

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: DILLARD HIGH SCHOOL

District Name: Broward

Principal: Merceda R. Stanley

SAC Chair: Bruce F. Brown, William Harris

Superintendent: James F. Notter

Date of School Board Approval: 12/1/09

Last Modified on: 09-11-2009

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VISION and MISSION STATEMENTS

The vision of the School District of Broward County is: Broward County Public Schools-providing the highest quality education for all students.

The mission of Dillard High School is: Our commitment at Dillard High School is to promote high student achievement and academic excellence through quality programs with unique opportunities in technology and the arts.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Dillard High School is located in the city of Fort Lauderdale, Florida. The 2000 Juvenile Justice Board Comprehensive Plan ranked zip code 33311, where Dillard is located, as having the highest number of associated risk factors for juvenile delinquency. The school was established in 1924, as the first school for African-American students in Broward County. Although Dillard changed its location during the 1940's, almost 85 years of school pride has followed it, along with a strong alumni association. Dillard High School maintains a balanced curriculum that provides its 1794 students with a wide variety of course offerings through Small Learning Communities to enhance career opportunities for the future. In fact, smaller learning environments positively affect grades, test scores, attendance rates, graduation rates, drug and alcohol use, and school safety. Moreover, smaller, more personalized learning structures seem to provide the setting for other high school reforms, perhaps because change is easier to implement in a smaller setting. Dillard has two diverse magnets (Performing and Visual Arts and Emerging Computer Technology) to meet unique student needs. Approximately 800 students are enrolled in the magnet programs.

Dillard High School has adopted the High School Reform model in order to provide the skills relevant for entrance into college or the workplace following graduation. This effort coupled with the School-to-Career initiative and mentorships/partnerships with community groups/businesses, also provides viable experiences aligned with classroom learning. Partners include Pepsi Cola, Motorola, Apple and Dell Computers, ITT Technical Institute, Urban League, The Gold Coast Jazz Society, Broward Center for the Performing Arts, Fort Lauderdale Children's Theatre, Broward Community College, DeVry University and The College Board.

Dillard High has become a haven for teenagers and community members alike. The school is open from 7 a.m. to 10 p.m. and offers day classes, an intensive reading, math, science and writing program, community school classes, ESOL, adult high school courses, FCAT/SAT/ACT Camp, and parent classes are offered at the school.

Unique School Strengths for Next Year

Interdisciplinary focus on Learning Gains in Reading

Unique School Weaknesses for Next Year

Lack of staff "buy-in" or participation in Professional Development or training

Student Demographics

3.75% White
92.0% Black
3.25% Hisp
0.2% Asian

0.8% Multi
 78.6% Free/Reduced Lunch
 12.7% ESE
 6.3% ELL

Student Attendance Rates

In the period of 3/30/09-6/04/09 the attendance rate averaged 86.5%

Student Mobility

3% 9th grade
 3% 10th grade
 2% 11th grade
 1% 12th grade

Student Suspension Rates

147 Students received an External Suspension
 222 Students received an Internal Suspension

Student Retention Rates

10% 9th grade
 5% 10th grade
 5% 11th grade
 14% 12th grade

Class Size

25 or less in Core Academic Subjects
 35 or less in other classes

Academic Performance of Feeder Pattern

Of the incoming 9th grade students 65% or not meeting proficiency in Reading
 Of the incoming 9th grade students 45% or not meeting proficiency in Math

Partnerships and Grants

Westside Gazette, Mr. Bobby Henry
 Florida Atlantic University-Pre College Progrms, Dr. Sharon Schlossberg
 Marine Corps Recruiting Office, Sgt. Brian Boychak
 Pepsi Americas, Ms. Mary Pelzer
 Fort Lauderdale Children's Theatre, Ms. Janet Erlik
 Community Hope Center, Myrna Loy Currie
 Symphony of the Americas, Patricia Zeiler
 Gold Coast Jazz Society, Ms. Pam Deardon
 Broward County Cultural Division, Grace Kewl-Durfey

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	Mercada R. Stanley	BS in Guidance MS in Guidance Ed Leadership Cert PHD Program	5	15	Dillard High: 2009: D 2008: D 2007: D 2006: C William Dandy Middle 2005: A 2004: A 2003: B 2002: A
		B.A. Degree in English from Duke University,			

Assis Principal	Yolanda Williams	Durham, NC M. ED. Degree in Counselor Education from North Carolina State University, Raleigh, NC Ed. S. (Education Special) Degree in Educational Leadership from Nova Southeastern University, Davie FL Credentials or Licenses (Certifications) Educational Leadership (All Levels) in the State of Florida Guidance and Counseling (PreK - 12) in the State of Florida English (Grades 6 - 12) in the State of Florida School Principal Cert.	9	11	Piper High 1999: D 2000: C Dillard High 2001: D 2002: F 2003: D 2004: D 2005: D 2006: C 2007: D 2008: D 2009: D
Assis Principal	Robert Levinsky	Bachelor of Arts in History with a minor in Education from University of Florida Master of Science in Educational Leadership from Nova Southeastern University	4	4	Dillard High 2006: C 2007: D 2008: D 2009: D
Assis Principal	Ken Walton	M.S. Educational Leadership (Nova Southeastern Univ.) B. S. Business Administration (Bethune-Cookman Univ.)	7	7	Dillard High 2003: D 2004: D 2005: D 2006: C 2007: D 2008: D 2009: D
Assis Principal	Carlos R. Flores	BS in Bus. Admin. MA in Math Ed Ed Leadership Cert.	1	7	Cypress Bay High 2009: B 2008: A 2007: A 2006: A 2005: A 2004: A

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

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Arlizia Smith	Bachelor of Science in Education and Humanities; Middle Grades Integrated Curriculum 5-9 and Reading Endorsement K-12 Currently enrolled in ESOL Endorsement Coursework	4	7	3 years at an A school; current school- C, D, D with increases in Reading performance each year. Lowest 30% at current school not making sufficient gains to meet AYP.
Reading	Vanessia Blackshire	Masters in Administration and Supervision, Bachelor of Arts In English, ESOL Endorsement, Certified in English 6-12, Middle School Endorsement, and Reading Endorsement	3	3	1 year at an A school; current school C, D, D with increases in Writing performance. Current writing score is competitive to schools with similiar demographics.
		Bachelor of Science in Secondary			

Science	Tinika Jackson	Science Teaching (Biology/Chemistry); Certified in Chemistry 6-12; Gifted Endorsement	2		Current school - C, D, D with increases in Science performance each year.
Mathematics	Pierre-Cesar Jean-Jacques	Bachelor of Arts in Mathematics, Esol Endorsement, Certified in Mathematics grade 6-12	4	8	4 years at William Dandy Middle with a performance of A, B, A, A: current school C, D, D with increases in Mathematics performance each year.

* 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)
Advertisements of teacher vacancies and shortages have been made via the district Employment Information website, teacher recruitment job fairs, and in cities throughout the United States where teachers are being laid off	Principal	8/17/09	
All new teachers complete the District's induction program, the Educator Support Program. The ESP takes one year to complete and is a school-site program. Each new teacher is provided a support team consisting of the ESP school contact, usually an assistant principal, the NESS Coordinator, and a qualified mentor.	AP, NESS Coordinator	On-going	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
No data submitted			

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
109	1.8	22	31	47	49	100	8.25	1.8	98.2

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Steven Crow	Yvonne Knight	Science Team Member	Classroom Management, Lesson Planning, Virtual Counselor, Parent Conferences, Follow-up, Grading Procedures, Interim Grades, Open House Procedures, Teacher Dilemmas, Completion of CDC Checklist.
Alina Pena	Mary Beth Strautz	NESS Coordinator, Department Team Member	Classroom Management, Lesson Planning, Virtual Counselor, Parent Conferences, Follow-up, Grading Procedures, Interim Grades, Open House Procedures, Teacher Dilemmas, Completion of CDC Checklist.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I services provide additional teachers to assist students, particularly low performing students, with additional assistance

during the instructional day. Parental activities are planned that will assist parents in helping their child improve his/her academic performance.

Title I, Part C- Migrant

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

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district dropout Prevention programs.
Guidance: Maryland Hankerson-Patterson, Director

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs.
Professional Development via Virtual University

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

SAI funds are used to provide additional tutoring before, and after school (Panthers in Progress, PIP), and for additional instructional support during the school day. 21st Century Grant

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that include field trips, community service, and counseling. School based Student Crime Watch Program partners with Fort Lauderdale Police Officers.

Nutrition Programs

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

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

HOSA
Emerging Computer Technology Magnet Program
Performing and Visual Arts Magnet Program

Job Training

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

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The school-based RtI Leadership team consists of our school's administrators, reading coach, math coach, writing coach,

guidance director, along with department heads.

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

The RtI Leadership team will meet twice per month or as needed and convey information back to SAC.

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

The team will meet to develop, review and discuss the school's improvement plan. The leadership team will meet twice each month and report to the school advisory committee in order to monitor the implementation of the school improvement plan. Collaborative decision making will drive the action plan.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT 1 & 2 for reading, and math,) Progress Monitoring: PMRN, Mini Assessments, FCAT Simulation

Midyear: PMRN, Diagnostic Assessment for Reading

End of year: FCAT

Frequency of Data Days: Twice a month for data analysis

The data management systems used to summarize tiered data are PMRN, Virtual Counselor, and a school based data system.

Describe the plan to train staff on RtI.

Our staff will be trained through staff development. Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. The RtI team will also evaluate additional staff PD needs during the monthly RtI Leadership Team meetings.

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: The benchmarks in Cluster 1 & 2 & 4 will be a priority for both 9th & 10th grades with an additional focus on the benchmarks of cluster 3 on the 10th grade level. No cluster demonstrated solid proficiency.

SCIENCE: The benchmarks in Clusters 1,2,3 & 4 will be a priority for 11th grade. No cluster demonstrated solid proficiency.

Writing: The students performed well with the Expository Prompt; however, the Persuasive Prompt was an identified area of weakness.

Mathematics: Number Sense and Measurement will be a priority for the current 10th grade students this year. Measurement and Geometry will be a priority for the current 11th grade students. The school will focus on all strands for all 9th grade students.

Instructional Calendar Development

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

Reading: Instructional leaders analyze the previous years trends and patterns on FCAT performance by grade level, FCAT content focus reports by grade level and the District Instructional focus calendar to develop the school based calendar. This calendar is monitored for its effectiveness through "real-time" data gathered from monthly reading practice tests, District Benchmark Assessment Tests (BAT) and bi-weekly mini-assessments. The calendar is used in the daily instruction in the Intensive Reading classes and integrated into the curriculum of the content areas.

Writing: The school based Instructional Focus Calendar for writing was developed with the assistance of the English Department. Using the bi-weekly writing data the calendar was designed to meet the instructional needs of the 10th grade students.

Mathematics: The school based Instructional Focus Calendar for Mathematics was developed with the assistance of the Mathematics Department along with the math coach. The use of bi-weekly and monthly assessments on particular strands will be implemented.

Science: Analyzed data from the previous years trends/patterns of performance on the Science FCAT , the Science FCAT Content Focus reports and the District Instructional Focus calendars were used to develop the school's Secondary Science Instructional Focus calendar. This calendar is monitored for its effectiveness through data gathered from bi-weekly mini-assessments and District Science Benchmark Assessment Tests. The calendar is used in the daily instruction in the science classes.

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

Reading: The benchmarks in Cluster 1 & 2 & 4 will be a priority for both 9th & 10th grades with an additional focus on the benchmarks of cluster 3 on the 10th grade level.

Science: The benchmarks in Clusters 1, 2, 3 & 4 will be a priority for 11th grade.

Writing: The English Department will focus on the areas of Focus, Organization, Support and Conventions. These areas are elements that will be assessed during the holistic scoring process.

Mathematics: The Strands of Number Sense, Measurement, and Geometry will be a priority for both 9th & 10th grade students with an additional focus on the Geometry and Spatial Sense on the 10th grade level.

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

Reading: All 9th & 10th Grade students scoring at levels 1 & 2 on the 2009 FCAT will receive research-based reading instruction through specific reading classes and will be placed according to the District High School Struggling Readers Chart using District approved diagnostic tools.

Writing: The Instructional Focus Calendar is a document that is modified throughout the year during the review process of writing assessment data.

Mathematics: All 9th & 10th Grade students scoring at levels 1 & 2 on the 2009 FCAT will be scheduled into a mathematics class for the entire year and will receive additional help from the math coach for FCAT. In addition, all 9th and 10th grade students will be scheduled into a mathematics class.

Science: Students in science courses are placed based on previous science courses taken, test data (reading/math) and personal interest.

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

Reading & Writing: The school has implemented a school-wide Reading and Writing Across the Curriculum process that ensures that all departments actively participate in the school's reading and writing initiative.

Mathematics: The school scheduled all the 9th grade lower level students in Algebra I all year, and the 10th grade students in Geometry and Research. The school also developed an instructional focus calendar where the teachers embedded FCAT strategies into their lesson plans.

Science: Science teachers are encouraged to use real world experiences in their teaching for students to see the validity in what they are learning. The Science Coach models this process with the science teachers. The science teachers models it throughout the classrooms.

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?

Writing: Within the English Department, students are exposed to various forms of writing that helps to promote a desire to further their education.

Mathematics: The school promotes student course selections by scheduling the students in Honors classes so by the time the students finish High School they should receive College Credits.

Science: Students are exposed to information about careers in science or careers in which the knowledge of science is needed. The teachers also discuss science course options/choices with the students to ensure that course selections will be meaningful.

DO

Direct the Instructional Focus

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

Reading: The plans are aligned through use of the District Instructional Focus Calendar. Weekly learning communities are conducted to ensure adequate pacing and adaptations are implemented.

Science: The lesson plans are aligned through the use of the District Instructional Focus Calendar. Weekly PLCs are conducted to ensure adequate pacing.

Writing: The lesson plans are aligned through using the District Instructional Focus Calendars. Weekly Professional Learning Communities are conducted to ensure adequate pacing occurs within the classes.

Mathematics: The plans are aligned through use of the District Instructional Focus Calendar. Weekly professional learning communities are conducted to ensure adequate pacing, Common Assessment, and adaptations are implemented.

How are instructional focus lessons developed and delivered?

Reading: Instructional focus lessons are developed using the FCAT Test item specifications and integration of CRISS strategies and Marzano's High Yield Strategies.

Writing: Instructional focus lessons are developed using bi-weekly writing assessment data.

Mathematics: Instructional focus lessons are developed using the FCAT Test Item Specifications, Bi-Weekly Assessment Data, and Monthly Assessment Data.

Science: Instructional focus lessons are developed using the FCAT Test Item Specifications, and Bi-Weekly Assessment Data.

How will instructional focus lessons be revised and monitored?

Reading: Instructional focus lessons will be revised and monitored through the use of data gathered from the bi-weekly mini assessments, informal teacher assessments, coach-teacher collaboration.

Writing: Instructional focus lessons will be revised and monitored through the use of data gathered from bi-weekly assessments, informal teacher assessments and coach-teacher collaboration.

Mathematics: Instructional focus lessons will be revised and monitored through the use of data gathered from the bi-weekly and Monthly assessments, informal teacher assessments, Teacher Pull-outs with the collaboration of the math coach.

Science: Instructional focus lessons will be revised and monitored through the use of data gathered from the bi-weekly mini assessments, informal teacher assessments, coach-teacher collaboration.

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.

Reading: Students are administered monthly reading practice tests, participate in District Benchmark Assessment Tests (BAT), bi-weekly benchmark assessment to identify re-teaching and /or maintenance needs, Edge program assessments, DAR, FORF and FAIR.

Writing: Students are given bi-weekly formal FCAT Writing assessments to acclimate the students to the format of the assessment, develop and refine their use of time in regard to taking the assessment and allow the students to demonstrate proficiency in the areas identified as weakness from previous writing prompt.

Mathematics: Students are administered monthly Assessment and District Benchmark Assessment Tests (BAT), bi-weekly benchmark assessment to identify re-teaching areas and students needs.

Science: Bi-weekly mini-assessments and District Science Benchmark Mini-Assessments are administered to the students to identify reteaching or maintenance needs.

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

Reading: Assessments are used to identify re-teaching and/or maintenance needs. Assessments affect instructional redesign and professional development and professional support needs.

Writing: Assessment data is used as the main component during data chats with teachers and administrators as well as with the teacher and students. Those students not meeting proficiency are identified and additional support is provided.

Mathematics: Assessments are used to identify re-teaching areas and students needs. Assessments affect instructional redesign and professional development and support needs.

Science: Assessment data is used as the main component during data chats with teachers and administrators as well as with the teacher and students. Assessments affect instructional redesign and professional development and professional support needs. Those students not meeting proficiency/mastery are identified and additional support is provided through re-teaching and/or pullout.

Maintenance

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

Reading: A mini-assessment is administered at the completion of each cluster of benchmarks. Additionally, a comprehensive FCAT simulated exam is administered every month.

Science: A mini-assessment is administered at the completion of each strand. A cumulative mini-assessment is administered at the completion of each cluster.

Writing: Bi-weekly writing assessments are given each month as a way of continually monitoring the writing progress of the students.

Mathematics: A pre-test is administered at the end of August to identify areas of weakness. Continuous Bi-weekly and Monthly Assessments are given to measure student growth. The assessments are given in the same format as the FCAT.

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.

Reading: Grade level teams and department teams meet weekly to discuss mini-assessment, monthly assessment data to address necessary modifications to instructional delivery.

Writing: Grade level teams and department teams meet weekly to discuss mini-assessment, monthly assessment data to address necessary modifications to instructional delivery.

Mathematics: Teachers who teach the same course have common planning so they meet daily to discuss the instructional focus calendar and address necessary modifications to deliver instruction.

Science: Teachers meet weekly to discuss mini-assessment data and to address necessary modifications to instructional delivery.

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.

Reading: The Dillard High Leadership team consists of the Principal and the Assistant Principals, Department Heads, Magnet Coordinators and Guidance Staff. The Leadership Team meets bi-weekly and looks at department and school-wide data, disseminates information, and make changes as necessary. The Leadership Team members then report to their respective departments to refine and adjust IFCs as recommended by the analysis of data by the Leadership Team. The Leadership Team establishes the learning culture by incorporating professional development that will lead to student achievement and professional growth opportunities for staff. Instructional Coaches will assist teachers with providing instructions on lessons either by modeling whole group instruction or by assisting the teacher in providing small group instruction. Instructional Coaches will also help with the process of grading, recording and analyzing student scores and reassessing the IFC plans.

Writing: The Dillard High Leadership team consists of the Principal and the Assistant Principals, Department Heads, Magnet Coordinators and Guidance Staff. The Leadership Team meets bi-weekly and looks at department and school-wide data, disseminates information, and make changes as necessary. The Leadership Team members then report to their respective depts. to refine and adjust IFCs as recommended by the analysis of data by the Leadership Team. The Leadership Team establishes the learning culture by incorporating professional development that will lead to student achievement and professional growth opportunities for staff. Instructional Coaches will assist teachers with providing instructions on lessons either by modeling whole group instruction or by assisting the teacher in providing small group instruction. Instructional Coaches will also help with the process of grading, recording and analyzing student scores and reassessing the IFC plans.

Mathematics: The Dillard High Leadership team consists of the Principal and the Assistant Principals, Intern Principals, Department Heads, Magnet Coordinators and Guidance Staff, Support Staffs, and Academic Coaches. The Leadership Team meets bi-weekly and looks at department and school-wide data, disseminates information, and make changes as necessary. The Leadership Team members then report to their respective departments to refine and adjust IFCs as recommended by the analysis of data by the Leadership Team. The Leadership Team establishes the learning culture by incorporating professional

development that will lead to student achievement and professional growth opportunities for staff. Instructional Coaches will assist teachers with providing instructions on lessons either by modeling whole group instruction or by assisting the teacher in providing small group instruction. Instructional Coaches will also help with the process of grading, recording and analyzing student scores and data and reassessing the IFC plans.

Science: The Dillard High Leadership team consists of the Principal and the Assistant Principals, Department Heads, Magnet Coordinators and Guidance Staff. The Leadership Team meets bi-weekly and looks at department and school-wide data, disseminates information, and make changes as necessary. The Leadership Team members then report to their respective departments to refine and adjust IFCs as recommended by the analysis of data by the Leadership Team. The Leadership Team establishes the learning culture by incorporating professional development that will lead to student achievement and professional growth opportunities for staff. Instructional Coaches will assist teachers with providing instructions on lessons either by modeling whole group instruction or by assisting the teacher in providing small group instruction. Instructional Coaches will also help with the process of grading, recording and analyzing student scores and reassessing the IFC plans.

ACT

Supplemental and Intensive Instruction/Interventions

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

Reading: Core, Supplemental, and Intensive Instruction are in accordance with the District High School Struggling Readers Chart and Placement Chart using research-based programs.

Writing: Core, Supplemental, and Intensive Instruction align with the District Instructional Focus Calendars.

Mathematics: Core, Supplemental, and Intensive Instruction are in accordance with the District Instructional Focus Calendars.

Science: Core, Supplemental, and Intensive Instruction are in accordance with the District Instructional Focus Calendars.

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

Reading: The data gathered from progress monitoring devices such as DAR, FORF as well as data gathered from cluster assessments and the BAT determine which supplemental resources will have the most impact and fill the learning gap for particular groups of students.

Writing: The data gathered from the bi-weekly assessments determine which supplemental resources will have the most impact and fill the learning gap for particular groups of students.

Mathematics: The data gathered from the pre-test and bi-weekly assessments are used to determine which supplemental resources have the most impact and will be used to fill the learning gap for identified groups of students.

Science: The data gathered from the pre-test, bi-weekly assessments and the Science BAT are used to determine which supplemental resources will have the most impact and fill the learning gap for students.

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

Reading: The school looks at the research-based strategies that have the highest effect on student learning to determine the professional development needs of the staff. Creating Independence through Student-owned Strategies (CRISS), Marzano's 9 High Yield Strategies as well as training on the benchmarks and test item specifications are considered integral points for professional development. Ongoing assessment data is also looked at to determine additional professional development needs.

Writing: The school looks at the research-based strategies that have the highest effect on student learning to determine the professional development needs of the staff. Ongoing assessment data is also looked at to determine additional professional development needs.

Mathematics: The school looks at the research-based strategies that have the highest effect on student learning to determine the professional development needs of the staff. Additionally, the school uses the test item specifications to consider integral points for professional development. Ongoing assessment data is also analyzed at to determine staff professional development needs.

Science: The school reviews the research-based strategies that have the highest effect on student learning to determine the professional development needs of the staff. Ongoing assessment data is also reviewed to determine additional professional development needs.

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

Reading: Students who have demonstrated a lack of proficiency based on the data results of the benchmark/cluster assessments, monthly practice tests, BAT, and in-program assessments are targeted for intensive instruction/interventions.

Writing: Students who have not demonstrated proficiency based on diagnostic assessment and by-weekly assessments are targeted for intensive instruction/interventions.

Mathematics: Students who have demonstrated a lack of proficiency based on the data results of the Pretests assessments, monthly practice tests, BAT, and Bi-weekly Assessment are targeted for intensive instruction/interventions.

Science: Students who have demonstrated a lack of proficiency based on the data results of the pre-test assessment, Science BAT, and bi-weekly assessments are targeted for intensive instruction/interventions.

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

Reading: The ongoing assessment process, administrative data chats, and progress monitoring devices such as FORF, DAR and benchmark checkpoints will be used to determine the effectiveness of the interventions.

Writing: The ongoing assessment process, administrative data chats, and departmental data chats will be used to determine the effectiveness of the interventions.

Mathematics: The ongoing assessment process, administrative data chats, and departmental data chats will be used to determine the effectiveness of the interventions.

Science: The ongoing assessment process, administrative data chats, and departmental data chats will be used to determine the effectiveness of the interventions.

Enrichment

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

Reading: Flexible scheduling and teacher teaming allows for co-teaching, differentiating instruction, push-in and pull-out models to support acceleration and enrichment activities.

Writing: Flexible grouping and teacher teaming allows for co-teaching, differentiating instruction, push-in and pull-out models to support acceleration and enrichment activities.

Mathematics: Flexible scheduling and teacher teaching the same course allows co-teaching, differentiating instruction, push-in and pull-out models to support acceleration and enrichment activities.

Science: Classes will be designed to promote activity centered instruction/hands-on instruction that incorporate differentiated instruction and cooperative learning strategies.

Describe how students are identified for enrichment strategies.

Reading: Students that have demonstrated proficiency on the above-mentioned assessments and progress monitoring devices are targeted for enrichment strategies.

Writing: Students that have demonstrated proficiency in writing are targeted for enrichment strategies.

Mathematics: Students that have demonstrated proficiency in mathematics are targeted for enrichment strategies.

Science: Students that have demonstrated proficiency in science are targeted for enrichment strategies.

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)
Reading	A. Smith	Weekly	Thursdays	Lesson Study, Pacing, Data Analysis, Instructional Focus
Writing	V. Blackshire	Weekly	Thursdays	Lesson Study, Pacing, Data Analysis, Instructional Focus
Technical Training	S. Halaby	Weekly	Wednesdays	Lesson Study, Pacing, Data Analysis, Instructional Focus
Grade Level	Grade Level Administrators	Weekly	Tuesdays	Data Analysis, Recordkeeping
Science	T. Jackson	Weekly	Thursdays	Lesson Study, Pacing, Data Analysis, Instructional Focus
Mathematics	C. Jean-Jacques	Weekly	Thursdays	Lesson Study, Pacing, Data Analysis, Instructional Focus

NCLB Public School Choice

Note: For Title I schools only

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

Pre-School Transition

Postsecondary Transition

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

Based on the 313 Dillard High graduates of 2007:

53% completed a college prep curriculum

33.5% enrolled in Algebra 1 or equivalent in a FL public school prior to 9th grade

43.1% completed at least one level 3 high school math course

0.9% completed at least one dual enrollment math course

34.5% completed at least one level 3 high school science course

No students completed any dual enrollment science course

78.9% took PSAT two years prior to graduation year

63.5% took the SAT

44.7% took the ACT

Bright Futures:

0.9% were eligible for FL Academic Scholars

15.9% were eligible for FL Medallion Scholars

0% were eligible for FL Gold Seal Vocational

50.4% completed at least one AP or Dual Enrollment course

47.83% enrolled in a public or private postsecondary institution in Fall 2007

We will also encourage students to take AP or DE classes by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor regarding their postsecondary plans.

This will include sharing information and requirements to become eligible for Bright Futures. During common planning, teachers will review charts tracking graduation requirements and Bright Futures requirements and intervene as necessary.

-All 10th grade students will take the PSAT

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

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

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

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

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

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

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	<p>Based on School Grade and Adequate Yearly Progress Data:</p> <p>Did the total percent proficient increase or decrease? What is the percent change?</p> <p>What clusters/strands, by grade level, showed decrease in proficiency?</p> <p>Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?</p> <p>Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?</p> <p>Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?</p>
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>Reading Comprehension: % Meeting High Standards:</p> <ul style="list-style-type: none"> 33% of the 9th grade students met high standards in reading by scoring level 3 or above on the 2009 administration of the FCAT. 23% of the 10th grade students met high standards in reading by scoring level 3 or above on the 2009 administration of the FCAT. <p>% Making Learning Gains: 45% of students made learning gains in reading on the 2009 administration of the FCAT.</p> <p>Lowest 25% in Reading: 45% of students in this subgroup made learning gains.</p> <p>AYP-Reading Proficiency: AYP was not met by any subgroup in the area of Reading.</p>		<p>By June 2010, 49% of the students meeting the criteria of the DOE accountability rule will score at level 3 or above on the Reading portion of the FCAT.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>All 9th & 10th Grade students scoring at levels 1 & 2 on the 2009 FCAT will receive research-based reading instruction through specific reading classes including Wilson Reading, and National Geographic's-The Edge. Students will be placed according to the District High School Struggling Readers Chart using District approved diagnostic tools.</p> <ul style="list-style-type: none"> Instruction through the High School Developmental Language Arts (Shining Star) Program will be used to address the remediation and enrichment of ELL students. Eleventh and Twelfth graders who have not passed FCAT will be enrolled in an Intensive Reading Class to prepare for the FCAT retakes through the infusion of FCAT and SSS strategies. ACT preparation coursework will also be integrated into the curriculum for 12th grade students. 	<p>A. Smith, Reading Coach V. Blackshire, Reading Coach T. Maldonado, ESOL Coordinator</p>	<p>Monthly Reading mini-assessments (including the District Benchmark Assessment Test) will be administered to 9th and 10th graders to provide ongoing monitoring of FCAT readiness.</p> <p>FAIR will be used to progress monitor.</p> <p>Core reading program assessments and student portfolios will be used.</p>	<p>BAT Data Analysis, FAIR</p>
2	<p>A Comprehensive Reading Plan will be implemented</p>	<p>A Smith, Reading Coach, V. Blackshire,</p>	<p>Reading Coach, Department Chairs and Administrators</p>	<p>Classroom Walkthrough Tool • District Benchmark</p>

	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. Each department will support the instructional focus benchmarks that will be covered by using content-based reading selections.	Reading Coach, Department Chairs and K. Walton, Asst. Principal, C.Flores, Asst. Principal, R. Levinsky, Asst. Principal, Y. Williams, Intern Principal.	will monitor and observe teachers on a weekly basis for implementation of the District K-12 Comprehensive Reading Plan components in lesson plans and practice. <ul style="list-style-type: none"> Data from the District Benchmark Assessment Test (BAT) will be used to identify skill deficiencies in all AYP subgroups. Marzano's nine high yield strategies will be utilized to assist students who do not meet AYP criteria for 2009. Monthly Benchmark Assessments (August-May) Bi-Weekly Mini-Benchmark Assessments (September-February) Monthly Reading mini-assessments (including the District Benchmark Assessment Test) will be administered to 9th and 10th graders to provide ongoing monitoring of FCAT readiness. Data will be reviewed and analyzed for instructional purposes. 	Assessment (September and December)
3	Teachers will develop a bank of reading comprehension and stamina building strategies to be implemented in the content areas & applied to academic plans such as context clues, QAR techniques, graphic organizers & text frames. <ul style="list-style-type: none"> Teachers will include context-based reading selections and focus on the benchmarks in alignment with those covered across the curriculum in their lesson plans. 	A. Smith, Reading Coach, V. Blackshire, Reading Coach Department Chairs and K. Walton, Asst. Principal, C. Flores, Asst. Principal, R. Levinsky, Asst. Principal, Y. Williams, Intern Principal.	Bi-Weekly Mini-Benchmark Assessments (September-February)	Mini-Assessment Data Analysis
4	Students will be administered the FAIR assessment and receive appropriate instruction using the results of the Targeted Diagnostic Inventory.	A. Smith, Reading Coach; V. Blackshire, Reading Department	Data Chats with teachers and PLCS to interpret data and instructional implications	Ongoing Progress Monitoring PMRN Data

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Adequate Yearly Progress: In 2009, 45% of students in the lowest quartile made gains in reading, a decrease of 1% from 2008 and a decrease of 4% from 2007.		By June 2010, 53% of the students meeting the criteria of the DOE accountability rule will demonstrate learning gains on the reading section of the FCAT.		
	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 & 2 on the 2008 FCAT will receive research-based reading instruction through specific reading classes and will be placed according to the District High School Struggling Readers Chart using District approved diagnostic tools.	A. Smith, Reading Coach, V. Blackshire, Reading Coach and M. Hankerson, Guidance Director	Master Schedule and Progress Monitoring Tools (FORF, DAR, FAIR)	Monitoring and Analysis of Data gathered from the DAR, FORF, & FAIR
2	A school-wide initiative of reading benchmark support by infusing SSS and FCAT strategies within the curriculum will be	A. Smith, Reading Coach, V. Blackshire, Reading Coach and K. Walton, Asst. Principal, C. Flores,	Bi-weekly cluster assessments.	Bi-weekly analysis of cluster assessments.

	implemented.	Asst. Principal, R. Levinsky, Asst. Principal, Y. Williams.		
3	Using the results of the FAIR assessment, teachers will monitor student progress and use the data to inform instruction and use targeted differentiated instruction to meet student learning needs.	A. Smith, Reading Coach, V. Blackshire, Reading Coach	FAIR progress monitoring tool	Monitoring and analysis of the FAIR

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Adequate Yearly Progress: In 2009, 45% of students in the lowest quartile made gains in reading, a decrease of 1% from 2008 and a decrease of 4% from 2007.		By June 2010, 53% of the students meeting the criteria of the DOE accountability rule, whose 2008 FCAT scores are the lowest 25% at the school, will demonstrate learning gains on the FCAT Reading Exam.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	A school-wide initiative of infusing SSS and FCAT strategies within the curriculum for 9th and 10th grade students will be implemented.	A. Smith, Reading Coach, V. Blackshire, Reading Coach and K. Walton, Asst. Principal, C. Flores, Asst. Principal.	Data Chats with teachers about bi-weekly cluster assessments.	Bi-weekly analysis of cluster assessments.
2	2. All 9th & 10th Grade students scoring at levels 1 & 2 on the 2009 FCAT will receive research-based reading instruction through specific reading classes and will be placed according to the District High School Struggling Readers Chart using District approved diagnostic tools.	A. Smith, Reading Coach, V. Blackshire, Reading Coach and M. Hankerson, Guidance Director	Master Schedule and Progress Monitoring Tools (FORF, DAR, FAIR)	Monitoring and Analysis of Data gathered from the DAR, FORF, & FAIR
3	Differentiated instruction will be provided to the ESE, ELL, and the bottom 30% students who did not meet AYP criteria using appropriate strategies (District Instructional Strategies matrix) and materials as outlined in the District Instructional Materials List and FAIR instructional implications.	A. Smith, Reading Coach, V. Blackshire, Reading Coach, C. Flores, Assistant Principal, and T. Maldonado, ELL coordinator	Performance on monthly reading practice tests and bi-weekly assessments, FAIR, BAT and program assessments.	Analysis of data gathered from monthly reading practice tests and bi-weekly assessments, FAIR, BAT and program assessments.
4	Using the results of the FAIR assessment, teachers will monitor student progress and use the data to inform instruction and use targeted differentiated instruction to meet student learning needs.	A. Smith, Reading Coach, V. Blackshire, Reading Coach	Data chats and PLC's with teachers to interpret the data gathered from FAIR and the instructional implications.	Monitoring and analysis of the PMRN reports

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
72% of 9th grade students in the Black AYP subgroup scored below proficiency on the 2009 FCAT administration. 80% of 10th grade students in the Black AYP subgroup scored below proficiency on the 2009 FCAT administration. 71% of 9th grade students in the Free & Reduced Lunch AYP subgroup scored below proficiency on the 2009 FCAT administration. 80% of 10th grade students in the Free & Reduced Lunch AYP subgroup scored below proficiency on the 2009 FCAT administration.		By June 2010, 53% of the students meeting the criteria of the DOE accountability rule will demonstrate learning gains on the reading section of the FCAT.		
		Person Responsible	Process Used to	

	Action Step	for Monitoring the Action Step	Determine Effectiveness of Action Step	Evaluation Tool
1	Bi-weekly mini-assessments will be administered at the completion of a benchmark or cluster of benchmarks. Reading Coach will provide follow-up staff development for remediation or enrichment.	A. Smith, Reading Coach; V. Blackshire, Reading Coach; K. Walton, 9th Grade Administrator; C. Flores, 10th Grade Administrator	Review of results from mini-assessments Classroom learning centers created in response to data gathered from mini-assessments	Mini-Assessment data
2	Classroom learning centers created in response to data gathered from mini-assessments	A. Smith, Reading Coach; V. Blackshire, Reading Coach, K. Walton, Assistant Principal; C. Flores, Assistant Principal	Classroom Walkthroughs Data chats with teachers	Classroom Walkthroughs
3	A 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. Each department will support the instructional focus benchmarks that will be covered by using content-based reading selections.	A. Smith, Reading Coach; V. Blackshire, Reading Coach; K. Walton, Assistant Principal; C. Flores, Assistant Principal	Classroom Walkthroughs Weekly Professional Learning Community	Classroom Walkthroughs
4	Student workshops will be provided offering remediation and enrichment in the annually assessed benchmarks.	A. Smith, Reading Coach; V. Blackshire, Reading Coach	Review of results from the mini-assessments and monthly assessments. Data Chats with teachers	Mini-Assessment data, Monthly Assessment data, BAT
5	Students will be administered the FAIR assessment and receive appropriate instruction using the results of the Targeted Diagnostic Inventory.	A. Smith, Reading Coach, V. Blackshire, Reading Coach; Reading Department	Classroom Walkthroughs Data Chats and Professional Learning Communities with teachers discussing the interpretation of the PMRN reports and the instructional implications.	Ongoing Progress Monitoring data from FAIR

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
(Reading Comprehension) By June 2010, 53% of the students meeting the criteria of the DOE accountability rule will demonstrate learning gains on the reading section of the FCAT.	Creating Independence through Student-owned Strategies (CRISS)	Blair Cochran	September, 2009	Implementation of strategies into lesson plans, Informal assessments, classroom visits.	Administration, A. Smith, Reading Coach and V. Blackshire, Reading Coach
By June 2010, 53% of the students meeting the criteria of the DOE accountability rule will demonstrate learning gains on the reading section of the FCAT.	McRel	District Core Curriculum	September, 2009	Implementation of strategies into lesson plans, Informal assessments, classroom visits.	Administration, Department Chairs & A. Smith, Reading Coach and V. Blackshire, Reading Coach
By June 2010, 53% of the students meeting the criteria of the DOE accountability rule will demonstrate learning gains on the reading section of the FCAT.	Reading Test Item Specifications	A. Smith, Reading Coach and V. Blackshire, Reading Coach	Ongoing	Implementation of strategies into lesson plans, biweekly cluster assessments classroom visits and support groups.	A. Smith, Reading Coach and V. Blackshire, Reading Coach
By June 2010, 49% of the students meeting the criteria of the DOE accountability rule will score at level 3 or above on the Reading portion of the FCAT.	Marzano's High Yield Strategies	HRD	October, 2009	Implementation of strategies into lesson plans, Informal assessments, classroom visits.	Administration, Department Chairs & A. Smith, Reading and V. Blackshire, Reading Coach
By June 2010, 53% of the students meeting the criteria of the DOE accountability rule will demonstrate learning gains on the	FAIR Training	Core Curriculum	August, 2009	Implementation of FAIR training, FAIR data interpretation	A. Smith, Reading Coach and V. Blackshire, Reading Coach

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

All new reading teachers will be trained by the District on the delivery of specific, applicable, reading programs.

Currently, 3 teachers have completed the CAR-PD bundle, 6 reading teachers are reading endorsed, 1 is reading certified, and 3 are pending final approval for endorsement/certification.

- Reading Coach will provide ongoing training on the interpretation of reading data gathered from the 2009 FCAT and monthly mini assessments (including the District Benchmark Assessment Test) and remediation techniques.
- All teachers will be offered weekly learning communities for reading addressing each benchmark to infuse reading strategies and reading across the content are..
- All content-area teachers not previously trained in CRISS or McRel will be offered training in the fall of 2009 and the spring of 2010 to assist with creating engaging, motivating learning environments for students.
- The school-based Literacy Team will train all teachers in the fall of 2009 on the implementation of "Panther Success Strategies". These reading-based strategies will be implemented into the lesson plans and instruction of all content area teachers as an ongoing part of the school-wide literacy support process.
- "Exercising Creativity" Arts Integration Conference held in August, 2009, will provide interested teachers with training to engage students in academic subjects utilizing various arts oriented strategies.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
CRISS Manuals	Staff Development	\$600.00
		Total: \$600.00
Technology		
Description of Resources	Funding Source	Available Amount
LCD projectors (6)	Instructional Equipment	\$4,800.00
Document Image Cameras (6)	Instructional Equipment	\$7,200.00
		Total: \$12,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
CRISS Trainer	Staff Development	\$1,000.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
Novels for classroom libraries		\$0.00
		Total: \$0.00
		Final Total: \$13,600.00

End of Reading Goal

Mathematics Goal

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

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

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

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

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

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Mathematics Achievement Level		By June 2010, 80% of students meeting the criteria of the DOE accountability rule will score Level 3 or above on the Mathematics section of the FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<ul style="list-style-type: none"> All students scoring Level 2 or below on the 2009 FCAT will receive Mathematics instruction and/or remediation. Data will be charted, reviewed and analyzed for remediation purposes. All students in mathematics classes will engage daily in academic strategies focusing on Number Sense, Measurement, Algebraic Thinking, Geometry, and Data Analysis and Probability. Instruction will include strategies for responding to short and extended response items within the tested strands. Mathematics teachers will utilize the instructional Focus Calendar to provide daily review of FCAT benchmarks, ACT and SAT. 	<p>Mr. Jean-Jacques, Math Coach</p> <p>Ms. Callahan, Department Chair</p> <p>Math Teachers</p> <p>Mr. Walton, Grade 9 Administrator, Mr. Flores, Grade 10 Administrator, Mrs. Williams, Grade 11, Administrator, and Mr. Levinsky, Grade 12 Administrator</p>	<ul style="list-style-type: none"> Pretest and Posttest will be given in August to all 9th, 10th, 11th and 12th (retake students) to assess FCAT readiness. Observations of teachers, and analysis of curriculum and programs will be ongoing by administrators, coaches, and department chair to ensure appropriate instruction and adherence to curriculum map, created by the mathematics department or provided from the district. District BAT and bi-weekly benchmark assessments. FCAT-aligned Math Practice tests will be administered to all grade 9 & 10 students to assess FCAT readiness. Testing dates will be August 2009, October 2009, November 2009, January 2010 or February 2010. Monthly assessment will be given to 9th and 10th students, as well as my 11th and 12th grade retakes. Math Coach will work with teachers to analyze data from diagnostic assessments to ensure that interventions are targeted to areas of deficit. Math Coach and Department Head will provide in-service on classroom set-up for effective mathematics instruction. Math Coach and Department Head will be well versed in classroom organization and classroom management. The on-site Math Coach will be in classrooms on a daily basis to support teachers who have identified needs. The Math Coach will assist teachers with organizing learning centers and work with teachers to appropriately organize groups for small group instruction. This will ensure that students are appropriately placed and receive the targeted instruction that will ensure academic progress. 	<p>In house Pretest and Posttest,</p> <p>September Assessment</p> <p>October Assessment</p> <p>November Assessment</p> <p>January Assessment</p> <p>BAT Data Analysis</p> <p>Classroom Walkthrough Tool</p> <p>Mini-Assesment Data Analysis</p>
2	<ul style="list-style-type: none"> Emerging Computer Technology Magnet students will use mathematical principles such as algebraic equations, geometry and 	<p>Mr. Jean-Jacques, Math Coach</p> <p>Ms. Callahan, Math Department Chair</p>	<p>The on-site Math Coach will be in classrooms on a daily basis to support teachers who have identified needs. The Math Coach will assist teachers with organizing</p>	<p>In house Pretest and Posttest,</p> <p>September Assessment</p> <p>October Assessment</p>

	trigonometry to produce spreadsheets, create computer programs, and analyze data. • Emerging Computers Technology Robotics students will utilize mathematical principles to calculate gear ratios, speed and distance.	Math Teachers Grade Level Administrators	learning centers and work with teachers to appropriately organize groups for small group instruction. This will ensure that students are appropriately placed and receive the targeted instruction that will ensure academic progress.	November Assessment January Assessment BAT Data Analysis Classroom Walkthrough Tool Bi-Weekly Assessment
3	All content area teachers will utilize the departmental plan for incorporating mathematics in their curriculum area, when appropriate. Example: Measurements system such as currency, metric system, and Fahrenheit vs. Celsius temperatures in European & South American countries will be integrated in the Foreign Language, Social Studies and Reading classrooms.	Department Chairs Mr. Walton, Grade 9 Administrator, Mr. Flores, Grade 10 Administrator, Mrs Williams, Grade 11, Administrator, and Mr. Levinsky, Grade 12 Administrator	Observations of teachers, and analysis of curriculum and programs will be ongoing by administrators, coaches, and department chair to ensure appropriate instruction and adherence to curriculum map, created by the mathematics department or provided from the district.	Bi-Weekly Assessment Monthly Assessment

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Learning Gains		By June 2010, 87% of students meeting the criteria of the DOE Accountability rule, whose 2009 FCAT scores are in the lowest 30 percentile at the school, will demonstrate learning gains on the Mathematics section of the FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<ul style="list-style-type: none"> All students scoring Level 2 or below on the 2009 FCAT will receive Mathematics instruction and/or remediation. Data will be charted, reviewed and analyzed for remediation purposes. All content area teachers will utilize the departmental plan for incorporating mathematics in their curriculum area, when appropriate. Example: Measurements system such as currency, metric system, and Fahrenheit vs. Celsius temperatures in European & South American countries will be integrated in the Foreign Language, Social Studies and Reading classrooms. All students in mathematics classes will engage daily in academic strategies focusing on Number Sense, Measurement, Algebraic Thinking, Geometry, and Data Analysis and Probability. Instruction will include FCAT strategies for responding to short and extended response items within their content area. Mathematics teachers will utilize the instructional Focus Calendar to provide daily review of FCAT benchmarks, ACT and SAT. Emerging Computer Technology Magnet students will use mathematical principles 	Math Coach Math Department Chair Math Teachers Grade Level Administrators	<ul style="list-style-type: none"> Pretest and Posttest will be given in August to all 9th, 10th, 11th and 12th (retake students) to assess FCAT readiness. District BAT and bi-weekly benchmark assessments. Monthly assessment will be given to 9th and 10th students, as well as my 11th and 12th grade retakes. Math Coach will work with teachers to analyze data from diagnostic assessments to ensure that interventions are targeted to areas of deficit. Math Coach and Department Head will provide in-service on classroom set-up for effective mathematics instruction. Math Coach and Department Head will be well versed in classroom organization and classroom management. The on-site Math Coach will be in classrooms on a daily basis to support teachers who have identified needs. The Math Coach will assist teachers with organizing learning centers and work with teachers to appropriately organize groups for small group instruction. This will ensure that students are appropriately placed and receive the targeted instruction that will ensure academic progress. 	BAT Data Analysis Classroom Walkthrough Tool Mini-Assessment Data Analysis

such as algebraic equations, geometry and trigonometry to produce spreadsheets, create computer programs, and analyze data.			
<ul style="list-style-type: none"> Emerging Computers Technology Robotics students will utilize mathematical principles to calculate gear ratios, speed and distance.			

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Ensure that ELL strategies, materials and assistance are being used to provide appropriate instruction for LEP students.	Mathematics	Mr. Flores, ELL Administrator Ms. Callahan, Department Chair and ELL Coordinator	August-June	Mr. Flores, ELL Administrator Ms. Callahan, Math Department Chair will monitor appropriate use of strategies. Trainings will center on the 9 High Yield Strategies and Singapore Math Strategies.	Teachers will collaborate with their colleagues to vertically align assessment, curriculum and instruction in mathematics.
Ensure that ESE strategies, materials and assistance are being used to provide appropriate instruction for ESE students.	Mathematics	Mr. Flores, ELL Administrator Ms. Callahan, Department Chair and ELL Coordinator	August-June	Grade Level Administration and Math Department Chair will monitor appropriate use of strategies. Trainings will center on the 9 High Yield Strategies and Singapore Math Strategies.	Teachers will collaborate with their colleagues to vertically align assessment, curriculum and instruction in mathematics.
Teachers will collaborate with their colleagues to vertically align assessment, curriculum and instruction in mathematics.	Mathematics	Ms. Callahan, Department Chairs Mr. Jean-Jacques, Math coach, and Math Teachers	August-June	Math Department Chair will monitor appropriate use of strategies	Teachers will collaborate with their colleagues to vertically align assessment, curriculum and instruction in mathematics.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Logic Resources Scantron		\$500.00
Pizza Marcy Mathworks		\$500.00
		Total: \$1,000.00
Technology		
Description of Resources	Funding Source	Available Amount
6 LCD Projectors		\$4,800.00
		Total: \$4,800.00
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: \$5,800.00

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		
In 2009, 22% of the 11th grade students tested on the FCAT Science exam scored a level 3 or above.		By 2010, 32% of 11th grade students meeting the criteria of the DOE accountability rule, will score a level 3 or above on the FCAT Science exam.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Science teachers will utilize the science curriculum maps and instructional focus calendars in writing lesson plans and for instruction. Lesson plans must specifically reflect science benchmarks.	Department Chair; Science Coach; Administration	Review lesson plans, mini-assessments, documents, syllabi and classroom walkthroughs to ensure the district curricular maps are being followed ensuring that all science benchmarks are being covered.	Mini-assessment data analysis; Lesson plans; Classroom Walkthrough documentation; FCAT Science exam scores
2	All students in science classes will engage in academic strategy focus, targeting Physical and Chemical Sciences, Earth and Space Science, Life and Environmental Sciences and Scientific Thinking.	Department Chair; Science Coach; Administration	Review lesson plans, mini-assessments, documents, syllabi and classroom walkthroughs to ensure that all science benchmarks are being covered.	Mini-assessment data analysis; Lesson plans; Classroom Walkthrough documentation; FCAT Science exam scores
3	Science words of the day will be used during instruction and each science classroom will include a word wall.	Department Chair; Science Coach; Administration	Classroom Walkthrough, Mini-Assessments, Review lesson plans	Mini-assessment data analysis; Lesson plans; FCAT Science exam scores
4	Science teachers will integrate hands on science labs which will include critical thinking and science benchmark skill development.	Department Chair; Science Coach; Administration	Review lesson plans, documents, syllabi and classroom walkthroughs to ensure labs are being performed.	Lesson plans; Classroom walkthrough
5	The media specialist will collaborate with the Science Department to create a resource library for FCAT and science materials.	Department Chair; Science Coach; Media Specialist	Review log of student/class usage	Media Center Log
6	Science courses will be pure on the grade level. For example, all 11th grade science courses will contain only 11th graders.	Department Chair; Science Coach; Guidance	Teachers and Science Coach will use Virtual Counselor to determine accuracy of student course assignment.	Master schedule

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By 2010, 30% of 11th grade students meeting the criteria of the DOE accountability rule, will score a level 3 or above on the FCAT Science exam.	Data Analysis: Teachers will use data from 2009 FCAT and benchmark assessments to determine needs and provide remediation.	Tinika Jackson, Science Coach/Department Chair and Science Teachers	August 2009 - June 2010	CWT, Lesson Plan Review	Tinika Jackson, Dept. Chair/Science Coach
By 2010, 30% of 11th grade students meeting the criteria of the DOE accountability rule, will score a level 3 or above on the FCAT Science exam.	Scientific Inquiry	Tinika Jackson, Science Coach/Department Chair and Science Teachers	August 2009 - June 2010	CWT, Lesson Plan Review	Tinika Jackson, Department Chair/Science Coach
By 2010, 30% of 11th grade students meeting the criteria of the DOE accountability rule, will score a level 3 or above on the FCAT Science exam.	Reading Strategies in Science	Vanessia Blackshire, Reading Coach	August 2009 - June 2010	CWT, Lesson Plan Review	Vanessia Blackshire, Reading Coach and Tinika Jackson, Department Chair/Science Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Logic Resources Scantron		\$500.00
		Total: \$500.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Laboratory Supplies (chemicals, equipment, etc.)		\$4,500.00
		Total: \$4,500.00
		Final Total: \$5,000.00

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?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009-10, 90% of 10th grade students met high standards in FCAT Writing.		By June of 2009-10, 80% of 10th grade students will score 4.0 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	1. Ninth and tenth grade students will participate in FCAT Writing assessments in their English class. English teachers will utilize the revision process identified in the McDougal Littell textbook.	1. The Department Chair and Administrative Staff.	1. Classroom Walkthroughs and weekly department meeting.	1. Informal Observational Checklist, HRD Check List and IPAS Evaluation.
2	2. Teachers' will follow the district's calendar model for grade level genres in writing and additional instruction will be provided to ESE, ELL, and the lowest quartile, students who are struggling in the writing process.	2. The Department Chair and Administrative Staff	2. Classroom Walkthroughs and weekly department meetings.	2. Informal Observational Checklist, HRD Check List and IPAS Evaluation.
3	3. All Departments will include a writing component	3. The Department Chair and	3. Classroom Walkthroughs and weekly department	3. Informal Observational Checklist, HRD Check

	as part of their exams.	Administrative Staff	meetings.	List and IPAS Evaluation.
4	4. Students will participate in a baseline writing assessment the second week of the school year.	The Department Chair and Administrative Staff	Classroom Walkthroughs and weekly department meetings.	Informal Observational Checklist, HRD Check List and IPAS Evaluation.
5	5. Teachers will actively participate in the analysis of FCAT Writing Prompts through bi-weekly data chats. The process will help teachers, and administration monitor the progress of the students so that instructional changes can be implemented if necessary.	The Department Chair and Administrative Staff	Classroom Walkthroughs and weekly department meetings.	Informal Observational Checklist, HRD Check List and IPAS Evaluation.
6	6. Teachers will conduct Data Chats with their students so that they are informed of their writing progress.	Informal Observational Checklist, HRD Check List and IPAS Evaluation.	Classroom Walkthroughs and weekly department meetings.	Informal Observational Checklist, HRD Check List and IPAS Evaluation.
7	7. Teachers will participate in weekly writing professional learning communities. These sessions will focus on the elements of writing that will be addressed on the FCAT Writing exam.	Informal Observational Checklist, HRD Check List and IPAS Evaluation.	Classroom Walkthroughs and weekly department meetings.	Informal Observational Checklist, HRD Check List and IPAS Evaluation.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
FCAT Writes: What Students Need to Know to be Successful	Focus Organization, Support and Conventions	Ms. Blackshire, Title 1 Reading Coach; Ms. Arlizia Smith, State Reading Coach	Beginning of the school year.	One student sample per block showing implementation and understanding of the topic. Implementation of strategy evident in CWT.	Ms. Stanley, Principal; Mrs. Williams, Assistant Principal; Mr. Flores, Assistant Principal, Mr. Levinsky, Assistant Principal; Mr. Walton, Assistant Principal; Ms. Blackshire, Title 1 Reading Coach; Smith, State Reading Coach
Holistic Scoring	Focus Organization Support, Conventions	Ms. Blackshire, Title 1 Reading Coach; Ms. Arlizia Smith, State Reading Coach	Beginning of the school year.	One student sample per block showing implementation and understanding of the topic. Implementation of strategy evident in CWT.	Ms. Stanley, Principal; Mrs. Williams, Assistant Principal; Mr. Flores, Assistant Principal, Mr. Levinsky, Assistant Principal; Mr. Walton, Assistant Principal; Ms. Blackshire, Title 1 Reading Coach; Smith, State Reading Coach
Planning for the FCAT Writing Essay	Focus, Organization, Support, and Conventions	Ms. Blackshire, Title 1 Reading Coach; Ms. Arlizia Smith, State Reading Coach	Continuous throughout the school year.	One student sample per block showing implementation and understanding of the topic. Implementation of strategy evident in CWT.	Ms. Stanley, Principal; Mrs. Williams, Assistant Principal; Mr. Flores, Assistant Principal, Mr. Levinsky, Assistant Principal; Mr. Walton, Assistant Principal; Ms. Blackshire, Title 1 Reading Coach; Smith, State Reading Coach
Elaboration	Focus, and Organization	Ms. Blackshire, Title 1 Reading Coach; Ms. Arlizia Smith, State Reading Coach	Continuously throughout the school year	One student sample per block showing implementation and understanding of the topic. Implementation of strategy evident in CWT.	Ms. Stanley, Principal; Mrs. Williams, Assistant Principal; Mr. Flores, Assistant Principal, Mr. Levinsky, Assistant Principal; Mr. Walton, Assistant Principal; Ms. Blackshire, Title 1 Reading Coach; Smith, State Reading Coach
The Art of Persuasive Writing	Focus. Organization, and Support	Ms. Blackshire, Title 1 Reading Coach; Ms. Arlizia Smith, State Reading Coach	Continuous throughout the school year	One student sample per block showing implementation and understanding of the topic. Implementation of strategy evident in CWT.	Ms. Stanley, Principal; Mrs. Williams, Assistant Principal; Mr. Flores, Assistant Principal, Mr. Levinsky, Assistant Principal; Mr. Walton, Assistant Principal; Ms. Blackshire, Title 1 Reading Coach; Smith, State Reading Coach
Writers Workshop: Unlocking Your Writing Potential	Focus, Organization, Support, and Conventions	Department Chair, Reading/Writing Coach	Continuous throughout the school year.	One student sample per block showing implementation and understanding of the topic. Implementation of strategy evident in CWT.	Ms. Stanley, Principal; Mrs. Williams, Assistant principal; Mr. Flores, Assistant Principal, Mr. Levinsky, Assistant Principal; Mr. Walton, Assistant Principal; Ms. Blackshire, Title 1 Reading Coach; Arlizia Smith, State Reading Coach

Effective Expository Writing	Focus Organization, Support and Conventions	Ms. Blackshire, Title 1 Reading Coach; Ms. Arlizia Smith, State Reading Coach	Continuous throughout the school year.	One student sample per block showing implementation and understanding of the topic. Implementation of strategy evident in CWT.	Ms. Stanley, Principal; Mrs. Williams, Assistant Principal; Mr. Flores, Assistant Principal, Mr. Levinsky, Assistant Principal; Mr. Walton, Assistant Principal; Ms. Blackshire, Title 1 Reading Coach; Smith, State Reading Coach
Reading and Writing Across the Curriculum	Focus, Organization, Support and Conventions	Ms. Blackshire, Title 1 Reading Coach; Ms. Arlizia Smith, State Reading Coach	Continuous throughout the school year.	One student sample per block showing implementation and understanding of the topic. Implementation of strategy evident in CWT.	Ms. Stanley, Principal; Mrs. Williams, Assistant Principal; Mr. Flores, Assistant Principal, Mr. Levinsky, Assistant Principal; Mr. Walton, Assistant Principal; Ms. Blackshire, Title 1 Reading Coach; Smith, State Reading Coach
Using Punctuation Correctly.	Conventions	Ms. Blackshire, Title 1 Reading Coach; Ms. Arlizia Smith, State Reading Coach	Continuous throughout the school year.	One student sample per block showing implementation and understanding of the topic. Implementation of strategy evident in CWT.	Ms. Stanley, Principal; Mrs. Williams, Assistant Principal; Mr. Flores, Assistant Principal, Mr. Levinsky, Assistant Principal; Mr. Walton, Assistant Principal; Ms. Blackshire, Title 1 Reading Coach; Smith, State Reading Coach

Budget:

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

End of Science Goal

Parent Involvement Goal

Needs Assessment:	Based on information from School Grade and Adequate Yearly Progress Data: Were parent involvement activities and strategies targeted to areas of academic need? Based on information from surveys, evaluations, agendas, or sign-ins: Was the percent of parent participation in school activities maintained or increased from the prior year? Generally, what strategies or activities can be employed to increase parent involvement?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Attendance logs for Open House in 2008-09 indicate 54% of parents participated.		In the 2009-2010 school-year, 75% or parents will attend the annual open house event at Dillard High.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Send additional	Asst. Principal Robert	Sign-in sheets in main	Monitor attendance records

	communication home in each student's native language.	Levinsky	office and individual teacher classrooms.	from 2010 open house.
2	Use district Robo-Caller to announce Open House	Intern Principal Yolanda Williams and Computer Tech Kelvin Walker	Produce and distribute a survey at Open House to identify effective communications.	Monitor attendance records from 2010 open house.

Professional Development Aligned with Objective:

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

Budget:

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

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	CRISS Manuals	Staff Development	\$600.00
Mathematics	Logic Resources Scantron		\$500.00
Mathematics	Pizza Marcy Mathworks		\$500.00
Science	Logic Resources Scantron		\$500.00
			Total: \$2,100.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	LCD projectors (6)	Instructional Equipment	\$4,800.00
Reading	Document Image Cameras (6)	Instructional Equipment	\$7,200.00
Mathematics	6 LCD Projectors		\$4,800.00
			Total: \$16,800.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	CRISS Trainer	Staff Development	\$1,000.00
			Total: \$1,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Novels for classroom libraries		\$0.00
Science	Laboratory Supplies (chemicals, equipment, etc.)		\$4,500.00
			Total: \$4,500.00
			Final Total: \$24,400.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
No data submitted	

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

The Dillard High School Advisory Council (SAC) is the sole body responsible for final decision-making at the school relating to implementation of the provisions of Sections 1001.42(16) and 1008.354, F.S. (school improvement).

Monthly SAC Meetings at Dillard High are publicized via the school's website, public service announcements on local radio, school public address system daily announcements, public address system announcements at DHS Sporting Events. Membership was reminded of meetings via email notifications.

Peer groups elect their representatives, while the Principal appoints the BTU representative and community/business partners. The composition of the DHSAC reflects the demographics of the student population.

The DHSAC actively assists in the evaluation and preparation of the School Improvement Plan via monthly meeting where Objectives are reviewed and Action Steps are revisited. Academic coaches are invited to meetings to offer detailed information on progress of SIP Activities.

The April and May SAC Meetings were dedicated to analysis and revisions to the annual SIP. Each Objective and Action Step was evaluated relative to the school's academic progress.

The Final SIP will be approved at the September Meeting of the DHSAC.

SAC Members

Members

- 1) Merceda R. Stanley, Principal

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward DILLARD HIGH SCHOOL 0371																	
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 815 Math: 815		2008-2009 School Grade ¹ :		D		Did the School make Adequate Yearly Progress?		NO									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.											
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math		
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	Y/N	2008	2009	Y/N	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	
TOTAL ⁴	98	Y	98	Y	31	N	71	Y	94		Y	55	69	Y	74	69	N	38	29	NA	31		N								
WHITE	97	Y	100	Y		NA		NA			NA						NA			NA											
BLACK	98	Y	98	Y	26	N	68	Y	94		Y	51	67	Y	78	74	N	41	32	NA	26		N					71		NA	
HISPANIC	98	Y	98	Y		NA		NA			NA						NA			NA											
ASIAN		NA		NA		NA		NA			NA						NA			NA											
AMERICAN INDIAN		NA		NA		NA		NA			NA						NA			NA											
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	27	N	69	Y	92		Y	53	64	Y	78	73	N	40	31	NA	28		N					71		NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA	39	50	Y			NA			NA											
STUDENTS WITH DISABILITIES	97	Y	97	Y		NA		NA	73	81	Y						NA			NA											

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward DILLARD HIGH SCHOOL 0371																
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 941 Math: 941		2007-2008 School Grade ¹ :		D		Did the School make Adequate Yearly Progress?		NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.										
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		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	Y/N	2007	2008	Y/N	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	97	Y	98	Y	26	N	62	Y			94	Y	57	55	N	76	74	NA	44	38	NA	29		NA			77		NA	
WHITE	98	Y	98	Y		NA		NA			NA						NA			NA										
BLACK	97	Y	98	Y	22	N	59	N			94	Y	54	51	N	82	78	NA	48	41	NA	24		NA			75		NA	
HISPANIC	100	Y	100	Y		NA		NA			NA						NA			NA										
ASIAN		NA		NA		NA		NA			NA						NA			NA										
AMERICAN INDIAN		NA		NA		NA		NA			NA						NA			NA										
ECONOMICALLY DISADVANTAGED	97	Y	98	Y	22	N	60	N			92	Y	51	53	Y	80	78	NA	46	40	NA	26		NA			76		NA	
ENGLISH LANGUAGE LEARNERS	94	N	97	Y		NA		NA			NA	44	39	N			NA			NA										
STUDENTS WITH DISABILITIES	98	Y	98	Y		NA		NA	65	73	Y	14	14	N			NA			NA										

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward DILLARD HIGH SCHOOL 0371																
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1009 Math: 1008		2006-2007 School Grade ¹ :		D		Did the School make Adequate Yearly Progress?		NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.										
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	Y/N	2006	2007	Y/N	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	97	Y	97	Y	24	N	56	Y	89		Y	41	57	Y	77	76	NA	44	44	NA	39		NA			73		NA		
WHITE	98	Y	98	Y		NA		NA			Y	59	86	NA			NA			NA										
BLACK	96	Y	97	Y	18	N	52	N	88		Y	39	54	Y	83	82	NA	50	48	NA	35		NA			72		NA		
HISPANIC	97	Y	97	Y		NA		NA			NA	60	82	NA			NA			NA										
ASIAN		NA		NA		NA		NA			NA	57	75	NA			NA			NA										
AMERICAN INDIAN		NA		NA		NA		NA			NA						NA			NA										
ECONOMICALLY DISADVANTAGED	97	Y	97	Y	20	N	54	N	86		Y	41	51	Y	83	80	NA	51	46	NA	36		NA			75		NA		
ENGLISH LANGUAGE LEARNERS	88	N	90	N		NA		NA			NA	20	44	Y			NA			NA										
STUDENTS WITH DISABILITIES	94	N	95	Y		NA		NA	54	65	Y	15	14	N			NA			NA										

SCHOOL GRADE DATA

Broward School District DILLARD HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	31%	72%	90%	23%	216	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%	81%			126	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within

						Level 1 or 2
Adequate Progress of Lowest 25% in the School?	45% (NO)	80% (YES)			125	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	51%	63%			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					477	
Percent Tested = 98%						Percent of eligible students tested
School Grade					D	Grade based on total points, adequate progress, and % of students tested

Broward School District DILLARD HIGH SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	26%	65%	90%	25%	206	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	44%	78%			122	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	46% (NO)	82% (YES)			128	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%	63%			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					456	
Percent Tested = 98%						Percent of eligible students tested
School Grade					D	Grade based on total points, adequate progress, and % of students tested

Broward School District DILLARD HIGH SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	25%	58%	92%	19%	194	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	44%	71%			115	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	49% (NO)	71% (YES)			120	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	35%	57%			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					429	
Percent Tested = 96%						Percent of eligible students tested
School Grade					D	Grade based on total points, adequate progress, and % of students tested