

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: FORT LAUDERDALE HIGH SCHOOL

District Name: Broward

Principal: Dr. Marie Wright

SAC Chair: Maria Miranda

Superintendent: Mr. Jim Notter

Date of School Board Approval: 12/01/09

Last Modified on: 09-11-2009

Dr. Eric J. Smith, Commission
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VISION and MISSION STATEMENTS

Vision Statement: Fort Lauderdale High School will be recognized nationally for its excellence in academics, the character of the students and staff, and for its contributions to the community.

Mission Statement: All students will graduate from Fort Lauderdale High School prepared for their next challenge.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

- Fort Lauderdale High School (FLHS) is the oldest public school in Broward County having opened in October of 1899 in then Dade County. FLHS graduated its first class of five boys in 1915 from its third location.
- The current school campus, on NE 4th Avenue, was opened in 1963. Northeast 4th Avenue was renamed Flying L Drive in 2007 as a result of a Public Affairs class project by four students.
- The school began construction phase replacement in 2002-2003. The first of six new buildings and two building renovations were completed in 2004. New Buildings constructed to date include: Media Center/Fine Arts Classrooms, and Facilities/Maintenance Building (9); two-story cafeteria(18), twelve-classroom, two-story Vocational/Technology/NJROTC building (5), thirty-two classroom, three-story building, (17); and new baseball and softball fields. Renovations to the existing auditorium were recently completed in 2009.
- Phase replacements scheduled to continue include: demolition and rebuilding of Administrative/Student Services building (1); Main Classroom Building, including Courtroom, ESE classrooms, a Culinary Arts center; relocation of the swimming pool, relocation of the existing baseball field, construction of a new football stadium and track facility; and possible construction of a two-story parking and bus loop garage.
- The FLHS day school also shares its facilities with the Ft. Lauderdale Community School which serves an average of 630 students each semester in the GED/Adult Basic Education program, English Speakers of Other Languages program, and Fee-Support/Certification Programs, and an average of 120 co-enrolled/credit recovery students, for an average of 1,500 students per school year in the combined programs.
- FLHS averages about 100 instructional staff members, five administrators, and approximately 60 support staff members. Average student enrollment for the last three years, 2007, 2008 and 2009 was 1693. The 2008-2009 20th Day Count was 1,663.
- Fort Lauderdale High School has two Magnet programs. The first Magnet program is the Advanced International Certificate of Education program from the University of Cambridge. The AICE program is used by schools around the globe and offers the students the ability to tailor their program to their specific interests, abilities, and future plans within an international curriculum framework. Cambridge (AICE) involves the selection of subjects from three curriculum areas – Mathematics and Science; Languages; Arts and Humanities from a wide range of subjects available at International Advanced (A) Level and Advanced Subsidiary (AS) Level. Passing scores on A Level examinations earn the student college credit while passing scores on the AS Level exams earn double credits. Fort Lauderdale High School offers 16 AICE courses and examinations. Many of these courses are taught in conjunction with College Board Advanced Placement courses that also provide for college credit upon achieving a university-accepted score on the examination. The 16 AICE courses along with the 18 Advanced Placement courses provide a unique opportunity for students to engage in university level studies and earn credit while in high school.
- The second Magnet program is the Public Affairs/Law program at Fort Lauderdale High School. The students can engage in several courses that prepare them for post secondary study of legal practice or careers in law enforcement. Courses such as Court Proceedings and Public Affairs have proven to springboard students to success in activities such as the Mock Trial team and in their post secondary studies. The Public Affairs suite of courses enjoyed a new addition in 2008-09 with the implementation of a 911-dispatch course. Thirteen students graduated with nationally recognized APCO certification to serve as police and fire dispatchers. This course is a culmination of three years of study in Criminal Justice and provides a unique

opportunity for quality post secondary employment both as a full time career and as a part-time job while in college.

Unique School Strengths for Next Year

- The school continues to enjoy the benefits of being a whole school, all county Magnet program housing two unique programs: the Cambridge program that allows students the opportunity to receive an Advanced International Diploma, and a Pre-Law/Public Affairs program.
- Partnership with Sheridan Technical Center will provide unique course opportunities for students who can engage in the courses either during school time or can be released from school early, with parental consent, to work and then engage in the courses from home/public library later in the day. These courses include, but are not limited to, Web Design, Legal Assistant, Court Reporting, and Administrative Office Assistant.
- The administrative team will include a full staff from the start of the year; and the entire administrative staff has been relocated to the main administrative building.
- Principal, Dr. Wright, is President of FASA and is able to bring a unique perspective to external and internal pressures and expectations of student achievement and school operations.
- FLHS will be a Title I school in 2009-2010 which allowed for increased funding to hire staff. Additional Title I benefits may become available to the school throughout the academic year to support our students' endeavors toward academic achievement.
- FLHS is expected to have an 88% teacher retention rate from the 08-09 to the 09-10 school years. FLHS has not lost any teachers due to teacher choice. All staff that are not returning were either previously scheduled for retirement, mandated to retire due to changes in the DROP extension renewal practice, or surplussed/bumped due to decreased district wide funding.

Unique School Weaknesses for Next Year

- FLHS lost to retirement seven instructional leaders: two in English (Advanced Placement and Honors teachers); one in Math (Dept. Chair); two in Business/Technology (Dept. Chair and Communications Tech teacher); one in Social Studies (Advanced Placement teacher), and the Technology Specialist. As the state and district progress through budget cuts, FLHS will accept its share of surplus instructional staff, which may or may not have the exact certification/experience to fulfill the vacant positions.
- As of mid-July, the school has not been allocated any Instructional Materials or Science Lab funding by the district. Adequately supplying students with the requisite books and consumable supplies (i.e., paints and clay for art classes, chemicals for Chemistry classes) by the opening of school will prove to be challenging if funding is not released soon.

Student Demographics

- Total Enrollment - 1663
 - o Magnet Enrollment = 41%
 - o Free/Reduced Lunch Counts = 60.7%
 - o ELL Enrollment = 9.07%
 - o ESE Enrollment = 8.65%
- Grade 9 – 494 (52.6% Magnet)
- Grade 10 – 411 (65.2% Magnet)
- Grade 11 – 321 (63% Magnet)
- Grade 12 – 316 (64% Magnet)
- Black – 61.8%
- White – 23.1%
- Hispanic – 11.1%
- Multiracial – 1.86%
- Asian – 1.86%
- Native American – 0.12%

Student Attendance Rates

Fort Lauderdale High School has a student attendance rate of 90.2% which is a 0.60 percentage point increase over the 2008 student attendance rate of 89.6%

Student Mobility

Fort Lauderdale High School has a student mobility rate of 23.2% for the 2009 school year. This is the same as the 2008 mobility rate.

Student Suspension Rates

The in-school suspension rate for 2009 was 31.4% which is an increase of 10.5 percentage points over the 2008 rate of 20.9%.

The out of school suspension rate is 19.2% which is an increase of 12.1 percentage points over the 2008 rate of 7.1%

Student Retention Rates

Due to the change in policy 6000.1, no students were retained at the end of the 2008-09 school year.

Class Size

The average class size at Fort Lauderdale High School was 24.1 for the 2008-09 school year.

Academic Performance of Feeder Pattern

The Fort Lauderdale High School zone is composed of 7 elementary schools and 1 middle school. Their respective school grades

are as follows:

- Bayview Elementary: A
- Bennett Elementary: A
- Harbordale Elementary: A
- Northside Elementary: A
- Virginia Shuman Young Elementary: A
- Walker Elementary: C
- Wilton Manors Elementary: A
- Sunrise Middle School: B

Partnerships and Grants

- Fort Lauderdale High School will benefit from its final year (of 5 years) of the Small Learning Communities grant. This grant provides funding for staff development and curricular support (development and materials).
- Fort Lauderdale High School is participating in the Adopt a Classroom program whereby community members can make donations (\$500 maximum) to a classroom. Teachers are able to buy classroom materials with the donations. Their purchases are made known to the donor and the donation is tax deductible.
- The school's partnership with the Broward Sheriff's Office (BSO) is expected to continue for the 2009-2010 school year. BSO provided an instructor daily to Fort Lauderdale High School to deliver the curriculum for the 911-dispatch course.
- The school's partnership with the prestigious law firm Shutts and Bowen will continue for the 2009-2010 school year. The firm provides attorneys to assist the Mock Trial team to prepare for competition, provide internships to students, and a directed field trip to their offices and the courthouse. Future plans include involving the attorneys in assisting with our school wide writing program.

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 *
					Prior Performance Record (include prior School Grades, FCAT Performance Measures, and AYP information along with the associated school year) School Grades: 08-09: C 07-08: C 06-07: C 05-06: B 04-05: C FCAT Reading Proficiency: 08-09: 49% 07-08: 43% 06-07: 41% 05-06: 42% 04-05: 40% FCAT Reading Learning Gains: 08-09: 51% 07-08: 54% 06-07: 48% 05-06: 54% 04-05: 51% FCAT Reading LG of Lowest 25%: 08-09: 50% 07-08: 45% 06-07: 38% 05-06: 54% 04-05: 51% FCAT Math Proficiency: 08-09: 79% 07-08: 72% 06-07: 67% 05-06: 73% 04-05: 70% FCAT Math Learning Gains: 08-09: 72% 07-08: 74% 06-07: 71% 05-06: 78% 04-05: 74% FCAT Math LG of Lowest 25%: 08-09: 61% 07-08: 70%

						06-07: 65% 05-06: N/A 04-05: N/A FCAT Writing 08-09: 92% 07-08: 84% 06-07: 78% 05-06: 83% 04-05: 87% FCAT Science 08-09: 34% 07-08: 35% 06-07: 40% 05-06: N/A 04-05: N/A AYP Reading Total: 08-09: 46% 07-08: 40% 06-07: 39% 05-06: 39% 04-05: 37% AYP Reading White: 08-09: 67% 07-08: 63% 06-07: 61% 05-06: 61% 04-05: 62% AYP Reading Black: 08-09: 36% 07-08: 25% 06-07: 23% 05-06: 22% 04-05: 20% AYP Reading Hispanic: 08-09: N/A 07-08: 39% 06-07: 35% 05-06: 42% 04-05: 38% AYP Reading FRL: 08-09: 37% 07-08: 27% 06-07: 25% 05-06: 27% 04-05: 24% AYP Reading ELL: 08-09: N/A 07-08: 12% 06-07: 11% 05-06: 14% 04-05: 8% AYP Reading SWD: 08-09: N/A 07-08: 26% 06-07: 14% 05-06: 16% 04-05: 15% AYP Math Total: 08-09: 75% 07-08: 68% 06-07: 64% 05-06: 68% 04-05: 65% AYP Math White: 08-09: 89% 07-08: 87% 06-07: 85% 05-06: 85% 04-05: 86% AYP Math Black: 08-09: 67% 07-08: 54% 06-07: 48% 05-06: 52% 04-05: 48% AYP Math Hispanic: 08-09: N/A 07-08: 69% 06-07: 62% 05-06: 76% 04-05: 70% AYP Math FRL: 08-09: 70% 07-08: 58% 06-07: 52% 05-06: 62% 04-05: 54% AYP Math ELL:
	Principal	Dr. Marielena Wright	Doctorate of Philosophy, Educational Leadership; Educational Specialist, Educational Leadership; Master of Science, Math Education; and Bachelor's, Mechanical Engineering	1	5	

08-09: N/A
07-08: 30%
06-07: 32%
05-06: 47%
04-05: 42%

AYP Math SWD:
08-09: N/A
07-08: 44%
06-07: 37%
05-06: 26%
04-05: 22%

AYP Graduation Rate Total:
08-09: TBD
07-08: 73%
06-07: 77%
05-06: 67%
04-05: 66%

AYP Graduation Rate White:
08-09: TBD
07-08: 78%
06-07: 85%
05-06: 78%
04-05: 75%

AYP Graduation Rate Black:
08-09: TBD
07-08: 70%
06-07: 70%
05-06: 60%
04-05: 58%

AYP Graduation Rate Hispanic:
08-09: TBD
07-08: 72%
06-07: 84%
05-06: 64%
04-05: 58%

AYP Graduation Rate FRL:
08-09: TBD
07-08: 68%
06-07: 72%
05-06: 56%
04-05: 57%

AYP Graduation Rate ELL:
08-09: TBD
07-08: 53%
06-07: 66%
05-06: 54%
04-05: 49%

AYP Graduation SWD:
08-09: TBD
07-08: 32%
06-07: 31%
05-06: 30%
04-05: 31%

FCAT School Grades:
08-09: C
07-08: B
06-07: C
05-06: B
04-05: D
03-04: C

Reading
% Proficient & Above:
2009: 49
2008: 50
2007: 44
2006: 39
2005: 35
2004: 31

Reading
% Lrng Gains:
2009: 51
2008: 55
2007: 51
2006: 52
2005: 45
2004: 43

Reading
% of Lowest 25 %
Mkg Gains:
2009: 50
2008: 43
2007: 53
2006: 56
2005: 43
2004: 43
Math

AYP % Math Total:
 08-09: 75
 07-08: 72
 06-07: 68
 05-06: 71
 AYP % Math White:
 08-09: 89
 07-08: 89
 06-07: 83
 05-06: 88
 AYP % Math Black:
 08-09: 67
 07-08: 64
 06-07: 61
 05-06: 63
 AYP % Math Hispanic:
 08-09: N/A
 07-08: N/A
 06-07: N/A
 05-06: 77
 AYP% Math FRL:
 08-09: 70
 07-08: 65
 06-07: 64
 05-06: 65
 AYP % Math ELL:
 08-09: N/A
 07-08: 42
 06-07: 45
 05-06: 45
 AYP % Math SWD:
 08-09: N/A
 07-08: N/A
 06-07: N/A
 05-06: 43

FCAT School Grades:
 08-09: C
 07-08: B
 06-07: C
 05-06: B
 04-05: D
 03-04: C
 FCAT Grades:
 Reading
 % Proficient & Above:
 2009: 49
 2008: 50
 2007: 44
 2006: 39
 2005: 35
 2004: 31
 Reading
 % Lrng Gains:
 2009: 51
 2008: 55
 2007: 51
 2006: 52
 2005: 45
 2004: 43
 Reading
 % of Lowest 25 %
 Mkg Gains:
 2009: 50
 2008: 43
 2007: 53
 2006: 56
 2005: 43
 2004: 43
 Math
 % Proficient & Above:
 2009: 79
 2008: 77
 2007: 74
 2006: 76
 2005: 70
 2004: 64
 % Lrng Gains:
 2009: 72
 2008: 77
 2007: 73
 2006: 77
 2005: 75
 2004: 70
 % of Lowest 25 %
 Mkg Gains:
 2009: 61
 2008: 68
 2007: 64
 Writing
 % 3.5 and above:
 2009: 92
 2008: 89
 2007: 88
 2006: 87
 2005: 84

Assis Principal	Mr. Benny Brown	<p>Bachelor of Arts, Social Science Master of Science, Administration and Supervision</p> <p>Social Studies K-12 Administration and Supervision K-12 ESOL Endorsement</p>	12	18	<p>2004: 89 Science % Proficient & Above: 2009: 34 2008: 31 2007: 28 AYP % Reading Total: 08-09: 46 07-08: 46 06-07: 41 05-06: 36 AYP % Reading White: 08-09: 67 07-08: 68 06-07: 60 05-06: 57 AYP % Reading Black: 08-09: 36 07-08: 35 06-07: 32 05-06: 27 AYP % Reading Hispanic: 08-09: N/A 07-08: N/A 06-07: N/A 05-06: 47 AYP % Reading FRL: 08-09: 37 07-08: 36 06-07: 33 05-06: 27 AYP % Reading ELL: 08-09: N/A 07-08: 10 06-07: 14 05-06: 08 AYP % Reading SWD: 08-09: N/A 07-08: N/A 06-07: N/A 05-06: 28 AYP % Math Total: 08-09: 75 07-08: 72 06-07: 68 05-06: 71 AYP % Math White: 08-09: 89 07-08: 89 06-07: 83 05-06: 88 AYP % Math Black: 08-09: 67 07-08: 64 06-07: 61 05-06: 63 AYP % Math Hispanic: 08-09: N/A 07-08: N/A 06-07: N/A 05-06: 77 AYP% Math FRL: 08-09: 70 07-08: 65 06-07: 64 05-06: 65 AYP % Math ELL: 08-09: N/A 07-08: 42 06-07: 45 05-06: 45 AYP % Math SWD: 08-09: N/A 07-08: N/A 06-07: N/A 05-06: 43</p>
					<p>2007-2008 FCAT Results First Semester for Ms. Bifora</p> <p>Block 1: 20 Total Students (Regular) *47% of Students showed reading gains on SSS Reading (8 out of 20 students) *80% of Student scored 4.0 or higher on FCAT Writes (20 out of 24 students) *25% of Students scored 5.0 or higher on FCAT Writes (6 out of 24 students)</p> <p>Block 2: 22 Total Students (Regular) *57% of Students showed reading gains on SSS Reading (12 out 22 students) *73% of Students scored 4.0 or higher on FCAT Writes (16 out of 22 students) *36% of Students scored 5.0 or higher on FCAT Writes (8 out of 22 Students)</p> <p>Block 3: 19 Total Students (Honors)</p>

						<p>*63% of Students showed reading gains on SSS Reading (12 out of 19 students) *95% of Students scored 4.0 or higher on FCAT Writes (18 out of 19 students) *63% of Students scored 5.0 or higher on FCAT Writes (12 out of 19 students) Block 4: 24 Total Students (Honors) *80% of Students showed reading gains of SSS Reading (16 out of 24 students) *100% of Students scored 4.0 or higher on FCAT Writes (24 out of 24 students) *67% of Students scored a 5.0 or higher on FCAT Writes (16 out of 24 students)</p> <p>2007-2008 FCAT Results Second Semester for Ms. Bifora</p> <p>Block 1: 25 Total Students (Regular) *68% of Students showed reading gains on SSS Reading (12 out of 25 students) *92% of Students scored 4.0 or higher on FCAT Writes (23 out of 25 students) *24% of Students scored 5.0 or higher on FCAT Writes (6 out of 25 students)</p> <p>Block 2: 28 Total Students (Regular) *48% of Students showed reading gains on SSS Reading (12 out of 28 students) *82% of Students scored 4.0 or higher on FCAT Writes (23 out of 28 students) *32% of Students scored 5.0 or higher on FCAT Writes (9 out of 28 students)</p> <p>Block 3: 25 Total Students (Honors) *69% of Students showed reading gains on SSS Reading (16 out of 25 students) *92% of Students scored 4.0 or higher on FCAT Writes (23 out of 25 students) *44% of Students scored 5.0 or higher on FCAT Writes (11 out of 25 students)</p> <p>Block 4: 23 Total Students (Honors) *61% of Students showed reading gains on SSS Reading (14 out of 23 students) *100% of Students scored 4.0 or higher on FCAT Writes (23 out of 23 students) *65% of Students scored 5.0 or higher on FCAT Writes (15 out of 23 students)</p> <p>2006-2007 FCAT Results First Semester for Ms. Bifora</p> <p>Block 2: 22 Total Students (Honors) *69% of Students showed reading gains on the SSS Reading (14 out of 22 students) *95% of Students scored 4.0 or higher on FCAT Writes (21 out of 22 students) *50% of Students scored 5.0 or higher on FCAT Writes (11 out of 22 students)</p> <p>Block 3: 36 Total Students (Honors) *64% of Students showed reading gains on the SSS Reading (25 out of 26 students) *97% of Students scored 4.0 or higher on FCAT Writes (35 out of 36 students) *50% of Students scored 5.0 or higher on FCAT Writes (18 out of 36 students)</p> <p>Block 4: 23 Total Students (Intensive) *100% of Students showed reading gains on the SSS Reading (23 out of 23 students) *60% of Students scored 4.0 or higher on the FCAT Writes (14 out of 23) *8% of Students scored 5.0 or higher on</p>
Assis Principal	Ms. Laurel Bifora	Specialist, Ed. Leadership Master's, Teaching /learning Strategies; Bachelor of Arts, Secondary English Education	Ed. Leadership, K-12	1	.25	

English 5-9; 6-12

ESOL Endorsed

the FCAT Writes
(2 out of 23)

2006-2007 FCAT Results Second Semester
for Ms. Bifora

Block 2: 26 Total Students (Honors)
*80% of Students showed reading gains on
the SSS Reading
(21 out of 26 students)
*92% of Students scored 4.0 or higher on
the FCAT Writes
(24 out of 26 students)
*50% of Students scored 5.0 or higher on
the FCAT Writes
(12 out of 24 students)

Block 3: 30 Total Students (Honors)
*70% of Students showed reading gains on
the SSS Reading
(21 out of 30)
*100% of Students scored 4.0 or higher on
FCAT Writes
(30 out of 30 students)
*60% of Students scored 5.0 or higher on
FCAT Writes
(18 out of 30 students)

Block 4: 23 Total Students (Intensive)
*100% of Students showed reading gains
on the SSS Reading
(23 out of 23 students)
*60% of Students scored 4.0 or higher on
the FCAT Writes
(14 out of 23 students)
*8% of Students scored 5.0 or higher on
the FCAT Writes
(2 out of 23 students)

The above information was calculated from
data provided by Virtual Counselor for
years 2006-2008. The information was
collected on December 9, 2008.

Everglades High School Test Data for the
9th and 10th Grades

2007 10th grade passing rate was 59%
2008 10th grade passing rate is 64%

41% of our 10th grade students scored a
level 3 and higher in 2007.
44% of our 10th grade students scored a
level 3 and higher in 2008!
49% of our 9th grade students scored a
level 3 and higher in 2007.
52% of our 9th grade students scored a
level 3 and higher in 2008

2007 10th grade Level 1 students=33%
2007 9th grade=22%-1
2008 10th grade Level 1 students=26%
2008 9th grade=20%-1

2007 10th grade Level 2 students=25%
2007 9th grade=29%-2
2008 10th grade Level 2 students=30%
2008 9th grade=28%-2

2007 10th grade Level 3 students=19%
2007 9th grade=27%-3
2008 10th grade Level 3 students=20%
2008 9th grade=29%-3

2007 10th grade Level 4 students=9%
2007 9th grade=15%-4
2008 10th grade Level 4 students=10%
2008 9th grade=17%-4

2007 10th grade Level 5 students=13%
2007 9th grade=8%-5
2008 10th grade Level 5 students=14%
2008 9th grade=6%-5

					<p>9th grade 2007 Mean Developmental Scale Score was 1975. 10th grade 2008 Mean Developmental Scale Score was 2016! Learning gains from 9th grade to 10th grade increased 41 points!</p> <p>District Passing rate 57% State Passing Rate 57% Everglades High School Passing Rate 64%</p> <p>District Levels 3-5 38% State Levels 3-5 38% Everglades High School Levels 3-5 44% (10th grade)</p>
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* 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	Nadine Anchell	Master of Arts, Elementary Education Bachelor of Arts, English	1	1	<p>School Grades: 08-09: C</p> <p>FCAT Reading Proficiency: 08-09: 49%</p> <p>FCAT Reading Learning Gains: 08-09: 51%</p> <p>FCAT Reading LG of Lowest 25%: 08-09: 50%</p> <p>FCAT Writing 08-09: 92%</p> <p>AYP Reading Total: 08-09: 46%</p> <p>AYP Reading White: 08-09: 67%</p> <p>AYP Reading Black: 08-09: 36%</p> <p>AYP Reading Hispanic: 08-09: N/A</p> <p>AYP Reading FRL: 08-09: 37%</p> <p>AYP Reading ELL: 08-09: N/A</p> <p>AYP Reading SWD: 08-09: N/A</p>
Science	Beth Langenthal	Masters of Science Education Bachelor of Science CRISS General Science 5-9 Family and Consumer Science 9-12	1	1	<p>School Grades: 08-09: C</p> <p>FCAT Reading Proficiency: 08-09: 49%</p> <p>FCAT Writing 08-09: 92%</p> <p>FCAT Science % Proficient and Above: 2007: 82 2008: 31 2009: 34</p>

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

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher of the Month program	Ms. Bifora	August 2009	
2. Staff Development Opportunities	Mr. O'Toole	January 2010	
3. New staff induction program	Ms. Bifora	August 2009	
Rising Leaders Program	Dr. Wright	August 2009	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Allen, K.	Mentally Handicapped; Specific Learning Disabled	ESE Content area classes	Administrative support to prepare for and take the subject area examination
Celestin, L.	Varying Exceptionalities; reading Endorsed	ESE Content Area classes	Administrative support to prepare for and take the subject area examination
Hunger, C.	Psychology; Varying Exceptionalities	ESE Content Area classes	Administrative support to prepare for and take the subject area examination
Alfieri, M.	English 6-12	English II; writing, Journalism	Administrative support to complete ESOL requirements
Donohue, D.	English 6-12	English III; Writing	Administrative support to complete ESOL requirements
Barwick, L.	English 6-12	English II; Writing	Administrative support to complete ESOL requirements
Behrens, C.	Social Sciences; Reading Endorsed	US History; Int. reading	Administrative support to complete ESOL requirements
Hautigan, M.	English 6-12; Journalism	Journalism; English II	Administrative support to complete ESOL requirements
Posterly-Smith, J	History	American Government, Economics, AICE/AP Government and Economics	Social Science 6 - 12 examination

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
80	1.6	16.8	30.4	15.2	27.2	47.2	7.2	4	42.4

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Dr. Marie Wright	Duane Consbruck Laura Felser John Hudson Daniel Donohue Caleb Joseph	Aspiring Leaders will work with the Principal in order to have the opportunities to explore administrative duties the Principal open to them.	Aspiring Leaders will meet with the Principal on the six Professional Study Days to discuss, plan and evaluate the various experiences of leadership/organizational experiences with operations; Aspiring Leaders will be paired with the Asst. Principals assigned to oversee the specific campus operations
Sandi Jones	Lindsay Barwick	NESS Program	Continuation from second-half of last school-year the SBBC NESS program; see SBBC NESS framework for specific planned activities/requirements
Sandi Jones	Charlette Behrens	NESS Program	Continuation from second-half of last school-year the SBBC NESS program; see SBBC NESS framework for specific planned activities/requirements
Louise Godfrey	Greg Wisner	NESS Program	Mentoring of a first year teacher

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

FLHS uses Title I funding to provide additional teachers to assist students, particularly low performing students, with additional assistance during the instructional day. Parent activities, such as Ninth Grade Academy Parent Nights, are planned that will assist parents in helping their child improve his/her academic performance. The district coordinates with Title I, Title II and Title III in ensuring staff development needs are provided. FLHS is also continuing with six Professional Study Days.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The district 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 the district Dropout Prevention programs.

Title II

Title II funding is utilized to provide for additional staff.

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.

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

At FLHS, SAI funds are used to provide additional tutoring before and after schools and for additional instructional support during the day.

Violence Prevention Programs

FLHS, in alignment with the district OPP programs, offers a non-violence and anti-drug program to students that includes field trips, community service, and counseling.

Nutrition Programs

FLHS Food & Nutrition staff are regularly trained and in accordance with state and district policy and procedures, provide meals that are nutritionally sound.

Housing Programs

N/A

Head Start

N/A

Adult Education

FLHS Community School shares the FLHS day-time high school campus. Administration and staff share facilities, technology equipment and work together to promote Community & Adult Education. The FLHS Community School also offers credit recovery to high school students from around the county.

Career and Technical Education

FLHS offers the following CTACE programs:
Fire and Police 911 Dispatch
Criminal Justice I-III
Communications Tech I, II, III
Web Design
Drafting/Design I, II, III
PC Support I-IV with Internship
Principals of Fashion Design I-6

Marketing Essentials, Applications and Management
Electronic Business Enterprises
Career Prep; Option 2 (for SWD)

Job Training

Through the Pre-Law/Public Affairs Magnet Program, students take project-based law/civics-courses that place them in Internships throughout the county. This is primarily offered through the Public Affairs classes. Additionally, the Pre-law/Public Affairs classes train the students in 911 Dispatch ending with certification. The Pre-Law/Public Affairs program also offers job training with through the Court Reporting classes which will begin in the 2010 school year.

Through our CTACE/Business department, the Web Design series and Fashion Design series of courses offer on the job training.

In our ESE Program, students participate in CBI courses in which they are trained and placed in various businesses with the county for job training.

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Principal (Wright); Assistant Principals (Beard, Bifora, Brown, and O'Toole), Guidance Director (Bell), Grade Level leaders (TBD)

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

Teachers are assigned at-risk students in August and then again in January. Teachers monitor student progress, communicate with student's other teachers, and implement interventions. If the student is not making progress, a referral is made to the RtI Leadership team. The RtI leadership team meets bi-weekly, or more often if needed. Grade level teams meet quarterly to develop interventions.

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

The RtI Leadership team develops and implements the action steps to accomplish school goals as determined by gaps in data.

RtI Implementation

Describe the data management system used to summarize tiered data.

Awaiting direction from the district regarding this item

Describe the plan to train staff on RtI.

Staff will be introduced to the RtI concept on the first day back to school (August 17). A more comprehensive procedural type inservice will be given on August 18. The grade level teams will meet and grade level teachers will receive their student assignments on August 20. The RtI Leadership team will meet on August 21.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths: FCAT Reading 2009:

% scoring 3 and Above:

FLHS District State

9th: 50% 46% 47%

10th: 40% 37% 37%

Both of our ninth and tenth grade classes scored a higher percentage of proficient students than the district and state ninth and tenth graders on FCAT Reading.

FCAT Math 2009:

% scoring 3 and Above:

FLHS District State

9th: 71% 70% 68%

10th: 77% 72% 69%

Both of our ninth and tenth grade classes scored a higher percentage of proficient students than the district and state ninth and tenth graders on FCAT Math.
Our weakness in both FCAT Reading and Math is within the AYP sub-groups Blacks and Economically Disadvantaged in both reading and Math and in both ninth and tenth grades.

Instructional Calendar Development

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

FLHS began development and implementation of the use of IFCs in 2004-2005 for the each core area. At that time, the SLC grant provided us with the funds to support professional development for the purpose of teacher collaboration all towards curriculum mapping and prioritizing in order to build the IFCs. Since then, FLHS faculty voted for the Professional Study Days in order to continue to make the time for teachers to continue the collaboration, prioritizing and mapping of the curriculum to continuously update and improve the IFCs. For the 2009-2010 year, teachers will meet as grade-level Curriculum Teams to continue to focus on IFC improvements and adjustments. Additionally, the district is providing a framework of IFCs for the some of the core subject areas. Monitoring of the implementation of the IFCs is primarily through the instructional observation by the administrative staff and department chairs via the CWTs.

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

The Reading and Science Coaches along with the Math Department Chair will disaggregate the 2009 FCAT data to determine which strands of the reading, math and science benchmarks that will be given priority. Upon this data disaggregation, FLHS will create the mini-assessments calendar, known to FLHS as the Mastery Checks. Mastery Checks is a school-wide process which includes instructional focus, assessment and analysis, on the skills that are also assessed on the SAT, ACT and CPT. All ninth through twelfth graders participate in the Mastery Checks.

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

Once FCAT scores were released, the FLHS Leadership Team began to determine student learning gains by teacher and the master schedule is being adjusted. The district will provide a report indicating the learning gains of teachers. This report will be analyzed by the administrative staff, the department chairs and the grade-level Curriculum Teams to determine which specific students need specific assistance with their academic achievement. An analysis of learning gains allows the strongest teachers to be paired with the weakest students. On the classroom-level basis, teachers will systematically, (through Understanding by Design model) design activities for different students in order to achieve the highest level of active engagement, the teacher will modify activities to address the changing needs of students, and the teacher will consistently prioritize instruction through aligning the short term instructional plans to the long range plans in order to enrich and expand the state standards and district curriculum.

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

Through the training and use of the Model Schools framework of Rigor, Relevance, and Relationships, FLHS continues to strive towards instructional relevance. A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant (Quadrants B & D). Teachers are also provided with materials that are based on current events. FLHS provides this type of instruction within all subject areas. Elective courses that are specific to relevant trainings include the all of CTACE course offerings listed above (PC Support, Drafting, Communications Technology, Fashion Design, 911 Dispatch, etc). Additionally, grade level teams will work to develop Quadrant D cross curriculum units which enhance students' ability to connect content areas to their future roles as citizens.

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?

FLHS has two established magnet programs: Pre-law Public Affairs, and the Cambridge AICE program. Both magnet programs require that students apply for entry. This is indicative of student choice. If accepted, both programs allow students to combine the themed course selections, or not, into their four-year plans. Along with the magnet students, all FLHS students are provided with the opportunities each spring to select electives based on interest. Some of our students are limited in course selection due to state mandates requiring them to be in intensive course because of their of FCAT performance.

DO

Direct the Instructional Focus

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

The district is providing a framework of IFCs for select core courses; however, FLHS has been using IFCs since 2004-2005. Since that time, departments have prioritized the curriculum and have learned how to align the curriculum to student needs.

Additionally, administrative staff has been working with the teachers to develop a clear understanding of the differences between instructional focus, objectives and class 90min. agendas. FLHS continues to work towards subject-area alignment in order to provide an equal opportunity for student achievement (i.e. an "A" in Teacher X's class is equal to an "A" in Teacher Z's class). The RtI, Departmental Chairs and administrators and Coaches, will work with the grade level Curriculum Team members to bridge the students' needs to the instructional focus and design.

How are instructional focus lessons developed and delivered?

FLHS began development and implementation of the use of IFCs in 2004-2005 for the each core area. At that time, the SLC grant provided us with the funds to support professional development for the purpose of teacher collaboration all towards curriculum mapping and prioritizing in order to build the IFCs. For the 2009-2010 school year, the teachers will continue to refine the IFCs in efforts toward rigor, relevance and in alignment with the new district IFCs for the core courses. The FLHS PLCs will conduct a teacher survey to further promote prioritizing curriculum.

How will instructional focus lessons be revised and monitored?

FLHS faculty voted for the Professional Study Days in order to continue to make the time for teachers to continue the collaboration, prioritizing and mapping of the curriculum to continuously update and improve the IFCs. For the 2009-2010 year, teachers will meet as grade-level Curriculum Teams to continue to focus on IFC improvements and adjustments. Additionally, the district is providing a framework of IFCs for the some of the core subject areas. Monitoring of the implementation of the IFCs is primarily through the instructional observation by the administrative staff and department chairs via the CWTs.

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.

FLHS will continue to use the Mastery Checks (mini-BATs) to assess student progress toward mastery (min. 80%) on the Sunshine State Standards. The mastery checks are inclusive of reading, math and science skills. Each mastery check averages 10 questions. Mastery Checks are administered every two weeks from August through March. The Mastery Checks are school-wide; for students who have passed FCAT, the Mastery Checks include SAT and ACT formatted questions. The areas of knowledge/skills, mirror those of FCAT and Sunshine State Standards. Teacher/classroom based assessments will include measurements through the e2020 design, through APEX credit recovery curriculum, through the ESE and ELL support coaches, and through the Fair, DAR and fluency assessments.

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

For the 2009-2010 year, FLHS will utilize the district's Virtual Counselor database to scan and record student results of the mastery checks. Scores are immediately accessible to the teachers. From that information, teachers can readily see which students did not master the skills and make preparation/plans for the student(s) to receive remediation and to redirect the focus of instruction. Additionally, the teacher will utilize differentiated instruction to remediate. Also new for the 09-10 year, the grade-level Curriculum Teams will be able to analyze the Mastery Check data and assist their teams with differentiated instruction, re-grouping, and redirection of instruction focus.

Maintenance

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

With the assistance of the Successful Practices Network (SPN) needs assessment, through the use of the framework of The Learning Criteria, and through the use of ASCD Differentiated Instruction methods, FLHS teachers will implement successful instructional strategies that ensure remediation and differentiation is delivered.

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.

New for the 09-10 school year, is the creation of the grade-level Curriculum Teams. These teams will meet on a scheduled basis to discuss class and individual student data. Department Chairs will also utilize their common planning period to monitor data and assist the teachers with instructional modifications. Monthly records of their interventions will be housed with the respective supervising administrators. Additionally, the 2009-2010 year will begin a campaign for a shift/change in the fundamental philosophy that failure is not an option - along with the meaning of the statement that the teaching continues until the student learns; teaching does not stop because it is the end of the grading period, or the student fails because he could not learn the skills in a set amount of time and produce in a set way.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The RtI will meet along with the grade-level curriculum teams and periodically with the common planning time departmental chairs. Monitoring of these meetings will include monthly documentation submitted and monitored by the RtI of:

1. Curriculum Team: a. Individual student data analysis, b. Class/Team data analysis, c. Interventions and support to students and teachers provided (action plans)
2. Departmental Chairs Common Planning Times: a. Instructional Focus Modifications needed as a result of data analysis, b. Instructional Strategies adjustments/DI strategies implemented (action plans)
3. CWT data will be analyzed and utilized to discuss trends in instructional delivery and learner engagement
4. Delivery of Professional Development will be surveyed for effectiveness and value
5. Black Board (site) for Just In Time asynchronous learning
6. Modeling lessons
7. Providing opportunities to collaborate with peers and observe peers
8. Implementation of Critical Friends protocols.

ACT

Supplemental and Intensive Instruction/Interventions

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

FLHS provides before-school Morning STAR tutoring program to all of our students five days a week. This tutoring program is staffed by two of our teachers to provide individual or small group tutoring assistance. Additionally, the FLHS teachers have been receiving staff development on the ASCD DI instructional strategies in order to assess, analyze and implement remediation and/or enrichment to students. The interventions are tailored to the students' needs as indicated on non-mastery of skills.

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

Supplemental and intensive instruction and interventions are structured within the 90 minute block. With the assistance of the Curriculum Team analysis, the grade-levels may be able to re-group students within classroom to better enhance remediation of non-mastered target areas. This is a research-based proven method of re-teaching that also allows opportunity for Stretch learning. Additionally, FLHS is incorporating the use of technology through e2020 learning, APEX online credit recovery, and Black Board.

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

FLHS has a Professional Development Team composed of a supervising administrator (O'Toole) and members of the faculty, Mrs. Valerie Ruwe and Ms. Stacey Blecker, Members of the Faculty Council. This team designs the Professional Study Days agendas based on the teacher surveys from spring of the previous years and based on the student data analysis of the FCAT, SAT and ACT score reports. Additionally, CWT data trends is analyzed for target areas of need in professional development.

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

As a result of progress monitoring (class work assignments results) and observations (classroom teacher, instructional coaches, administrators, counselors) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.
FLHS provides a before-school Morning STAR tutoring program to all of our students five days a week. This tutoring program is staffed by two of our teachers to provide individual or small group tutoring assistance.
FLHS also offers Saturday School academic and behavioral interventions. FLHS anticipates Title I funding to further enhance after-school, additional Saturday School opportunities, and fifth block opportunities.

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

All personnel providing services to a student not achieving mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (i.e. attendance, behavior) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions.

Enrichment

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

FLHS will incorporate the Successful Instructional Strategies outlined in the Model School Learning Criteria (Stretch)

framework and will use the research-based methods of the 9 High Yield Strategies (Marzano's) and of the ASCD Differentiated Instruction model. Students who have met credit requirements are eligible to dually enroll at the district's Technical Center (Atlantic, Sheridan, McFatter) as well as enroll in additional courses through eLearning and Florida Virtual High School for enrichment and course credit acceleration.

Additionally, FLHS uses the AP Potential data to further encourage and increase enrollment in Pre-AP, Pre-AICE, AP and AICE courses. Students and parents are highly encouraged to engage in the most rigorous course offerings available at FLHS.

Describe how students are identified for enrichment strategies.

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

Parent conferences are held with the recommending teacher, magnet coordinators, guidance counselor and the corresponding curriculum team members and a member of the administrative team. The parents are counseled on the expectations for the student in the higher level course, as well as their continued parental involvement.

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)
9th Grade Curriculum Team	L. Godfrey, J. Hurst, Mr. O'Toole	bi-weekly meetings coinciding with Mastery Checks data entry	common planning periods	Focus: Individual student assistance and interventions in the Learning Criteria domains: Foundation Learning; Learner Engagement; Stretch Learning; Personal Skill Development
10 Grade Curriculum team	M. Alfieri, S. Blecker, Dr. Beard	release time to coincide with bi-weekly Mastery Check data entries	block one or two release time	Focus: Individual student assistance and interventions in the Learning Criteria domains: Foundation Learning; Learner Engagement; Stretch Learning; Personal Skill Development
11th Grade Curriculum Team	Ms. Bifora, B. Bell, C. Perry	bi-weekly meetings to coincide with MASTery Checks data entry	block two (Perry's planning) release time needed for B. Bell	Focus: Individual student assistance and interventions in the Learning Criteria domains: Foundation Learning; Learner Engagement; Stretch Learning; Personal Skill Development
12th Grade Curriculum Team	Mr. Brown, J. Posterly-Smith, P. Murphy, D. Donohue	bi-weekly meetings to coincide with Mastery Check data entry; later, TBD, on 12th grade students meeting graduation goals	block three or four with release time provided for one teacher or the other	Meeting Graduation requirements; Foundation Learning; Post-secondary planning
Leadership Team; RTI	Acuna; Beaulieu; Catsicas; Jones; Melton; Portnoy; Scher; Hurst*9th and Alfieri 10th* * indicates 9th & 10th Grade PLC Leaders with block one planning first semester	weekly meetings with administrative teams	Block One, weekly meetings	This team will meet bi-weekly on Tuesday mornings during Block One to discuss CWT patterns, Organizational needs per feedback from Faculty Council, testing calendars, district departmental mandates, SIP per monthly feedback from SAC/SAF, and instructional needs per feedback from grade-level BRASS Keys.

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.

Objective 1: The number of College Ready students, as defined by FLD0E SB1908, will increase by 10% as compared to the 08-09 school year.

Measurement: The leadership team will identify high performing 9th & 10th graders and provide practice and opportunities to engage in the ACT, SAT and CPT tests prior to traditional test taking time lines for college admissions.

Objective 2: The number of students participating in Advanced Placement or AICE courses will increase by 10% as compared to the number of students that participated in the 2008-09 school year.

Measurement: The leadership team will conduct an analysis of students' PSAT, SAT, ACT and FCAT scores (as Applicable) along with course grades/GPA and identify students who have not registered for AP/AICE courses and encourage their registration prior to August 28, 2009.

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:
	Did the total percent proficient increase or decrease? What is the percent change?
	What clusters/strands, by grade level, showed decrease in proficiency?
	Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
	Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
	Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
FCAT Reading Proficiency: 08-09: 49%		Objective: The percentage of students scoring at the proficient level on the FCAT Reading assessment will increase by 4% to 53% for the 2010 administration of the test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	The leadership team will conduct an analysis of the strands/clusters and student performance, including all of our subgroups, on the 2009 FCAT Reading administration. Additionally, the team will conduct a 3-year trend analysis for the students and the school.	Dr. Beard, Dr. Beaulieu, Ms. Anchell	Monitoring through CWT data; Virtual Counselor Mastery Check data entries District BATs; PSAT Score Report Plus	Students will be monitored up to 8 times per year through the use of mastery checks and BAT. Student data will be made available to the teachers and the leadership team for use with CWTs. FCAT Explorer and Pinnacle reports

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
FCAT Reading Learning Gains: 08-09: 51%		Objective: The percentage of students making learning gains in reading will increase by 5% to 56% as measured by the 2010 administration of the FCAT Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will be monitored up to 8 times per year through the use of mastery checks	Dr. Beard, Dr. Beaulieu, Mrs. Anchell	No less than 6 mini-assessments will be administered based on the FCAT Reading Clusters that show areas of most need for student achievement, will be administered, school-wide, from August through March 2010.	FLHS Mastery Checks (FCAT Reading cluster mini-assessments)
2	Analysis of Mastery Check data.	9th Grade Curriculum Team Members: L. Godfrey and J. Hurst; 10th Grade Curriculum Team Members: M. Alfieri and S. Blecker	CT members will provide to teachers the Mastery Check data indicating which students/classes need Stretch learning and which need remediation in the specific areas of knowledge.	Mastery Check data on Virtual Counselor
3	Mastery Check Remediation	Dr. Beard, Dr. Beaulieu, Mrs. Anchell	Re-assessment of Reading benchmark/cluster.	Mastery Check data within teacher gradebook, possibly re-entry into Virtual Counselor.
4	Stretch Learning of Reading cluster/skills, including steps to assist students in maintaining proficiency levels, 3, 4 and 5, without	Dr. Beard, Dr. Beaulieu, Mrs. Anchell	Observation/review of student enrichment activities, application of skills. The Team will observe the Pre-AP, Pre-	Project rubrics; student enrichment projects/activities

sliding backwards through the FCAT levels.	AICE, Honors classes to ensure instruction is stretched to enhance and students are encouraged to maintain their academic potential.	
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Based on the Needs Assessment, I Identify Area(s) for Improvement	Objective Linked to Area of Improvement
<p> AYP Reading Total: 08-09: 46% AYP Reading White: 08-09: 67% AYP Reading Black: 08-09: 36% AYP Reading Hispanic: 08-09: N/A AYP Reading FRL: 08-09: 37% AYP Reading ELL: 08-09: N/A AYP Reading SWD: 08-09: N/A Data shows a need to monitor and assist with achievement of Reading skills, especially our Black students and students receiving Free/Reduced Meals. </p>	<p>Objective: To implement the elements of the Learning Criteria to Support 21st Century Learners model (International Center for Leadership in Education) using the four dimensions: Foundation Learning (Core Academic Learning), Stretch Learning, Learner Engagement, Personal Skill Development with our Ninth and Tenth Grade Curriculum Teams.</p> <p>The AYP Sub-groups will receive additional support through their Block One BRASS Cohorts. The Block One teachers are equipped to support their students in the Learning Criteria domains, foundation learning (academics), Stretch Learning, Learner Engagement, Personal Skill Development. Students are referred to the BRASS Key-teacher support for response to Intervention throughout the year, but on a systematic, two-week interval. Teachers will be encouraged to use the research-based successful practices network to assist the lowest quartile (25%ile)of students'needs, which at FLHS, primarily consists of two of the AYP sub-groups, Black and FRL students.</p> <p>ESE sub-group will receive pull-out services from ESE Support (Mr. Hudson and Mr. G. Hart)some, on a daily bases. Students are permitted to receive extra assistance at their lunch time, before and after school. Additionally, ESE students are scheduled in some self-contained Learning Strategies classes where they receive additional core-subject area assistance from our two ESE Reading Endorsed teachers (K. Allen and L. Celestin).</p> <p>ELL Program Delivery Models used include:</p> <ol style="list-style-type: none"> 1. ELL Sheltered-Instruction Classes 2. Basic Mainstream Instruction <p>In both of these instructional delivery models, the instruction will provide to ELL students, equal in amount, scope, sequence and quality to the instruction provided to non-ELLs at the same grade level. Instruction is supported through the use of ELL instructional strategies. In addition, the curriculum, textbooks and other instructional materials used by ELLs are comparable to those used by their non-ELL counterparts.</p> <p>Specific Reading Objectives across the curriculum will include:</p> <ol style="list-style-type: none"> 1. MAIN IDEA, PLOT, PURPOSE (Cluster 2) Content Focus: <ul style="list-style-type: none"> •Complex Elements of Plot such as setting, major events, problems, etc •Author's Point of View, Author's Purpose •Main Idea/Relevant Details Strategies include: <ul style="list-style-type: none"> *Preview Map *Main Idea Organizers *Story Frames *Plot Diagram *Character Profile Chart *Informative Text Writing Pattern *Story Mapping *Questioning The Author 2. WORDS & PHRASES IN CONTEXT (Cluster 1) Content Focus: <ul style="list-style-type: none"> •Analyze Words / Text •Conclusions / Inferences •Context Clues Strategies: <ul style="list-style-type: none"> *Frayer Model *QAR's *Concept Definition Mapping *SAW-Student Action Words Examples

			<p>3. COMPARISONS & CAUSE-EFFECT (Cluster 3) Content Focus:</p> <ul style="list-style-type: none"> •Comparison / Contrast •Cause and Effect <p>Strategies:</p> <ul style="list-style-type: none"> *Window Pane Summary *Cause and Effect Mapping, *Compare & Contrast Matrix *Cause and Effect Organizers *C. & C. Organizers <p>4. REFERENCE & RESEARCH (Cluster 4) Content Focus:</p> <ul style="list-style-type: none"> •Validity, Reliability of Primary Source Information •Locates, Gathers, Evaluates, Analyzes Information •Synthesizes Information <p>Strategies:</p> <ul style="list-style-type: none"> *Cornell Notes *SQ3R *Questioning Strategies *Text Tagging *Inquiry Chart 	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Creation of Curriculum Teams, Ninth and Tenth grades	Dr. Beard, Mr. O'Toole, Dr. Wright	Conversation of observation from the past six years of working as a team of administrators.	Observations of teacher effectiveness based on review of course syllabi, instructional effectiveness, teamwork/collaborative capabilities, leadership abilities, report/relationship history with students. Ability to learn, embrace, and implement the findings from the Successful Practices Network (SPN) needs assessment; use of the Curriculum Matrix (unwrapping & mapping; and use of Model Schools framework and correlates. The team will be assigned students, teachers will meet with the students Block 3, possibly during the students' lunches, to receive individualized mentoring. The teachers assigned students will have detailed, individual student data through Virtual Counselor
2	The Curriculum Teams will be assigned teams of students in need of personalized attention in academic achievement and learner engagement, and personal skill development.	Ninth Grade Curriculum Team: Mr. O'Toole; Tenth Grade Curriculum Team: Dr. Beard	Analysis of student and team data, teacher class data, Team Goals and Action Plans, monitoring of teacher team effectiveness; use of SPN evaluation tools and Learning Criteria Evaluation tools for each dimension.	SPN tools; Learning Criteria framework; CWT data, BAT data, Mastery Check data, PSAT Score Rept Plus, FCAT data, goal progress by each Curriculum Team. Teachers will utilize specific and detailed data on students through Virtual Counselor

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
FCAT Reading Lowest Quartile 2008-09: 50%		The performance of the lowest quartile of students, as measured by the FCAT Reading, will increase by 5% to 55% of students earning learning gains.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Probable lowest quartile will be identified and monitored by BRASS mentor	Dr. Beard and Mr. O'Toole	Mastery Checks, BAT, bi-weekly review of course grades, attendance, discipline by BRASS mentor	Mastery Checks, BAT, Student Snapshot

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Curriculum Design	Departmentally map curriculum to address student needs. Teachers will learn to prioritize the essential elements of the SSS, what is non-negotiable in regards to what needs to be learned and the depth and breadth of the skills to be learned	Dept. Chairs: S. Jones, Portnory, Beaulieu, SCher, Catsicas, Admin.: Beard, Brown, O'Toole, Bifora, Wright	On going	CWT, Teacher Conference; Departmentally map curriculum to address student needs	Dept. Chairs, Admin.
Literacy Plan	Incorporate School Literacy Plan into Department goals	Anchell	Ongoing	CWT, Teacher Conference	Literacy Team, Dept. Chairs, Admin.
Creating Rubrics and Student Feedback	Develop rubrics and model student feedback to increase student engagement	Dept. Chairs, Admin.	8/17/09	CWT, Teacher Conference	Dept Chairs
Development of PGP	Teachers will generate PGP based on student needs	Admin, Dept. Chairs	8/17/09	Review of student data following BAT and Mini-Assessments	Admin.
Curriculum Team Development	Generate interdisciplinary lessons, Incorporate Academic and Behavioral interventions for student support	Curriculum team Leaders	On going	Student data base that lists intervention applied and success of interventions	Admin, guidance
Differentiated Instruction	Strategies to address needs of all learners	Dr. Wright	10/1/09 11/17/09 12/03/09 1/7/10 3/4/10 5/6/10	CWT, Teacher conference, Student data	Dept Chair, Admin
Podcasting in the Classroom	Develop Podcasts to increase Student Engagement	H. Mohammed	10/1/09 11/17/09 12/03/09 1/7/10 3/4/10 5/6/10	Lesson Plans and Podcast	Dept Chairs
Promethean Board	Interactive Lesson Development utilizing Technology	Patricia Murphy, Larry Treadwell	10/1/09 11/17/09 12/03/09 1/7/10 3/4/10	Lesson plans and Demonstration of lesson, CWT	Admin

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

At FLHS, the paradigm shift of every teacher is a reading teacher began six years ago. Through the last six years and going into year seven with the stability of three of five administrators as a consistent team, and with a high teacher retention rate, the buy-in to this concept has been clearly preached and expected. FLHS trained several teachers in FOR-PD and CAR-PD, including the former principal (now an Area Director for the district, Dr. Gina Eyerman) and a current Assistant Principal, Dr. Beard, in FOR-PD and CAR-PD. Additionally, FLHS maintains a Fine Arts teacher as a district CAR-PD trainer. As supervisory administrator over the CTACE/Business Department, Dr. Beard initialized through the Perkins' Grant, the concept of funding (stipends) training for the CTACE teachers to promote acknowledgment of the teachers' efforts to obtain CAR-PD. This initiative has since been promoted throughout the district per Mr. John Felser, District CTACE Support. FLHS continues to support this training in order to maintain the elective opportunities to our students by having CAR-PD trained elective teachers. Along with the elective teachers, some of our core teachers, such as Honors and AP Biology and Chemistry teacher (Ruwe and Dethloff) have also completed CAR-PD. Several of our other non-English/Reading teachers have also completed CRISS/McRell training. All of teachers clearly understand the fundamental research that supports reading skills are the foundation for all subject learning.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
CORR - Collaborating Online for Rigor and Relevance (SPN)	SLC	\$0.00
Professional Learning Communities @ Model Schools and ASCD conferneces	SLC	\$0.00
Professional Learning Communities	SLC	\$0.00
		Total: \$0.00

Technology		
Description of Resources	Funding Source	Available Amount
e2020 - online credit recovery and curriculum enrichment	through Broward Virtual Education	\$0.00
CORR- for Quadrant D lessons	SLC	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Mastery Checks	SLCs	\$0.00
APEX	SBBC	\$0.00
ACT/SAT	SBBC	\$0.00
EDGE	SBBC	\$0.00
PLCs @ Model Schools and ASCD Conferences	SLC	\$0.00
CORR- QD & Instructional Strategies (Model Schools)	SLC	\$0.00
JIT/Asynchronous Black Board Training	SBBC	\$0.00
CWT	SLC	\$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 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		
FCAT Math Proficiency: 08-09: 79%		Objective: The percentage of students meeting high standards in math will increase by 2% to 81% as measured by the 2010 administration of the FCAT Math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	The leadership team will conduct an analysis of the strands/clusters and student performance, including all of our sub-groups, on the 2009 FCAT Math administration. Additionally, the team will conduct a 3-year trend analysis for the students and the school. Additionally, the team will conduct a 3-year trend analysis for the students and the school.	Mr. O'Toole, Mrs. S. Jones, Ms. B. Lagenthal	Monitoring through CWT data; Virtual Counselor Mastery Check data entries District BATs; PSAT Score Report Plus	Student data will be made available to the teachers and the leadership team for use with CWTs. FCAT Explorer and Pinnacle reports

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
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FCAT Math Learning Gains: 08-09: 72%		Objective: The percentage of students making learning gains in math will increase by 7% to 79% as measured by the 2010 administration of the FCAT Math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will be monitored up to 8 times per year through the use of mastery check	Mr. O'Toole, Mrs. S. Jones, Ms. Beth Lagenthal	No less than 6 mini-assessments will be administered based on the FCAT Math Clusters that show areas of most need for student achievement, will be administered, school-wide, from August through March 2010.	FLHS Mastery Checks (FCAT Reading cluster mini-assessments)
2	Analysis of Mastery Check data.	9th Grade Curriculum Team Members: L. Godfrey and J. Hurst; 10th Grade Curriculum Team Members: M. Alfieri and S. Blecker	CT members will provide to teachers the Mastery Check data indicating which students/classes need Stretch learning and which need remediation in the specific areas of knowledge.	Mastery Check data on Virtual Counselor
3	Mastery Check Remediation	Mr. O'Toole, Mrs. S. Jones, Ms. Beth Lagenthal	Re-assessment of Math benchmark/cluster.	Mastery Check data within teacher gradebook, possibly re-entry into Virtual Counselor.FCAT Explorer reports, APEX reports, March2 Success reports

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>AYP Math Total: 08-09: 75%</p> <p>AYP Math White: 08-09: 89%</p> <p>AYP Math Black: 08-09: 67%</p> <p>AYP Math Hispanic: 08-09: N/A</p> <p>AYP Math FRL: 08-09: 70%</p> <p>AYP Math ELL: 08-09: N/A</p> <p>AYP Math SWD: 08-09: N/A</p>		<p>Objective: To implement the elements of the Learning Criteria to Support 21st Century Learners model (International Center for Leadership in Education) using the four dimensions: Core Academic Learning, Stretch Learning, Learner Engagement, Personal Skill Development with our Ninth and Tenth Grade Curriculum Teams. For Lowest Quartile, Block One BRASS teachers will monitor academic progress and attendance on a two-week basis. Students showing signs of need will be referred to the BRASS Key teachers for response to Intervention steps of services.</p> <p>ESE sub-group will receive pull-out services from ESE Support (Mr. Hudson and Mr. G. Hart) some, on a daily bases. Students are permitted to receive extra assistance at their lunch time, before and after school. Additionally, ESE students are scheduled in some self-contained Learning Strategies classes where they receive additional core-subject area assistance.</p> <p>ELL Program Delivery Models used include: 1. ELL Sheltered- Instruction Classes 2. Basic Mainstream Instruction In both of these instructional delivery models, the instruction will provide to ELL students, equal in amount, scope, sequence and quality to the instruction provided to non-ELLs at the same grade level. Instruction is supported through the use of ELL instructional strategies. In addition, the curriculum, textbooks and other instructional materials used by ELLs are comparable to those used by their non-ELL counterparts.</p> <p>For the 2009-2010 year, the Math department has include the Pre-Algebra curriculum (course placement). Students are placed in this course based on FCAT Achievement Level 1 scale scores. The teachers will provide a foundational math curriculum ensuring success for the students by preparing them for Algebra I courses next year. FLHS math department will monitor interim and nine week student grades as well as meet on a bi-weekly basis by subject-area to prioritize curriculum in each math subject-area.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Creation of Curriculum	Mr. O'Toole, Mrs. S.	Conversation of observation	Observations of teacher

	Teams, Ninth and Tenth grades	Jones, Mrs. Anchell	from the past six years of working as a team of administrators.	effectiveness based on review of course syllabi, instructional effectiveness, teamwork/collaborative capabilities, leadership abilities, report/relationship history with students. Ability to learn, embrace, and implement the findings from the Successful Practices Network (SPN) needs assessment; use of the Curriculum Matrix (unwrapping & mapping); and use of Model Schools framework and correlates
2	The Curriculum Teams will be assigned teams of students in need of personalized attention in academic achievement and learner engagement, and personal skill development.	Ninth Grade Curriculum Team: MR. O'Toole; Tenth Grade Curriculum Team: Dr. Beard	Analysis of student and team data, teacher class data, Team Goals and Action Plans, monitoring of teacher team effectiveness; use of SPN evaluation tools and Learning Criteria Evaluation tools for each dimension.	SPN tools; Learning Criteria framework; CWT data, BAT data, Mastery Check data, PSAT Score Reprint Plus, FCAT data, goal progress by each Curriculum Team

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
CORR - Collaborating Online for Rigor and Relevance (SPN)	SLC	\$0.00
Professional Learning Communities @ Model Schools and ASCD conferences	SLC	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
e2020- online credit recovery and curriculum enrichment	BVE	\$0.00
CORR- for Quadrant D Lesson CORR- for Instructional Strategies (through SPN)		\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Mastery Check (mini-BATs)	SLC	\$0.00
APEX	SBBC	\$0.00
ACT/SAT	SBBC	\$0.00
EDGE	SBBC	\$0.00
PLCs @ Model Schools and ASCD conferences	SLC	\$0.00
CORR-QD & Instructional Strategies	SLC	\$0.00
JIT/Asynchronous Black Board Training	SBBC	\$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

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		
FCAT Science 08-09: 34%		Objective: The percentage of students deemed proficient in FCAT Science will increase by 3% to 37% as measured by the 2010 FCAT Science.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	: A comprehensive school wide Science plan, utilizing, but not limited to the new e2020 Integrated Science course and FCAT Explorer will be developed and implemented. Additionally, targeting trainings with applicable departments that can provide instruction and practice in answering high order questions will be delivered.	Ms. Bifora, Ms. B. Lagenthal, Mrs. Casey Protnoy	Data collection and analysis through e2020, FCAT 2009 data analysis, Science Coach interventions & observations.	e2020 online curriculum, intervention and assessment; FCAT Explorer Reports
2	Targeted trainings with applicable departments that can provide instruction and practice in answering high order questions will be delivered.	Ms. Bifora, Ms. B. Lagenthal, Mrs. Casey Protnoy	Staff development evaluations. Data collection and analysis through e2020, FCAT 2009 data analysis, Science Coach interventions & observations.	Science Coach intervention and monitoring logs; e2020 online curriculum, intervention and assessment; Virtual Counselor data and Pinnacle reports

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
CORR-Collaborating Online for Rigor and Relevance	SLC	\$0.00
Professional Learning Communities (PLCs) @ Model Schools and ASCD conferences	SLC	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
e2020	BVE	\$0.00
CORR-for Quadrant D Lessons CORR for Instructional Strategies	SLC	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Mastery Checks (Block Buddies)		\$0.00

APEX	SBBC	\$0.00
ACT/SAT training	SBBC	\$0.00
EDGE	SBBC	\$0.00
PLCs @ Model Schools and ASCD conferences	SLC	\$0.00
CORR- through SPN	SLC	\$0.00
JIT/Asynchronous Black Board Training	SBBC	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Final Total: \$0.00		

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
FCAT Writing 08-09: 92%		Objective: The percentage of students scoring at the proficient level on the FCAT Writing assessment will increase by 1% to 93% for the 2010 administration of the test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Administration of monthly, 9th and 10th grade Writing Prompts, graded by a team of English teachers.	Dr. Beaulieu, Mrs. Anchell	Data entry of prompt scores into Virtual Counselor. Individual student conferences regarding areas of needed improvement.	Holistic grading of prompts.
2	Individual student conferences regarding areas of needed improvement.	Prompt response readers/graders (teachers).	Writing process and district writing criteria.	Holistic grading of prompts.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Professional Development of select elective and World history teachers to implement writing strategies, with fidelity, into the curriculum		Writing		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Block Buddies professional development	Dr. Beaulieu, Ms. Caticas, Mrs. Melton, Ms. Scher	review of monthly writing prompt data; analysis of 2010 FCAT Writes! data	FCAT Writes!; score reports on Virtual Counselor

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
CORR- Collaborating for Rigor and Relevance (SPN)	SLC	\$0.00
Professional Learning Communities @ Model Schools and ASCD conferences	SLC	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
e2020- online credit recovery and curriculum enrichment	BVE	\$0.00
CORR-Quadrant D lessons CORR_Instructional Strategies (SPN)		\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Mastery Checks	SLC	\$0.00
APEX	SBBC	\$0.00
ACT/SAT training	SBBC	\$0.00
EDGE	SBBC	\$0.00
PLCs @ Model Schools and ASCD	SLCs	\$0.00
CORR_QD & Instructional Strategies (Model Schools/SPN)	SLC	\$0.00
JIT/Asynchronous Black Board Training	SBBC	\$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?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Goal: Improve the student-student and school stakeholder relationships.		Objective: The number of students actively engaged in extra-curricular activities will increase by 10% as compared to the number engaged in the 08-09 school year.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	The assistant principal that oversees student activities will determine the 08-09 benchmark by Sept. 1, 2009. Extra-Curricular coaches/advisors will be surveyed twice per year to gather data for the 09-10 school year. To increase student participation, an extra-curricular carnival will be held twice a year.	Dr. Beard, Ms. Catsicas, Mr. D. Dan	2008-2009 participation benchmarks	Monthly documentation as required by the district's Activities Office

Additionally, the school will continue to develop and implement an InterClub Council who will be responsible for communicating opportunities for students to engage in extra-curricular activities on a regular basis. The development and implementation of the Captain's Council and the Big L/Little L program will positively impact sustained participation in sports due to the mentoring aspect of these programs.			
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increase parental involvement by requesting assistance from them in the development of a school-wide community service project.		Objective: With the assistance from the parents of SAC and SAF, develop and implement a school-wide community service project that either raises \$5000 or more for a cause or provides an equivalent of 100 hours or more of service to the community on behalf of the students and staff of FLHS.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	The principal will discuss the objective with the leadership team, student leaders, and SAC to engender support for the objective. All stakeholders will be provided an opportunity to provide input regarding the organization/aspect of the community the school would like to service. School wide community service project will be completed by May 2010.	Ms. Catsicas, Mr. Dan Katz, Dr. Beard	Data collection of monthly participation via the InterClub Council (ICC)	monthly documentation, including student clubb

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Goal: Improve the student-student and school stakeholder relationships.	Parental Involvement/Student Involvement	Dr. Wright, Dr. Beard	Sept. 1, 2009 thorough MAY 2010	Monthly reporting by student clubs/organizations at the SAC/SAF meetings	Dr. Beard, and assigned Intern Principal
Increase parental involvement by requesting assistance from them in the development of a school-wide community service project.	Parental Involvement/Student Involvement	Dr. Wright, Dr. Beard	Sept. 1, 2009 thorough MAY 2010	Monthly reporting by student clubs/organizations at the SAC/SAF meetings	Dr. Beard, and assigned Intern Principal
Community Service Record keeping	Pre-approvals, online record keeping through Sweat Monkey	Dr. Beard; Mr. Grantis Bell	Sept. 2009	Monitoring of data through TERMS entries	Dr. Beard and Mr. Bell

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	CORR - Collaborating Online for Rigor and Relevance (SPN)	SLC	\$0.00
Reading	Professional Learning Communities @ Model Schools and ASCD conferences	SLC	\$0.00
Reading	Professional Learning Communities	SLC	\$0.00
Mathematics	CORR - Collaborating Online for Rigor and Relevance (SPN)	SLC	\$0.00
Mathematics	Professional Learning Communities @ Model Schools and ASCD conferences	SLC	\$0.00
Writing	CORR- Collaborating for Rigor and Relevance (SPN)	SLC	\$0.00
Writing	Professional Learning Communities @ Model Schools and ASCD conferences	SLC	\$0.00
Science	CORR-Collaborating Online for Rigor and Relevance	SLC	\$0.00
Science	Professional Learning Communities (PLCs) @ Model Schools and ASCD conferences	SLC	\$0.00
			Total: \$0.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	e2020 - online credit recovery and curriculum enrichment	through Broward Virtual Education	\$0.00
Reading	CORR- for Quadrant D lessons	SLC	\$0.00
Mathematics	e2020- online credit recovery and curriculum enrichment	BVE	\$0.00
Mathematics	CORR- for Quadrant D Lesson CORR- for Instructional Strategies (through SPN)		\$0.00
Writing	e2020- online credit recovery and curriculum enrichment	BVE	\$0.00
Writing	CORR-Quadrant D lessons CORR_Instructional Strategies (SPN)		\$0.00
Science	e2020	BVE	\$0.00
Science	CORR-for Quadrant D Lessons CORR for Instructional Strategies	SLC	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Mastery Checks	SLCs	\$0.00
Reading	APEX	SBBC	\$0.00
Reading	ACT/SAT	SBBC	\$0.00
Reading	EDGE	SBBC	\$0.00
Reading	PLCs @ Model Schools and ASCD Conferences	SLC	\$0.00
Reading	CORR- QD & Instructional Strategies (Model Schools)	SLC	\$0.00
Reading	JIT/Asynchronous Black Board Training	SBBC	\$0.00
Reading	CWT	SLC	\$0.00
Mathematics	Mastery Check (mini-BATs)	SLC	\$0.00
Mathematics	APEX	SBBC	\$0.00
Mathematics	ACT/SAT	SBBC	\$0.00
Mathematics	EDGE	SBBC	\$0.00
Mathematics	PLCs @ Model Schools and ASCD conferences	SLC	\$0.00
Mathematics	CORR-QD & Instructional Strategies	SLC	\$0.00
Mathematics	JIT/Asynchronous Black Board Training	SBBC	\$0.00
Writing	Mastery Checks	SLC	\$0.00
Writing	APEX	SBBC	\$0.00
Writing	ACT/SAT training	SBBC	\$0.00
Writing	EDGE	SBBC	\$0.00

Writing	PLCs @ Model Schools and ASCD	SLCs	\$0.00
Writing	CORR_ QD & Instructional Strategies (Model Schools/SPN)	SLC	\$0.00
Writing	JIT/Asynchronous Black Board Training	SBBC	\$0.00
Science	Mastery Checks (Block Buddies)		\$0.00
Science	APEX	SBBC	\$0.00
Science	ACT/SAT training	SBBC	\$0.00
Science	EDGE	SBBC	\$0.00
Science	PLCs @ Model Schools and ASCD conferences	SLC	\$0.00
Science	CORR- through SPN	SLC	\$0.00
Science	JIT/Asynchronous Black Board Training	SBBC	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Final Total: \$0.00			

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
Morning/After school STAR tutoring program	15000

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

SAC/SAF on a monthly basis will monitor implementation of the SIP. With this purpose in mind, SAC/SAF will support activities that support increasing parental involvement, efforts toward recognition and retention of staff, efforts toward supporting supplemental programs for students' academic remediation and enrichment.

SAC Members

Members

- 1) Wright, Marie, Principal
- 2) Scales, Shayla, Student
- 3) Shileds, Jamar, Student
- 4) Holness, Damara, Student
- 5) Hudson, John, Teacher
- 6) Dunbar, Richard, Teacher

- 7) Lohsen, LARRY, Teacher
- 8) Saint Preux, Nahum, Teacher
- 9) Whitfield, James, Teacher
- 10) Washington, Melvin, Parent
- 11) Samuels, Michael, Parent
- 12) McGarrett, Steven, Parent
- 13) Miranda, Maria, Parent
- 14) Mortel, Gardy, Parent
- 15) Exinord, Glender, Parent
- 16) Irving, Mable, Parent
- 17) Kretschmer, Lesa, Parent
- 18) Beasley, Shebria, Parent
- 19) Bittner, Pam, Parent
- 20) Buehrer, Lynne, Parent
- 21) Desolliers, maria, Parent
- 22) Diago, Maria, Parent
- 23) Bucolo, Theresa, Community Member
- 24) Carhart, Leslie, Community Member
- 25) Livingston, Charles, School Support Personnel
- 26) Martin, David, School Support Personnel
- 27) Brown, Benny, Assistant Principal

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward FORT LAUDERDALE HIGH SCHOOL 0951												
Number of students enrolled in the grades tested:														Read: 927 Math: 925		2008-2009 School Grade ¹ :		C		Did the School make Adequate Yearly Progress?		NO				
Click here to see Number of students in each group																										
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL ⁴	97	Y	98	Y	46	N	75	Y	92		Y	73	79	Y	54	54	N	28	25	NA	47	N	76	NA		
WHITE	98	Y	99	Y	67	Y	89	Y		Y	81	85	Y	32	33	NA	11	11	NA	68	NA	89	NA			
BLACK	98	Y	97	Y	36	N	67	N	92	94	Y	70	77	Y	65	64	N	36	33	N	37	N	68	Y		
HISPANIC	96	Y	97	Y		NA		NA	87	92	Y	78	77	N			NA			NA						
ASIAN		NA		NA		NA		NA			NA						NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA						NA			NA						
ECONOMICALLY DISADVANTAGED	97	Y	97	Y	37	N	70	Y	91	93	Y	65	72	Y	64	63	N	35	30	NA	38	N	71	NA		
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y		NA		NA	78	74	N	55	72	Y			NA			NA						
STUDENTS WITH DISABILITIES	95	Y	95	Y		NA		NA			NA			NA			NA			NA						

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward FORT LAUDERDALE HIGH SCHOOL 0951												
Number of students enrolled in the grades tested:														Read: 932 Math: 933		2007-2008 School Grade ¹ :		B		Did the School make Adequate Yearly Progress?		NO				
Click here to see Number of students in each group																										
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	97	Y	98	Y	46	N	72	Y	93	92	Y	61	73	Y	59	54	NA	32	28	NA	47	NA	81	NA		
WHITE	97	Y	98	Y	68	Y	89	Y		Y	76	81	Y	40	32	NA	17	11	NA	68	NA	91	NA			
BLACK	97	Y	98	Y	35	N	64	Y	92	92	Y	55	70	Y	68	65	NA	39	36	NA	37	NA	77	NA		
HISPANIC	99	Y	100	Y		NA		NA	94	87	N	71	78	Y			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	36	N	65	Y	89	91	Y	51	65	Y	67	64	NA	36	35	NA	38	NA	77	NA		
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	10	N	42	N	85	78	N	45	55	Y	86	90	NA	55	58	NA		NA				
STUDENTS WITH DISABILITIES	88	N	90	N		NA		NA			NA			NA			NA			NA						

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward FORT LAUDERDALE HIGH SCHOOL 0951												
Number of students enrolled in the grades tested:														Read: 859 Math: 856		2006-2007 School Grade ¹ :		C		Did the School make Adequate Yearly Progress?		NO				
Click here to see Number of students in each group																										
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	97	Y	97	Y	41	N	68	Y	92	93	Y	58	61	Y	64	59	NA	29	32	NA	46	NA	78	NA		
WHITE	97	Y	96	Y	60	Y	83	Y		Y	71	76	Y	43	40	NA	12	17	NA	57	NA	85	NA			
BLACK	97	Y	97	Y	32	N	61	Y	91	92	Y	54	55	Y	73	68	NA	37	39	NA	41	NA	75	NA		
HISPANIC	97	Y	97	Y		NA		NA	94	Y	55	71	Y			NA				NA						
ASIAN		NA		NA		NA		NA			86	40	NA			NA				NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA					NA				NA						
ECONOMICALLY DISADVANTAGED	96	Y	96	Y	33	N	64	Y	91	89	N	60	51	N	73	67	NA	35	36	NA	41	NA	74	NA		
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y	14	N	45	N	81	85	Y	42	45	Y	92	86	NA	55	55	NA		NA				
STUDENTS WITH DISABILITIES	89	N	90	N		NA		NA			NA	32	26	N			NA			NA						

SCHOOL GRADE DATA

Broward School District FORT LAUDERDALE HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	49%	79%	92%	34%	254	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	51%	72%			123	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5

Gains							<ul style="list-style-type: none"> Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	50% (YES)	61% (YES)				111	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	69%	43%				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						488	
Percent Tested = 97%							Percent of eligible students tested
School Grade						C	Grade based on total points, adequate progress, and % of students tested

Broward School District FORT LAUDERDALE HIGH SCHOOL 2007-2008							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	50%	77%	89%	31%	247		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	55%	77%			132		3 ways to make gains: <ul style="list-style-type: none"> Improve FCAT Levels Maintain Level 3, 4, or 5 Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	43% (NO)	68% (YES)				111	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	62%	66%				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						500	
Percent Tested = 97%							Percent of eligible students tested
School Grade						B	Grade based on total points, adequate progress, and % of students tested

Broward School District FORT LAUDERDALE HIGH SCHOOL 2006-2007							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	44%	74%	88%	28%	234		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	51%	73%			124		3 ways to make gains: <ul style="list-style-type: none"> Improve FCAT Levels Maintain Level 3, 4, or 5 Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	53% (YES)	64% (YES)				117	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	44%	58%				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						475	
Percent Tested = 96%							Percent of eligible students tested
School Grade						C	Grade based on total points, adequate progress, and % of students tested