		2007-2008 School Grade <sup>1</sup> : 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 <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						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 <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL <sup>4</sup>	96	Y	96	Y	27	N	59	N	90	85	N	58	64	Y	73	73	NA	44	41	NA	30	NA	76	NA		
WHITE	89	N	88	N		NA		NA			NA			NA		NA				NA						
BLACK	96	Y	97	Y	27	N	59	N	91	85	N	61	65	Y	74	73	NA	45	41	NA	29	NA	76	NA		
HISPANIC	94	N	93	N		NA		NA	73	70	N	45	58	Y			NA			NA						
ASIAN						NA		NA			NA			NA		NA				NA						
AMERICAN INDIAN						NA		NA			NA			NA		NA				NA						
ECONOMICALLY DISADVANTAGED	96	Y	96	Y	25	N	58	N	90	84	N	55	52	N	76	75	NA	46	42	NA	28	NA	75	NA		
ENGLISH LANGUAGE LEARNERS	96	Y	96	Y	7	N	24	N	58	55	N	42	42	N	89	93	NA	67	76	NA	18	NA	66	NA		
STUDENTS WITH DISABILITIES	91	N	92	N		NA		NA	69	53	N	43	19	N			NA			NA						

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward BLANCHE ELY HIGH SCHOOL 0361												
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 1166 Math: 1168		2006-2007 School Grade <sup>1</sup> : 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 <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						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 <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL <sup>4</sup>	97	Y	96	Y	27	N	56	Y	78	90	Y	59	58	N	77	73	NA	50	44	NA	38	NA	72	NA		
WHITE	93	N	92	N		NA		NA			NA	48	38	N			NA			NA						
BLACK	97	Y	97	Y	26	N	55	N	79	91	Y	60	61	N	77	74	NA	51	45	NA	37	NA	71	NA		
HISPANIC	94	N	93	N		NA		NA	64	73	Y	49	45	N			NA			NA						
ASIAN						NA		NA			NA	82	73	NA			NA			NA						
AMERICAN INDIAN						NA		NA			NA			NA		NA				NA						
ECONOMICALLY DISADVANTAGED	97	Y	96	Y	24	N	54	N	79	90	Y	59	55	N	80	76	NA	52	46	NA	36	NA	71	NA		
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	11	N	33	N	40	58	Y	53	42	N	94	89	NA	78	67	NA	28	NA	67	NA		
STUDENTS WITH DISABILITIES	92	N	93	N		NA		NA	47	69	Y	27	43	Y			NA			NA						

# SCHOOL GRADE DATA

Broward School District BLANCHE ELY HIGH SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	32%	65%	77%	19%	193
% of Students Making Learning Gains	42%	67%			109

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.

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)	62% (YES)			107	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	60%	57%			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					419	
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 BLANCHE ELY HIGH SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	30%	65%	81%	16%	192	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	45%	76%			121	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	53% (YES)	79% (YES)			132	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	39%	51%			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					445	
Percent Tested = 95%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Broward School District BLANCHE ELY HIGH SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	29%	60%	80%	17%	186	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	43%	70%			113	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	48% (NO)	70% (YES)			118	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	28%	36%			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					417	
Percent Tested = 97%						Percent of eligible students tested
School Grade					D	Grade based on total points, adequate progress, and % of students tested