

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: CORAL SPRINGS HIGH SCHOOL

District Name: Broward

Principal: Susan Leon

SAC Chair: Catherine Farina and Denise Reed

Superintendent: James Notter

Date of School Board Approval: 12/01/09

Last Modified on: 09-10-2009

Dr. Eric J. Smith, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32395

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K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32395

## VISION and MISSION STATEMENTS

The mission of Coral Springs High School is to provide a rigorous and relevant curriculum that fosters continuous learning, professional growth for all stakeholders, opportunities for success and celebration, and a safe environment of mutual respect that honors the diversity of the school community.

Vision: We believe that continuous rigorous and relevant learning and professional growth should be the core principle of our school. We believe that all teachers and students should come to school prepared with a love of learning and desire to be lifelong learners. We believe that a caring, safe, and positive environment of mutual respect that promotes active learning is essential for success in the school community. We believe that while students should not be judged by one test, the data should be analyzed, progress monitored, strategies implemented to increase student achievement, and successes celebrated. We believe that open collegial discussions and sharing of best practices among teachers will foster professional growth and collaboration.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Coral Springs High School (CSHS) first opened its doors in 1976, and was the first high school in the city. The school colors of blue, green and white are shared by the city of Coral Springs. Although it is the oldest high school in the city, CSHS strives to incorporate technology into daily activities and learning and is always seeking successful, research-based strategies, programs and activities to introduce in order to remain in sync with the business, political, and professional worlds.

#### Unique School Strengths for Next Year

Advanced Placement Program, Dual Enrollment Program, Honors Level Quantum Leap Program

#### Unique School Weaknesses for Next Year

Moving the lowest 25% of students to make learning gains on the FCAT exam

#### Student Demographics

39% White, 30% Black, 23% Hispanic, 5% Asian, 3% Multi-racial

#### Student Attendance Rates

Average Daily attendance rate is 93%

#### Student Mobility

23.3%

#### Student Suspension Rates

In-School suspension: 24.7%, Out of school suspension: 5.5%

#### Student Retention Rates

6.43

#### Class Size

Average class size is 27.4 students

#### Academic Performance of Feeder Pattern

Margate Middle School has earned an A rating for the past two years. Forest Glen Middle Schools Middle has earned an A rating for the past seven years.

#### Partnerships and Grants

##### Grants: Perkins Grants

##### Business Partners:

Mr. Food No Fuss Meals  
Caryl Fantel  
1770 NW 64th St. Suite 500  
Ft. Lauderdale, FL 33309  
954-938-0400 ext. 305  
cfantel@mrfood.com

Sawgrass Infiniti  
Mike Wymard & Carl Vanderwarker  
5801 Madison Ave.  
Tamarac, FL 33321  
954-360-9400  
mwymard@sawgrassinfiniti.com

Florida Panthers  
Jonathan Feldman  
1 Panther Parkway  
Sunrise, FL 33323  
954-696-6539  
feldmanj@sselive.com

Peperoni Grill  
Chris Muller or Mike Weingard  
9174 Wiles Road  
Coral Springs, FL 33067  
(954) 345-1604

DiSalvo's  
Mitch and Maria Reiss  
10140 West Sample Rd.  
Coral Springs, FL 33065  
(954) 340-3001

Chipotle  
Kim Higgins  
1775 N. University Dr.  
Coral Springs, FL 33071  
khiggins@chipotle.com  
(954) 341-0821

Carvel  
Barry Sarkell  
3000 N. University Dr., Suite K  
Coral Springs, FL 33065  
(954) 752-2630

Wal-Mart  
John Bechard  
3801 Turtle Creek Drive  
Coral Springs, FL 33067  
(954) 341-4505

Publix  
Mary Dalu  
6270 West Sample Rd.  
Coral Springs, FL 33067  
(954) 344-5560

Honeybaked Ham  
Lynne Sanford or Eric Heimlich  
6061 W. Sample Rd.  
Coral Springs, FL 33067

(954) 785-8225

Chick-Fil-A  
Kathya Rosales  
1341 N. University Dr.  
Coral Springs, FL 33071  
(305) 322-6623

The Melting Pot  
Jere Cook  
10374 W. Sample Rd.  
Coral Springs, FL 33065  
(954) 755-6368

Heron Bay Gourmet  
Kim Ferreira  
5677 Coral Ridge Dr.  
Coral Springs, FL 33076  
(305) 467-9040  
(954) 796-4999

Kilwins  
Dan or Danielle Bruck  
2758 N. University Dr.  
Coral Springs, FL 33065  
(954) 227-5599

Chuck Puleri and Assoc.  
Chuck Puleri and Caitlyin Hanley  
8230 State Road 84  
Davie, FL 33324  
(954) 693-0006

Papa John's  
Laurie Bonilla  
(954) 895-4985

Contours Express  
Jacki Yasin  
4570 Lyons Road Suite 105  
Coconut Creek, FL 33073  
(954) 917-6767

Herff Jones—Chuck Puleri and Associates  
Chuck Puleri  
(954) 693-0006

MedExpress Urgent Care  
Kim Freedman  
8140 Okeechobee Blvd.  
Royal Palm Beach, FL 33411  
kfreedman@medexpress.com  
(561) 891-8757

Enterprise Rent-A-Car  
John Valentine  
2222 N. University Drive  
Coral Springs, FL 33071  
(954) 346-1969

Huntington Learning Center  
Michael Bush  
1750 N. University Dr. Ste 234  
Coral Springs, FL 33071  
(954) 752-0411  
(954) 980-0555

Bru's Room  
Linda Markey  
5466 W. Sample Road  
Margate, FL 33073  
(954) 968-3663

Pizza Stop  
Carlos Morano

Randy Slater  
 8275 Pine Island Rd.  
 Tamarac, FL 33321  
 (954) 722-4544  
 (954) 655-0845

Chili's  
 Susan Owens  
 1650 N. University Drive  
 Coral Springs, FL 33071  
 (954) 341-6604

John Hancock Financial Network/Great American  
 Marlon Miles  
 1101 Brickell Avenue  
 Miami, FL 33131 (954) 270-3878  
 mmiles@jhnetwork.com

Elements Therapeutic Massage  
 Dennis and Louise Casper  
 6290 West Sample Rd. #102  
 Coral Springs, FL 33067 (954) 757-2939  
 (561) 676-6545

### STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

### HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Susan Leon	BA in Special Education from University of Florida  MS in Administration/Supervision from Florida International University (EDS in ESE from FIU)  Certification: Administration/Supervision K-12, Mentally Handicapped K-12, Specific Learning Disabilities, Gifted	4	4	AP of CSHS 08-09 Grade D Reading Mastery: 48% Math Mastery: 81% Science Mastery: 32% Writing Mastery: 85% AYP: Black, ED, ELL Did not make AYP in reading. Black, ELL did not make AYP in math AP of CSHS 07-08 Grade: B Reading Mastery: 48% Math Mastery: 78% Science Mastery: 39% Writing Mastery: 87% AYP: Black, ED, ELL did not make AYP in reading Black, ELL did not make AYP in Math AP of CSHS 06-07 Grade: C Reading Mastery: 43% Math Mastery: 75% Science Mastery: 35% Writing Mastery: 85% AYP: Black, Hispanic, ED, ELL did not make AYP in reading All sub-groups met AYP in Math AP of CSHS 08-09 Grade Reading Mastery: 48% Math Mastery: 81% Science Mastery: 32% Writing Mastery: 85% AYP: Black, ED, ELL Did not make AYP in reading. Black, ELL did not make AYP in math AP of CSHS 07-08 Grade: B Reading Mastery: 48% Math Mastery: 78% Science Mastery: 39% Writing Mastery: 87% AYP: Black, ED, ELL did not make AYP in reading Black, ELL did not make AYP in Math AP of SPHS 06-07 Grade: C

						<p>Reading Mastery: 41%  Math Mastery: 67%  Science Mastery: 40%  Writing Mastery: 78%  AYP: Black, Hispanic, ED, ELL, SWD did not make AYP in reading  Black, ELL, ED, SWD did not make AYP in Math</p>
Assis Principal	Pamela Voss	<p>BS –  Science Ed.  M. Ed –  Ed. Leadership,  Nova  Southeastern</p>	2	6	<p>AP at CSHS 08-09  Grade D  Reading Mastery: 48%  Math Mastery: 81%  Science Mastery: 32%  Writing Mastery: 85%  AYP:  Black, ED, ELL  Did not make AYP in reading.  Black, ELL did not make AYP in math  AP at CSHS 07-08  Grade: B  Reading Mastery: 48%  Math Mastery: 78%  Science Mastery: 39%  Writing Mastery: 87%  AYP: Black, ED, ELL did not make AYP in reading  Black, ELL did not make AYP in Math  AP at Blanche Ely HS 06-07  Grade: D  Reading Mastery: 29%  Math Mastery: 60%  Science Mastery: 17%  Writing Mastery: 80%  AYP: Black, ED, ELL did not make AYP in reading  Black, ED, ELL did not make AYP in Math</p>	
Assis Principal	Cory Smith	<p>BA –  English, FSU  M.Ed –  Ed. Leadership  FAU</p>	3	3	<p>AP at CSHS 08-09  Grade D  Reading Mastery: 48%  Math Mastery: 81%  Science Mastery: 32%  Writing Mastery: 85%  AYP:  Black, ED, ELL  Did not make AYP in reading.  Black, ELL did not make AYP in math  AP at CSHS 07-08  Grade: B  Reading Mastery: 48%  Math Mastery: 78%  Science Mastery: 39%  Writing Mastery: 87%  AYP: Black, ED, ELL did not make AYP in reading  Black, ELL did not make AYP in Math  AP of CSHS 06-07  Grade: C  Reading Mastery: 43%  Math Mastery: 75%  Science Mastery: 35%  Writing Mastery: 85%  AYP: Black, Hispanic, ED, ELL did not make AYP in reading  All sub-groups met AYP in Math</p>	
Assis Principal	Bernard Bell	<p>BS –  Social Science,  Nova  Southeastern  MS. –  Social Science  Nova  Southeastern  Certification –  Ed. Leadership</p>	2	10	<p>AP at CSHS 08-09  Grade D  Reading Mastery: 48%  Math Mastery: 81%  Science Mastery: 32%  Writing Mastery: 85%  AYP:  Black, ED, ELL  Did not make AYP in reading.  Black, ELL did not make AYP in math  AP at CSHS 07-08  Grade: B  Reading Mastery: 48%  Math Mastery: 78%  Science Mastery: 39%  Writing Mastery: 87%  AYP: Black, ED, ELL did not make AYP in reading  Black, ELL did not make AYP in Math  AP of CCHS 06-07  Grade: D  Reading Mastery: 21%  Math Mastery: 54%  Science Mastery: 16%  Writing Mastery: 80%  AYP: White, Black, Hispanic, ED, ELL, SWD did not make AYP in reading  Black, Hispanic, ED, ELL, SWD did not make AYP in Math</p>	
					<p>AP at CSHS 08-09  Grade D  Reading Mastery: 48%  Math Mastery: 81%  Science Mastery: 32%  Writing Mastery:</p>	

Assis Principal	Farrah Wilson	BA – Business Admin., U. of H MBA – Global Management Eds – Ed. Leadership	1	1	85% AYP: Black, ED, ELL Did not make AYP in reading. Black, ELL did not make AYP in math Business Teacher, SBHS 07-08 Grade: D Reading Mastery: 42% Math Mastery: 65% Science Mastery: 45% Writing Mastery: 86% AYP: White, Black, Hispanic, ED, ELL did not make AYP in reading Black Hispanic, ED, ELL did not make AYP in Math Business Teacher, SBHS 06-07 Grade: C Reading Mastery: 40% Math Mastery: 66% Science Mastery: 42% Writing Mastery: 84% AYP: Black, Hispanic, ED, ELL did not make AYP in reading Black Hispanic, ED, ELL did not make AYP in Math
Assis Principal	John M. Murphy	BS – Business Econ. Rutgers MS – Guidance/Counseling, Barry Univ. MS – Ed. Leadership, FAU	2	6	AP at CSHS 08-09 Grade D Reading Mastery: 48% Math Mastery: 81% Science Mastery: 32% Writing Mastery: 85% AYP: Black, ED, ELL Did not make AYP in reading. Black, ELL did not make AYP in math AP at CSHS 07-08 Grade: B Reading Mastery: 48% Math Mastery: 78% Science Mastery: 39% Writing Mastery: 87% AYP: Black, ED, ELL did not make AYP in reading Black, ELL did not make AYP in Math AP at SPHS 06-07 Grade: C Reading Mastery: 41% Math Mastery: 67% Science Mastery: 40% Writing Mastery: 78% AYP: Black, Hispanic, ED, ELL, SWD did not make AYP in reading Black, ELL, ED, SWD did not make AYP in Math

\* 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	Jacqueline Rackard	Bachelors in English M.Ed. in Curriculum and Instruction/Reading National Board Certification, AYA English ESOL Endorsed	1	1	Reading Coach at CSHS 08-09 Grade Reading Mastery: 48% Math Mastery: 81% Science Mastery: 32% Writing Mastery: 85% AYP: Black, ED, ELL Did not make AYP in reading. Black, ELL did not make AYP in math
Math	Beverly Kerner	Bachelors of Arts in Math Ball State University Masters Degree Curriculum & Instruction Florida Atlantic University National Board Certification in AYA Math Certified in Math 6-12 ESOL Endorsed	9		Math teacher at CSHS 08-09 Grade Reading Mastery: 48% Math Mastery: 81% Science Mastery: 32% Writing Mastery: 85% AYP: Black, ED, ELL Did not make AYP in reading. Black, ELL did not make AYP in math Math teacher at CSHS 07-08 Grade: B Reading Mastery: 48% Math Mastery: 78% Science Mastery: 39% Writing Mastery: 87% AYP: Black, ED, ELL did not make AYP in reading Black, ELL did not make AYP in Math

Science	Michelle Krug	Bachelors of Science - Major Earth Science / Minor Biology.  Masters of Science in Geoscience.  National Board Certification in Science  Certified in 6-12 Biology, Earth Science; 5-9 General Science.  ESOL Endorsed	9		Science teacher at CSHS 08-09 Grade Reading Mastery: 48% Math Mastery: 81% Science Mastery: 32% Writing Mastery: 85% AYP: Black, ED, ELL Did not make AYP in reading. Black, ELL did not make AYP in math Math teacher at CSHS 07-08 Grade: B Reading Mastery: 48% Math Mastery: 78% Science Mastery: 39% Writing Mastery: 87% AYP: Black, ED, ELL did not make AYP in reading Black, ELL did not make AYP in Math
Reading	Denise Reed	Bachelors of Arts in Psychology Florida Atlantic University  Masters Degree Ed. Leadership Florida Atlantic University  Certified Elem. Education Reading  ESOL Endorsed	7		Reading Teacher at CSHS 08-09 Grade D Reading Mastery: 48% Math Mastery: 81% Science Mastery: 32% Writing Mastery: 85% AYP: Black, ED, ELL Did not make AYP in reading. Black, ELL did not make AYP in math

\* 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. Regular meetings of teachers with AP	1. AP	1. Ongoing	
2. Partnering new teachers with veteran staff and national board certified teachers	2. NESS Liaison	2. Ongoing	
3. Summer leadership academy/professional learning community	3. Leadership Team	3. Ongoing	
4. Regularly scheduled inservice training for all teachers	4. AP/Team Leaders	4. Ongoing	
5. Teachers belong to Professional Learning Communities which meet weekly(PLC)	5. AP/Team Leaders	5. Ongoing	
6. Common planning for PLCs	6. AP/Team Leaders	6. Ongoing	

#### Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
N/A	N/A	N/A	N/A

#### 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
118	0	26	35	39	46	100	26	19	74

#### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
		Ms. Barnes is the Ness Liaison and English teacher with	

Ivy Barnes	Jason Freedman	high student learning gains. She has mentored reading teachers in the past with success.	Weekly meetings with mentee and monthly meetings with NESS
Laurel Holland	Chalensia Simpson	Ms. Holland is a nationally board certified teacher and head of the Fine Arts Dept. She has experience mentoring teachers. Ms. Simpson is an art teacher	Weekly meetings with mentee and monthly meetings with NESS
Dana McFarland	Michael Lucido	Both science teachers and Ms. McFarland has been a successful meontor in the past.	Weekly meetings with mentee and monthly meetings with NESS

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

Note: For Title I schools only

Title I, Part A

Math Coach, Reading Coach, Science Coach, additional staff development, parental activities will be planned that will assist parent in helping their child improve his/her academic performance.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

District homeless social worker provides resources for students identified as homeless to eliminate barriers for a free and appropriate education

Supplemental Academic Instruction (SAI)

Teacher salaries – intensive classes

Violence Prevention Programs

Crime Watch

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

## Career and Technical Education

Courses Offered in CTACE Programs: TV Production, Culinary, Web Design, Introduction to Information Technology, Digital Design, MultiMedia, Accounting, Medical Skills and Services, HOSA (Health Occupations Students of America), Material and Processes Technology, Technology Studies, Home Maintenance Technology, Early Childhood Education, Executive Internship, OJT/DCT

## Job Training

2 Job Coaches on campus, OJT/DCT program (on the job training)

## Other

•Perkins Grants

## Response to Instruction/Intervention (RtI)

### School-based RtI Team

Identify the school-based RtI Leadership Team.

The Collaborative Problem Solving (CPS) Team at the school will form the core of the RtI team. The RtI Leadership team includes the instructional leader(s) at the school who are also involved in the development of the SIP

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

RtI team will function in much the same way as the CPS team

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

The protocol for RtI is being developed by the District. Schools will receive additional details regarding Broward's plan for RtI from the Core Curriculum Department.

### RtI Implementation

Describe the data management system used to summarize tiered data.

The data management system for RtI is being developed by the District.

Describe the plan to train staff on RtI.

The protocol for RtI is being developed by the District. Schools will receive additional details regarding Broward's plan for RtI from the Core Curriculum Department.

## 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: Across all grade levels, students are performing at or above district and state averages in Reading, Writing, and Math. The number of students below grade level in Math has decreased.
- Weaknesses: 84% of students met standards in writing, which is a 3% decrease from last year. The lowest quartile in Reading did not make learning gains.

### Instructional Calendar Development

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

•District will provide a model for instructional focus calendars (IFC) which will be modified to meet the needs of CSHS students.

- IFC will be distributed to and implemented by all departments on a monthly basis.
- The implementation of IFCs will be monitored by APs and Instructional Coaches through classroom walk throughs and formal and informal observations.
- Based on the results of BAT, mini-BAT, and FAIR, the IFC will be modified/adjusted.

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

- Reading: Words and Phrases and Reference and Research
- Math: Number Sense
- Science Physical & Chemical Sciences and Scientific Thinking
- Writing: Persuasive and Expository

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

- FCAT scores are analyzed by administration to determine students strengths/weaknesses, and student learning gains by teacher. The curriculum in reading, writing, mathematics, and science will be adjusted to address individual strengths and weaknesses of the students. The master schedule will be adjusted to prevent low performing teachers from teaching the same class again. All teachers will receive inservice training concentrated on addressing students weak areas.

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

- Teachers emphasize the relevance of each lesson by providing students with an objective and a reason for learning.

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?

- Career and technology courses are streamlined to emphasize program completion and career/technology certification. Counselors guide students to enroll in CTACE courses that align with their personal career interest.

DO

Direct the Instructional Focus

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

- All teachers will be on a professional learning community based on their content area and will meet regularly to develop common assessments, align curriculum and share best practices. There will be 9th and 10th grade teams that will allow for common planning along with a 12th grade dual enrollment

How are instructional focus lessons developed and delivered?

- Based on SSS district benchmark and the Instruction Focus Calendar (IFC) each teacher will incorporate various strategies into their daily lessons.

How will instructional focus lessons be revised and monitored?

- Revision will be based on the Benchmark Assessment Tests (BAT), mini BAT and FAIR and will be monitored by Administration, instructional coaches and department heads.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

- Teachers will use Content Area assessments, BAT, mini BAT and FAIR as formative assessments to measure student progress.

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

Assessments have been designed to pinpoint specific SSS benchmarks to determine student mastery. Assessments will be used to identify weaknesses in students' pursuit of reading proficiency. Those areas of weakness will be re-taught and re-assessed until students show mastery.

#### Maintenance

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

Results of FCAT, BAT, and mini BAT are analyzed to determine students areas of weakness, and the Instructional Focus Calendars (IFC) are adjusted to reflect these areas. Teachers incorporate the IFC into daily lessons to help students develop mastery in their weak areas.

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.

During our ninth and tenth grade team meetings the results of these assessments will be reviewed and the team will create a plan to re-teach and re-assess student mastery.

#### Monitoring

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

The principal and leadership team will be continuously involved in the teaching and learning process through professional development planning, classroom walk-throughs, and attending/monitoring ninth and tenth grade team meetings.

#### ACT

##### Supplemental and Intensive Instruction/Interventions

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

Edge, Princeton Review, FCAT explorer, Odyssey, after school tutoring, SCORE tutoring, pull-outs and push-ins

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

The design of these programs includes a re-teaching component which will be used by teachers.

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

Individual teacher and student data is analyzed in order to determine professional development needs, as well as a Professional development needs assessment survey given to all teachers at the beginning of the school year.

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

All level 1 and 2 students in Reading and Math will be targeted. All AYP subgroups will be included.

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

Mini-BAT tests will be administered biweekly, district BAT I and II, FAIR assessment in October and December

##### Enrichment

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

Teams will work together to develop interdisciplinary/thematic units and projects. Teachers will incorporate technology on a regular basis to support acceleration and enrichment activities. Additionally, CRISS and Marzano strategies, and Socratic seminars, will be integrated in lessons.

Describe how students are identified for enrichment strategies.

Students are identified based on their team and class schedule.

## 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 Language Arts	Lisa Gemmell	Monthly	Varies based on profession development activities	Lesson Study, Share Best Practices, data analysis
10th grade Language Arts	Lisa Gemmell	Monthly	Varies based on profession development activities	Lesson Study, Share Best Practices, data analysis
Reading teachers	Jackard Rackard	Twice per month	Varies based on profession development activities	Lesson Study, Share Best Practices, data analysis
9th grade Math	Bev Kerner	Twice per month	Varies based on profession development activities	Lesson Study, Share Best Practices, data analysis
10th grade Math	Bev Kerner	Twice per month	Varies based on profession development activities	Lesson Study, Share Best Practices, data analysis
Biology/Anatomy	Michelle Krug	Twice per month	Varies based on profession development activities	Lesson Study, Share Best Practices, data analysis
Chem/ Earth Science Integrated/Physical Science	Michelle Krug	Twice per month	Varies based on profession development activities	Lesson Study, Share Best Practices, data analysis
Social Studies teachers	Virginia Meachum	Monthly	Varies based on profession development activities	Lesson Study, Share Best Practices, data analysis
Teachers of AYP students	Administration	Monthly	Varies based on profession development activities	Lesson Study, Share Best Practices, data analysis
Team 1 (9th Grade)	Denise Reed, Reading Coach	Weekly	Every Tuesday 1st period during common planning	Lesson Study, Coordinate projects/activities, Share Best Practices, data analysis
Team 2 (9th Grade)	Jill Williams, Teacher	Weekly	Every Thursday 2nd period during common planning	Lesson Study, Coordinate projects/activities, Share Best Practices, data analysis
Team 3 (9th Grade)	Cindy Leveroni, Teacher	Weekly	Every Thursday 5th period during common planning	Lesson Study, Coordinate projects/activities, Share Best Practices, data analysis
Team 4 (9th Grade)	Tameka King, Teacher	Weekly	Every Tuesday 2nd period during common planning	Lesson Study, Coordinate projects/activities, Share Best Practices, data analysis
Academy of Liberal Arts	Ivy Barnes, Teacher	Weekly	Every Thursday 3rd period during common planning	Lesson Study, Coordinate projects/activities, Share Best Practices, data analysis
Academy of Arts and Communication	Tera Bias, Teacher	Weekly	Every Thursday 4th period during common planning	Lesson Study, Coordinate projects/activities, Share Best Practices, data analysis
Academy of Business and Technology	Catherine Farina, Teacher	Weekly	Every Tuesday 2nd period during common planning	Lesson Study, Coordinate projects/activities, Share Best Practices, data analysis
Academy of Advanced Academics	Virginia Walz, Teacher	Weekly	Every Tuesday 3rd period during common planning	Lesson Study, Coordinate projects/activities, Share Best Practices, data analysis
Academy of Dual Enrollment	Lisa Bell, Teacher	Weekly	Every Tuesday 7th period during common planning	Lesson Study, Coordinate projects/activities, Share Best Practices, data analysis

## NCLB Public School Choice

Note: For Title I schools only

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

## Pre-School Transition

N/A

## Postsecondary Transition

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

- Require students scoring below level 3 on FCAT be enrolled in mandatory intensive reading and math classes.

- Require juniors and seniors who have not passed the FCAT be enrolled in remedial classes, and take the SAT and ACT test after three unsuccessful FCAT attempts.
- Offer APEX credit recovery program on campus for students deficient in graduation requirements.
- Offer dual enrollment courses on campus, 22 advanced placement courses, SAT prep courses, and honors level courses in all academic areas.
- Administer College Placement Test (CPT), ASVAB, PSAT, and the Career and Technology Ready to Work exam to qualifying students. These results are used to guide students academic and career plans.
- Encourage all students to take the SAT and ACT exams. Waivers are provided for free/reduced lunch participants.
- Provide opportunities for students to attend local technical centers either in share time or post graduate full time enrollment.
- Offer exposure to regionally accredited educational institutions through college visits and college fair for post secondary education opportunities.
- Offer access to "Colt Corner" which provides a guidance center that is available on a daily basis to students for academic and career guidance during lunch periods.
- Free after school tutoring available to all students.

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:  Did the total percent proficient increase or decrease? What is the percent change?  What clusters/strands, by grade level, showed decrease in proficiency?  Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?  Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?  Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Students that have scored a level 1 or 2 on the FCAT		At least 51% of students will score a level 3 or higher on the 2010 FCAT Reading Assessment		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Place all students in Reading classes	1. Administration & leadership team	1. Benchmark Assessment Tests	1. FCAT scores
2	2. The school will implement the FAIR assessments to monitor student progress and align instruction to meet the differentiated needs of students.	2. Reading Coach & leadership team	2. Edge in-program Semester Exam review data and monitor progress	2. BAT scores
3	3. Target these students to participate in Reading Across Broward and the Florida Teens Read program as a motivational strategy to increase personal literacy and love of reading.	3. Administration, Teachers, and Reading Coach	3. Monitoring library book check out and participation in the program	3. BAT scores; Pre and Post testing progress
4	Students will participate in literacy celebrations	Reading Coach and Media Specialist	Review list of students participating in activities	BAT scores; Pre and Post testing progress

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The 2009 data determined that 12% of ELL at CSHS scored at or above grade level in Reading.		At least 22% of ELL at CSHS will score at or above grade level in Reading on the 2010 FCA T.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	FCAT camp will focus on students areas of weakness as determined by FAIR , BAT, and mini BAT	Administration	Previous years scores, mini-assessments results, BAT results	FCAT – AYP, mini-assessments, BAT
2	Pull out instruction will focus on students areas of weakness as determined by FAIR , BAT, and mini BAT	Reading Coach (Denise Reed and Jackie Rackard) and all teachers	Previous years' scores, DAR and fluency, FAIR diagnostic to align instruction to meet the differentiated needs of students and monitor student progress.	FAIR assessments, DAR and fluency mid year and final assessments, mini assessments
3	Lunch time Book Club provides an avenue for students to find personal motivation and purpose in literacy learning activities by introducing relevant and interesting books selected by the club members.	Administration & ELL coordinator (Eric Belliard)	Review list of students participating in Book Club activities and monitoring book check out.	Pre- and post reading quizzes, AR testing
4	Monthly Instructional Focus Calendar (IFC) will be	Administration, reading coaches	Previous years scores, mini-assessments results, BAT	FCAT – AYP, mini-assessments, BAT

	implemented into daily lessons by all reading/English teachers (county and school IFC). Elective area teachers will implement school IFC into daily lessons.	(Denise Reed and Jackie Rackard), and teachers	results	
5	Push in instruction will focus on students areas of weakness as determined by FAIR , BAT, and mini BAT	Reading Coaches (Denise Reed and Jackie Rackard) and all teachers	Previous years' scores, DAR and fluency, FAIR diagnostic to align instruction to meet the differentiated needs of students and monitor student progress.	FAIR assessments, DAR and fluency mid year and final assessments, mini assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The 2009 data determined that 25% of BLACK students at CSHS scored at or above grade level in Reading.		At least 35% of the Black students at CSHS will score at or above grade level in Reading on the 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Monthly Instructional Focus Calendar (IFC) will be implemented into daily lessons by all reading/English teachers (county and school IFC). Elective area teachers will implement school IFC into daily lessons.	1. Administration, reading coach, teachers	1. Previous years scores, mini-assessments results, BAT results	1. FCAT – AYP, mini-assessments, BAT
2	Pull out instruction as needed. This instruction will focus on students areas of weakness as determined by FAIR , BAT, and mini BAT	Reading Coaches (Denise Reed and Jackie Rackard) and teachers	Previous years scores, DAR and fluency, FAIR diagnostic to align instruction to meet the differentiated needs of students and monitor student progress.	FAIR assessments, DAR and fluency mid year and final assessments, mini assessments
3	Recruit students to join Lunch Time Book Club, which provides an avenue for students to find personal motivation and purpose in literacy learning activities by introducing relevant and interesting books selected by the club members. Visit classes to conduct book talks as a strategy to encourage personal literacy activities	Reading coach and teachers	Review list of students participating in activities; monitor library check out.	Pre- and post reading quizzes, AR testing
4	Push In Instruction as needed. This instruction will focus on students areas of weakness as determined by FAIR, BAT, and mini BAT tests.	Reading Coaches (Denise Reed and Jackie Rackard)	Previous years scores, DAR and fluency, FAIR diagnostic to align instruction to meet the differentiated needs of students and monitor student progress.	FAIR assessments, DAR and fluency mid year and final assessments, mini assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
ESE students passing FCAT and meeting AYP		The number of ESE students in the 9th and 10th grade passing the Spring 2010 FCAT Reading will increase by 5% as compared to the Spring 2009 FCAT Reading results.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Pull out instruction as needed. This instruction will focus on students areas of weakness as determined by FAIR , BAT, and mini BAT	Reading Coaches (Denise Reed and Jackie Rackard) and teachers	Previous years' scores, DAR and fluency, FAIR diagnostic to align instruction to meet the differentiated needs of students and monitor student progress.	FAIR assessments, DAR and fluency mid year and final assessments, mini assessments
2	Recruit students to join	ESE coordinator	Review list of students	Pre- and post reading

	Lunch Time Book Club, which provides an avenue for students to find personal motivation and purpose in literacy learning activities by introducing relevant and interesting books selected by the club members. Visit classes to conduct book talks as a strategy to encourage personal literacy activities	(Melissa Boorum)	participating in activities and Monitor library check out	quizzes, AR testing
3	Monthly Instructional Focus Calendar (IFC) will be implemented into daily lessons by all reading/English teachers (county and school IFC). Elective area teachers will implement school IFC into daily lessons.	Administration, reading coach (Jackie Rackard), teachers	Previous years scores, mini-assessments results, BAT results	FCAT – AYP, mini-assessments, BAT
4	Push in instruction as needed. This instruction will focus on students areas of weakness as determined by FAIR , BAT, and mini BAT	Reading Coaches (Denise Reed and Jackie Rackard), teachers	Previous years' scores, DAR and fluency, FAIR diagnostic to align instruction to meet the differentiated needs of students and monitor student progress.	FAIR assessments, DAR and fluency mid year and final assessments, mini assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The 2009 data determined that 41% of Hispanic students at CSHS scored at or above grade level in Reading.		At least 53% of the Hispanic students at CSHS will score at or above grade level in Reading on the 2010 FCA T.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Pull out instruction Instruction as needed. This instruction will focus on students areas of weakness as determined by FAIR , BAT, and mini BAT	Reading Coaches (Denise Reed and Jackie Rackard) and teachers	Previous years' scores, DAR and fluency, FAIR diagnostic to align instruction to meet the differentiated needs of students and monitor student progress.	FAIR assessments, DAR and fluency mid year and final assessments, mini assessments
2	Recruit students to join Lunch Time Book Club, which provides an avenue for students to find personal motivation and purpose in literacy learning activities by introducing relevant and interesting books selected by the club members. Visit classes to conduct book talks as a strategy to encourage personal literacy activities	Reading Coaches (Denise Reed and Jackie Rackard)	Review list of students participating in activities and Monitor library check out	Pre- and post reading quizzes, AR testing
3	Monthly Instructional Focus Calendar (IFC) will be implemented into daily lessons by all reading/English teachers (county and school IFC). Elective area teachers will implement school IFC into daily lessons.	Administration, reading coaches (Denise Reed and Jackie Rackard), teachers	Previous years scores, mini-assessments results, BAT results	FCAT – AYP, mini-assessments, BAT
4	Push In Instruction as needed. This instruction will focus on students areas of weakness as determined by FAIR , BAT, and mini BAT	Reading Coaches (Denise Reed and Jackie Rackard) and teachers	Previous years' scores, DAR and fluency, FAIR diagnostic to align instruction to meet the differentiated needs of students and monitor student progress.	FAIR assessments, DAR and fluency mid year and final assessments, mini assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The 2009 data determined that 58% of the White students at CSHS scored at or above grade level in		At least 66% of the White students at CSHS will score at or above grade level in Reading on the 2010 FCA T.		

Reading.				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Pull out instruction as needed. This instruction will focus on students areas of weakness as determined by FAIR , BAT, and mini BAT	Reading Coach (Denise Reed and Jackie Rackard) and teachers	Previous years' scores, DAR and fluency, FAIR diagnostic to align instruction to meet the differentiated needs of students and monitor student progress.	FAIR assessments, DAR and fluency mid year and final assessments, mini assessments
2	Recruit students to join Lunch Time Book Club, which provides an avenue for students to find personal motivation and purpose in literacy learning activities by introducing relevant and interesting books selected by the club members. Visit classes to conduct book talks as a strategy to encourage personal literacy activities	Reading Coach (Denise Reed and Jackie Rackard) and Reading Teachers	Review list of students participating in activities and monitor library check out	Pre- and post reading quizzes, AR testing
3	Monthly Instructional Focus Calendar (IFC) will be implemented into daily lessons by all reading/English teachers (county and school IFC). Elective area teachers will implement school IFC into daily lessons	Administration, Reading Coaches (Denise Reed and Jackie Rackard), teachers	Previous years scores, mini-assessments results, BAT results	FCAT – AYP, mini-assessments, BAT
4	Push in instruction as needed. This instruction will focus on students areas of weakness as determined by FAIR , BAT, and mini BAT	Reading Coaches (Denise Reed and Jackie Rackard) and teachers	Previous years' scores, DAR and fluency, FAIR diagnostic to align instruction to meet the differentiated needs of students and monitor student progress.	FAIR assessments, DAR and fluency mid year and final assessments, mini assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The 2009 data determined that 34% of Economically Disadvantage students at CSHS scored at or above grade level in Reading.		At least 44% of the Economically Disadvantage students at CSHS will score at or above grade level in Reading on the 2010 FCA T.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Pull out instruction as needed. This instruction will focus on students areas of weakness as determined by FAIR , BAT, and mini BAT	Reading Coaches (Denise Reed and Jackie Rackard)and teachers	Previous years' scores, DAR and fluency, FAIR diagnostic to align instruction to meet the differentiated needs of students and monitor student progress.	FAIR assessments, DAR and fluency mid year and final assessments, mini assessments
2	Recruit students to join Lunch Time Book Club, which provides an avenue for students to find personal motivation and purpose in literacy learning activities by introducing relevant and interesting books selected by the club members. Visit classes to conduct book talks as a strategy to encourage personal literacy activities	Reading coach and teachers	Review list of students participating in activities; Monitor library check out	Pre- and post reading quizzes, AR testing
3	Monthly Instructional Focus Calendar (IFC) will be implemented into daily lessons by all reading/English teachers (county and school IFC). Elective area teachers will implement school IFC into daily lessons.	Administration, reading coaches (Denise Reed and Jackie Rackard), teachers	Previous years scores, mini-assessments results, BAT results	FCAT – AYP, mini-assessments, BAT
4	Push In Instruction as	Reading Coaches	Previous years' scores, DAR	FAIR assessments, DAR and

needed. This instruction will focus on students areas of weakness as determined by FAIR , BAT, and mini BAT	(Denise Reed and Jackie Rackard) and teachers	and fluency, FAIR diagnostic to align instruction to meet the differentiated needs of students and monitor student progress.	fluency mid year and final assessments, mini assessments
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
50% of our lowest 25% will make learning gains on the 9th and 10th grade FCAT Reading	FAIR Training	Jackie Rackard, Reading Coach	September 2009	Reading coach will pull school-wide data and teachers can pull individual data	Reading Coach & administration
50% of our lowest 25% will make learning gains on the 9th and 10th grade FCAT Reading	School-wide Reading Plan focused on areas of student weakness as determined by the 2008 FCAT. Teachers will learn strategies to incorporate the IFC into their daily lessons, and review higher level questioning techniques.	Jackie Rackard, Reading Coach	September 2009	Lesson plans will be monitored across the content areas to verify that IFC is being incorporated into lessons. Administrators will conduct weekly classroom walk throughs to ensure IFC is integrated in lessons, students are engaged in learning, and instruction is explicit and systematic.	Administration
50% of our lowest 25% will make learning gains on the 9th and 10th grade FCAT Reading	Identifying our lowest 25%	Instructional Coaches (Math, Science, Reading)	September 2009	Pull-out and Push-in for the lowest 25% in Reading and Math	Instructional coaches and administration
All reading objectives are addressed with this professional development activity	Content Area PLC's will meet monthly to analyze data, monitor progress, align content, and share best practices	Reading Coaches: Denise Reed and Jackie Rackard	Monthly	Agendas and minutes: Administrators and reading coaches will conduct weekly classroom walk throughs to ensure students are engaged in relevant and rigorous instruction.	Coaches (Denise Reed and Jackie Rackard) and Administrators

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

All teachers will be trained in various methods and strategies for implementing the four main FCAT clusters and corresponding benchmarks. Teachers will use CRISS, McRel, and other content area reading strategies aligned with the Instructional Focus Calendar and student test data. Ninth and tenth grade teams will meet regularly to ensure consistency in strategies and teaching focus.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Research Based Resources (SCORE After School Tutoring which is available to all students.)	SAC Budget	\$3,000.00
Research Based Resources (Reading Across Broward and Florida Teens Read Research Based Resources materials/supplies)	SAC Budget	\$500.00
		Total: \$3,500.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Using FCAT, ACT, and other test data teachers will be trained in strategies to incorporate in content areas classes; Funding for Substitutes	SAC Budget	\$2,000.00
		Total: \$2,000.00
Other		
Description of Resources	Funding Source	Available Amount

Trade Novels for building classroom libraries in all areas	A+ Funds from 2008	\$3,000.00
Content Area PLC's will meet monthly to analyze data, monitor progress, align content, and share best practices.	Title I	\$1,500.00
		Total: \$4,500.00
		Final Total: \$10,000.00

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		
AYP Subgroup – ESE students not who are not currently meeting AYP.		50% or more of ESE students taking the math FCAT will make learning gains.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Math teachers will review data and share best practices with ESE students who are not currently meeting AYP.	Math Teachers	Monitor student data, conduct data chats, team meetings	District math mini-bats and BAT testing
2	Continue support facilitation in math of ESE students who did not meet AYP criteria.	ESE coordinator (Melissa Boorum) and math coach (Beverly Kerner)	Course grades which will be monitored by math coach and teachers	Teacher made assessments
3	Pull-out and push-in instruction will be provided to ESE students as needed based on individual student data.	ESE coordinator (Melissa Boorum) and math coach (Beverly Kerner)	Individual student assessments	District math mini-bats and BAT testing
4	Saturday FCAT Camp/tutoring will be provided to ESE students.	ESE coordinator (Melissa Boorum)	Individual student assessments	District math mini-bats and BAT testing
5	After school FCAT tutoring will be provided to ESE students.	Mu Alpha Theta sponsor	Individual student assessments	District math mini-bats and BAT testing

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
AP, SAT, ACT, and Dual Enrollment		Students will apply math skills to national standardized testing as well as local, state, and national math competitions.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	SAT classes will be provided as a means to help students increase scores on college placement exams.	Math coach, math department head, administrators, and Guidance	SAT, ACT scores	ACT & SAT
2	Advanced mathematics students will practice for and participate in the Florida Association of Mu Alpha Theta math competitions on January 30 at Braddock HS, February 13 at Ferguson HS, and	Mu Alpha Theta sponsor, math coach, math department head, and administrators	Sponsor and team member discussions concerning level of competition	Mu Alpha Theta math competition and American Mathematics Competition awards received

	March 13 at Cypress Bay HS as well as the American Mathematics Competition 10/12 competition on February 24 at Coral Springs HS			
3	Dual enrollment program (Intermediate and College Algebra) will be provided on campus for qualifying students.	Math coach, math department head, administrators, and Guidance	College Placement Test (CPT) Scores	CPT
4	APEX credit recovery program will be provided on campus for struggling math students	Guidance, math coach, math department head, administrators	APEX	Earning course credit

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 FCAT, 48% of ELL students at CSHS score at or above grade level.		On the 2010 FCAT at least 58% of the ELL students at CSHS score at or above grade level.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Math teachers will review data and share best practices with ELL students who are not currently meeting AYP.	Teachers	Monitor student data and conduct data chats	District math mini-bats and BAT testing
2	Pullout instruction and Saturday FCAT tutoring will be provided to A1 and A2 ELL students.	ELL coordinator (Eric Belliard)	Saturday FCAT Camp/ tutoring attendance and monitor student data	District math mini-bats and BAT testing
3	After school FCAT tutoring will be provided to ELL students.	Mu Alpha Theta sponsor	Individual student assessments	District math mini-bats and BAT testing

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
AYP Subgroup – lowest 30% quartile who are not currently meeting AYP.		50% or more of the lowest 30% quartile students taking the math FCAT will make learning gains.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Math teachers will review data and share best practices with the students in the lowest 30% quartile who are not currently meeting AYP.	Teachers.	Monitor student data and conduct data chats	District math mini-bats and BAT testing
2	After school math FCAT tutoring will be provided to students.	Mu Alpha Theta sponsor	Attendance and individual assessments	District math mini-bats and BAT testing

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 FCAT, 60% of the Black students at CSHS scored at or above grade level.		At least 68% of the Black students at CSHS will score at or above grade level in math on the 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Math teachers will review data and share best practices with Black students who are not currently meeting AYP.	Teachers.	Monitor student data and conduct data chats	District math mini-bats and BAT testing
2	After school FCAT tutoring will be provided for all students.	Mu Alpha Theta sponsor and teachers	Attendance at after school tutoring and individual assessments	District math mini-bats and BAT testing

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Lowest 25 %		50% of our lowest 25% will make learning gains on the		

		9th and 10th grade 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 trained and have access to FCAT Explorer and respective textbook tutorials from school and/or from home. The media center will be open before and after school to accommodate students who want to use these software programs.	Teachers, Math coach (Bev Kerner), department head, administrators	Math coach and administrators will monitor teacher lesson plans and student data will be analyzed	FCAT explorer assessments, bi-weekly mini-bats, FCAT
2	Parents will be apprised of FREE tutoring available through Mu Alpha Theta, online FCAT Explorer, and textbook tutorials through the school newsletter, robot calls, SAC and SAF meetings, Open House, and Freshman Orientation.	Administration	Monitor tutoring attendance	District math mini-bats and BAT testing
3	Math teachers will use data from Virtual Counselor, BEEP, and CRISS strategies to develop lesson plans to differentiate instruction focusing on student needs.	Teachers, math coach, administration	Lesson plans and daily warm up/closure	Teacher made assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Overall Learning Gains of all CSHS students.		85% of our students will score a level 3 or higher on the 9th and 10th grade FCAT Math		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All math teachers will follow the school's math instructional focus calendar to address daily math warm-ups and district mini-assessment on the Florida Sunshine State Standards.	Math coach, department head, administrators	Teacher feedback, lesson plans, and weekly classroom walkthroughs	Teacher made assessments, mini-bats, BAT testing, and informal and formal observations
2	Content area profession learning communities will vertically and horizontally align curriculum based on Florida Sunshine State Standards to improve student achievement in mathematics on all levels. Math teachers will incorporate FCAT style questions on teacher made assessments and exercises.	Math coach (Bev Kerner), math department head, administrators	Teacher feedback, lesson plans, daily warm up/closure activities	Teacher made assessments, formal and informal observations, FCAT
3	All math teachers will incorporate short and extended response questions in teaching and assessing curriculum.	Math coach (Bev Kerner), math department head, administrators	Teacher feedback, mini bat assessments, teacher made assessments, weekly classroom walkthroughs	Teacher made assessments
4	Math teachers will use the math FCAT Reference sheet and FCAT calculator to simulate real world applications of mathematics.	Math coach (Bev Kerner), math department head, administrators	Daily warm up/closure activities, FCAT explorer data, mini-bat data	Teacher made assessments, math mini-bats, BAT testing, FCAT
5	All 11th and 12th retake students will be enrolled in FCAT math classes.	Guidance, math department head, and administrators	Daily warm up/closure activities, FCAT explorer data, mini-bat data	Teacher made assessments, math mini-bats, BAT testing, FCAT
6	. All Level 1, 9th and 10th grade students will be enrolled in a double block math class, which will include FCAT remediation.	Guidance, math department head, and administrators	Daily warm up/closure activities, FCAT explorer data, mini-bat data	Teacher made assessments, math mini-bats, BAT testing, FCAT
7	Math skills such as	Teachers / Dept	Daily warm up/closure	Teacher made

	scientific notation, measurement, reading charts and graphs, and data interpretation will be taught across the curriculum—especially in science, physical education, career and technology, and social studies classes, music and theater.	Heads.	activities, FCAT explorer data, mini-bat data	assessments, math mini-bats, BAT testing, FCAT
8	Content area professional learning communities will attend professional development on integrating technology into the curriculum.	Professional development team, math coach, math department head, administrator	Classroom walkthroughs, lesson plans, and professional development survey	Informal observation and lesson plans

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Teachers be advised of the district expectations for instruction focus for individual courses and how to utilize the district IFC.	Aligning lesson plans based on student needs and District IFC	Math coach (Bev Kerner)	Sept 2009 and ongoing	Weekly Classroom walkthroughs and lesson plans	Math coach and administrators
Teachers will learn how to utilize the CSHS math FCAT plan in the classroom.	Learning to utilize School wide math plan in daily lessons	Math coach (Bev Kerner)	Aug/Sept 2009 and ongoing	Weekly Classroom walkthroughs and lesson plans	Math coach and administrators
Teachers will discuss/plan vertical and horizontal teams and expectations.	Aligning curriculum vertically and horizontally based on student needs.	Math coach (Bev Kerner)	Sept 2009 and ongoing	Weekly Classroom walkthroughs and lesson plans	Math coach and administrators
Teachers will learn how to incorporate different types of technology (such as graphing calculators and geogebra) into the math curriculum.	Incorporating technology in daily lesson plans	Math coach (Bev Kerner)	Sept 2009 and ongoing	Weekly Classroom walkthroughs and lesson plans	Math coach and administrators
All math goals are address with this professional development activity	Content Area PLC's will meet monthly to analyze data, monitor progress, align curriculum to meet the differentiated needs of students, and share best practices	Math coach (Bev Kerner) (Bev Kerner)	Monthly	Agenda and minutes	Math coach and administrators

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Research Based Programs (FCAT Saturday Tutoring for ELL)	SAC Budget	\$2,000.00
		Total: \$2,000.00
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
Professional Development: Content area PLCs will be trained on how to use Instructional Focus Calendar (IFC), utilize school math FCAT plans, and incorporate technology into the curriculum.	Title 1	\$4,200.00
		Total: \$4,200.00
Other		
Description of Resources	Funding Source	Available Amount
Math Competitions: January 30, 2010 at Braddock HS, February 13, 2010 at Ferguson HS, and March 13, 2010 at Cypress Bay HS as well as the American Mathematics Competition 10/12 on February	SAC	\$1,000.00

## 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		
Teachers need to implement hand-on laboratory skills and technologies.		Increasing science FCAT scores for all groups across the board.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	inservice by manufacturers	Classroom Teacher	Individual demonstration of competencies	Informal observations
2	Science faculty sharing best practices.	dept. head	Classroom walkthrough	Lesson Plans
3	Provide teachers with necessary materials.	Science Coach	Lesson Plans	Classroom assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Development of differentiated, specific activities for Science FCAT Grade 11 groups.		Bringing Grade 11 FCAT students up to a higher level of science proficiency.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Common planning for teachers of specific curriculum to create strategies.	classroom teacher	Activity Assessment	FCAT
2	FCAT Starters in grade 10 and 11 Science Classrooms	classroom teacher/ dept. head	Instructor feed back / Science Mini assessments/ FCAT Science Scores	Mini assessments
3	FCAT Science review session for each of the areas in Science including separate session for chemistry and Physics.	Science Administrator	Instructor feed back / Science Mini assessments/ FCAT Science Scores	Classroom assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Science - related field studies.		Introduces students to Environmental issues in local communities (.ie. Water and Waste Management, Energy resources, Biodiversity; Endanger and Invasive) invasive species.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Integrating specific excursions to science courses most closely aligned to that technology.	Dept. head	In class group project designed to apply knowledge gained to environmental issues.	Teacher created Assessments / Rubric
2	Inviting guest lecturers to present latest innovations in science related field.	Science Coach	Instructor/student feedback	Mini assessments and Classroom assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
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A section of Biology will be provided for ELL students.			Increase Science FCAT scores.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Meet with ESOL coordinator for strategies.	Classroom teacher	Pre and post quiz on Unit.	FCAT
2	Teachers share best practices.	ELL Coordinator (Eric Belliard) and Science Coach (Michelle Krug)	Pre and post quiz on Unit.	FCAT

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
AYP - Cross curriculum infusion of science skills			Students apply science skills across the curriculum in projects.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	ESE - continue support facilitation in science of ESE students who did not meet the AYP criteria.	ESE coordinator	Course grades	FCAT

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Science students will participate in Science Competition			Students apply science skills to competition	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will participate in school and county competitions.	Science Competition Sponsor/ Academic games sponsors	Sponsor and team member discussion concerning level of competition.	Awards received in competition

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Teachers in Science will develop strategies to incorporate reading in the content area			Increase the lower 25% in reading proficiency	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Science teachers will collaborate with each students reading teacher to develop interdisciplinary lessons	Teachers Science Coach Reading Coach	Coach's and teachers will monitor and model the lesson plans	FCAT Mini assessments

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
AYP Subgroup - White students not performing on grade level in science			40% or more of White students taking the Science FCAT will achieve a level 3 or higher.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Science Pull-outs for students as needed based on student data	Science Coach (Michelle Krug)	Individual assessments	BAT testing

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
AYP Subgroup - Black students not performing on grade level in science			40% or more of Black students taking the Science FCAT will achieve a level 3 or higher.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Science Pull-outs for students as needed based	Science Coach (Michelle Krut)	Individual assessments	BAT testing

	on students data			
2	Push-ins for Lowest quartile classes as needed .	Science Coach (Michelle Krug), Science and Readings Teachers	Team meeting on students	Mini Assessments and teacher assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
AYP Subgroup - Hispanic students not performing on grade level in science		40% or more of Hispanic students taking the Science FCAT will achieve a level 3 or higher.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Science Pull-outs - for students as needed based on student data.	Science Coach (Michelle Krug)	Individual assessments	BAT testing
2	Push-ins for Lowest quartile classes as needed.	Science Coach (Michelle Krug), Science and Readings Teachers	Team meeting on students	Mini Assessments and Teacher assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
AYP Subgroup - Asian students not performing on grade level in science		40% or more of Asian students taking the Science FCAT will achieve a level 3 or higher.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Science Pull-outs - for students as needed based on student data.	Science Coach (Michelle Krug)	Individual assessments	BAT testing
2	Push-ins for Lowest quartile classes	Science Coach (Michelle Krug) Science and Readings Teachers	Team meeting on students	Mini Assessments and teacher assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
AYP Subgroup - Free /Reduced Lunch not performing on grade level in science		40% or more of Free /Reduced Lunch students taking the Science FCAT will achieve a level 3 or higher.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Science Pull-outs - for students as needed based on student data.	Science Coach (Michelle Krug)	Individual assessments	BAT testing
2	Push-ins for Lowest quartile classes as needed based on student data	Science Coach (Michelle Krug), Science and Readings Teachers	Team meeting on students	Mini Assessments and Teacher assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
AYP Subgroup - ELL students not performing on grade level in science		40% or more of ELL students taking the Science FCAT will achieve a level 3 or higher.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Science Pull-outs - for students	ELL Coordinators (Eric Belliard)	Individual assessments	BAT testing
2	A section of Biology will be provided for ELL students.	ELL Coordinators (Eric Belliard)	Classroom teacher, ELL Coordinator (Eric Belliard), and Science Coach (Michelle Krug)	Pre and post quiz on Unit.
3	Saturday FCAT Science Tutoring	ELL Coordinator (Eric Belliard)	Attendance	Teacher assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
AYP Subgroup ESE students not performing on grade level in science		40% or more of ESE students taking the Science FCAT will achieve a level 3 or higher.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	ESE - continue support facilitation in science of ESE students who did not meet the AYP criteria.	ESE Coordinator (Melissa Boorum)	Course Grades / Teacher assessments	BAT testing
2	Push-in for classes containing ESE students as needed based on data	Science Coach, (Michelle Krug) Science and Reading Teachers	Team meeting on students	Mini Assessments
3	Saturday FCAT Science Tutoring	ESE Coordinator (Melissa Boorum)	Attendance	Teacher assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase in student-Hands-on science instructional activities /technology expertise.	Inquiry lab techniques and the use of probe ware for the collection of data, graphing programs to analysis data.	Science Dept. head	April 2010	Students demonstrate proficiency using the scientific method, solving problems in science and new technologies.	Science Dept. head
Teachers will attend professional development on State Science Standards and pacing guide	Next Generation State Standards will be used and aligned with lesson plans for Integrated Science, Biology I and Honors Biology. In addition, the SSS for science will be used and aligned in other Science Courses.	Science Dept. head/District	April 2010	Students demonstrate proficiency in content area.	Science Dept. head
All science objectives are address with this professional development activity	Content Area PLC's will meet monthly to analyze data, monitor progress, align content, and share best practices	Science Coach (Michelle Krug)	Monthly	Agendas and minutes	Science Coach and Administrators

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
Professional Development	SAC	\$1,000.00
Content Area PLC's will meet monthly to analyze data, monitor progress, align content, and share best practices	Title I	\$2,100.00
Total: \$3,100.00		
Other		
Description of Resources	Funding Source	Available Amount
Hand-on laboratory consumable materials and Materials.	SAC Budget	\$1,000.00
Science Competitions (fees and materials)	SAC Budget	\$1,000.00
Total: \$2,000.00		
Final Total: \$5,100.00		

## 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		
On the 2009 FCAT Writes, 85% of the CSHS students scored 3.5 or higher (2% decrease from 2008 scores)		By June 2010, 87% of CSHS students will score 3.5 or higher of the FCAT Writes.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Monthly (six total) school-wide prompts in English and social studies classes	Department chairperson (Lisa Gemmell) and teachers	diagnostic prompt/ teachers exchange prompts  progress tracking data sheet  Weekly classroom walk through by administration to ensure students are engaged in relevant instruction.	FCAT Writes rubric and Six Traits rubric  Department Chair/Administrative review graded prompts; pull out/push in
2	Teacher professional development:  1. High School Florida Writes  2. Six Traits Training; (at county site)  3. Cultural Diversity training for AYP subgroups  4. School writing plan (on site)	Department chairperson (Lisa Gemmell), assistant principal and teachers attending the professional development trainings will inservice their CSHS department members in Small Learning Communities and Wired Wednesdays inservice training.  County Language Arts curriculum specialist—will facilitate professional development.	Students' scores on monthly writing prompts and FCAT Writes scores;  9th and 10th grade Writing Plan  Weekly classroom walk throughs  prompt-to-prompt data tracking sheet	FCAT Writes rubric/Department Chair (Lisa Gemmell)  Administrative review of graded prompts
3	Interdisciplinary units between social studies and LA teams in 9th and 10th grade	teachers/administration review of team meeting minutes/Overseeing implementation of team projects	teacher assessment;  weekly classroom walk throughs/teachers' lesson plans	FCAT Writes rubric  Department Chair (Lisa Gemmell) /Administration review of units submitted/classroom observation

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Research		All 9-12 LA students will be introduced to the process of writing a research paper and write a paper or create a project.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Media Specialist will conduct an orientation of online databases	teachers and media specialist	Research Paper/Project	Departmental rubric/teacher evaluation; pullout/push in
2	9th and 10th Writing Plan	Teachers/Department Chair (Lisa Gemmell) /Administration	Dept. Chair (Lisa Gemmell) review of student papers	departmental rubric; Collection of student work/Dept. Chair
3	11th and 12th Writing Plan	Teachers/Department Chair (Lisa Gemmell)/Administration	Classroom walkthroughs and assessment of writing	Departmental Rubric and scores collection

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
SAT/ACT writing preparation		By June 2010, 87% of students taking the SAT or ACT will score and 4.0 or equivalent on the SAT writing prompt		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	In class SAT and ACT prompt writing	Department chairperson/ teachers	diagnostic prompt writing— post prompt writing	SAT and ACT prompt rubrics; 6 Traits; pullout/push in
2	11th and 12th Grade Writing Plan	Teachers/Department Chair (Lisa Gemmell)	Various assessment writings as dictated by plan	SAT, CPT, and ACT rubrics/Department Chair review
3	Professional Development (county): ACT/SAT/CPT training	Department Chair/selected teachers	Classroom walk throughs	SAT, CPT, and ACT rubrics and student prompts/Department Chair review

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
FCAT/SAT Prompt Assessment	High School Florida Writes/SAT/ACT training	County Curriculum Specialist/location Rock Island Professional Development Center	Fall 2009	Teachers attending professional development will share best practices in Small Learning Communities/Classroom walk throughs/evaluation of student work	Department Chairperson (Lisa Gemmell)/Administration
Research	Accessing reliable online sources/using turnitin.com / Grade Level Writing Plans	Teachers, Department Chairperson (Lisa Gemmell), & Media Specialist (Barbara Zarembi)	Fall 2009	Research Projects and papers filed in classroom/Classroom walk throughs	Department Chairperson (Lisa Gemmell)/Administration
All objectives are addressed with this professional development activity	Content Area PLC's will meet monthly to analyze data, monitor progress, align content, and share best practices	English Department Head (Lisa Gemmell)	Monthly	Agendas and minutes	Department Chairperson (Lisa Gemmell)/Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Software Program titled "Final Draft" used to increase students' script writing ability through technology	SAC Budget	\$300.00
Total: \$300.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
High School Florida Writes; Six Traits, Cultural Diversity training workshops w/LA Dept. chair and Reading coach	SAC Budget	\$200.00
High School Florida Writes; Six Traits training workshops with district personnel	SAC Budget	\$500.00
Content Area PLC's will meet monthly to analyze data, monitor progress, align content, and share best practices	Title I	\$2,100.00
Total: \$2,800.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		

## 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		
CSHS needs to improve parental attendance at SAC and SAF meetings in order to get parents involved in the overall School Improvement Process.		CSHS will increase parental involvement by at least 5% as measured by participation in SAC, SAF, and zone meetings.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Recruit parents from Freshman Kickoff, Open house, curriculum fairs, and articulation activities.	SAC and SAF chairs and Administration	Monitor SAC, SAF, and Zone meeting agendas and sign-in sheets	Parent surveys and meeting sign-in sheets
2	Use robot calls home to alert parents of school activities such as SAC and SAF meetings, etc.	Administrators	attendance at activities	sign in sheets

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
CSHS needs to improve parental attendance through Parent Nights.		CSHS will increase parent involvement through the addition of Parent Nights/Activities.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Initiate several informative Parent Nights/Activities such as SOS (Steps Of Success), Technology Night	Administration and Parent Liaison (Lenore DeBello)	Monitor Parent Night/Activities sign-in sheets and agendas	Parent surveys and meeting sign-in sheets

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
n/a	n/a	n/a	n/a	n/a	n/a

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
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
Materials and Refreshments for parent meetings	Title 1	\$2,000.00
Part Time Community Liasion	Title 1	\$8,700.00
		Total: \$10,700.00
		Final Total: \$10,700.00

*End of Parent Involvement Goal*

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Other Goals

Increase the participation in professional learning communities by staff members.  
 Goal:

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
All SIP objectives are addressed through this professional development activity	Content Area PLC's will meet monthly to analyze data, monitor progress, align content, and share best practices	Content area coaches in science (Michelle Krug), reading (Denise Reed and Jackie Rackard), math (Bev Kerner) English Department Head (Lisa Gimmel), and Social Studies Dept. Head (Virginia Meachum)	Monthly	Agendas and minutes; classroom walk throughs	Coaches and Administrators.

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
Social Studies PLC's will meet monthly to analyze data, monitor progress, align content, and share best practices	Title I	\$2,100.00
		Total: \$2,100.00
Other		
Description of Resources	Funding Source	Available Amount
Consultant for facilitation of PLC's	Title I	\$1,950.00
		Total: \$1,950.00
		Final Total: \$4,050.00

*End of Increase the participation in professional learning communities by staff members. Goal*

## FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Research Based Resources (SCORE After School Tutoring which is available to all students.)	SAC Budget	\$3,000.00
Reading	Research Based Resources (Reading Across Broward and Florida Teens Read Research Based Resources materials/supplies)	SAC Budget	\$500.00
Mathematics	Research Based Programs (FCAT Saturday Tutoring for ELL)	SAC Budget	\$2,000.00
			Total: \$5,500.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Writing	Software Program titled "Final Draft" used to increase students' script writing ability through technology	SAC Budget	\$300.00
			Total: \$300.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Using FCAT, ACT, and other test data teachers will be trained in strategies to incorporate in content areas classes; Funding for Substitutes	SAC Budget	\$2,000.00
Mathematics	Professional Development: Content area PLCs will be trained on how to use Instructional Focus Calendar (IFC), utilize school math FCAT plans, and incorporate technology into the curriculum.	Title 1	\$4,200.00
Writing	High School Florida Writes; Six Traits, Cultural Diversity training workshops w/LA Dept. chair and Reading coach	SAC Budget	\$200.00
Writing	High School Florida Writes; Six Traits training workshops with district personnel	SAC Budget	\$500.00
Writing	Content Area PLC's will meet monthly to analyze data, monitor progress, align content, and share best practices	Title I	\$2,100.00
Science	Professional Development	SAC	\$1,000.00
Science	Content Area PLC's will meet monthly to analyze data, monitor progress, align content, and share best practices	Title I	\$2,100.00
Increase the participation in professional learning communities by staff members.	Social Studies PLC's will meet monthly to analyze data, monitor progress, align content, and share best practices	Title I	\$2,100.00
			Total: \$14,200.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Trade Novels for building classroom libraries in all areas	A+ Funds from 2008	\$3,000.00
Reading	Content Area PLC's will meet monthly to analyze data, monitor progress, align content, and share best practices.	Title I	\$1,500.00
Mathematics	Math Competitions: January 30, 2010 at Braddock HS, February 13, 2010 at Ferguson HS, and March 13, 2010 at Cypress Bay HS as well as the American Mathematics Competition 10/12 on February 24, 2010	SAC	\$1,000.00
Science	Hand-on laboratory consumable materials and Materials.	SAC Budget	\$1,000.00
Science	Science Competitions (fees and materials)	SAC Budget	\$1,000.00
Parental Involvement	Materials and Refreshments for parent meetings	Title 1	\$2,000.00
Parental Involvement	Part Time Community Liasion	Title 1	\$8,700.00
Increase the participation in			

professional learning communities by staff members.	Consultant for facilitation of PLC's	Title I	\$1,950.00
			Total: \$20,150.00
			Final Total: \$40,150.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

jn Intervene    jn Correct II    jn Prevent II    jn Correct I    jn Prevent I    jn NA

[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.

No. Disagree with the above statement.

### Measures Being Taken to Comply with SAC Requirement

Recruitment of new members being done at the beginning of the new school year through freshmen orientation, open house, and the School Advisory Forum (SAF). Advertising membership to SAC in the school newsletter, school website and marquee, and robot phone calls to parents inviting them to become a member of SAC.

Projected use of SAC Funds	Amount
Reading	5500
Science	3000
Math	3000
Writing	1000

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

- Monthly meeting held in the Media Center to discuss implementation of SIP strategies in reading, writing, math, and science to insure that departments are focused and following the SIP.
- Representatives from each critical area give a monthly update on their department's progress implementing the SIP.
- Discuss issues that are hindering student learning and implement a plan for improvement (i.e. student attendance, need for materials, etc.).
- Discuss the possibility of implementing new programs which would maximize student achievement (i.e. Cambridge program for advance students, APEX program for credit recovery, Advance Placement classes, etc.).

### SAC Members

#### Members

- 1) Susan Leon-Leigh, Principal
- 2) Catherine Farina, SAC Chair
- 3) Denise Reed, SAC Chair
- 4) Susan Lee, Student
- 5) Allison Silverstone, Student

- 6) Chad Marcoux, Teacher
  - 7) John Gillooly, Business Member
  - 8) Louise Kramer, Parent
  - 9) Penny Madden, Parent
  - 10) Lori Pollick, Parent
  - 11) Ruth Gillooly, Community Member
  - 12) Kim Olshove, Community Member
  - 13) Jason Frank, Union Steward
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# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward CORAL SPRINGS HIGH SCHOOL 1151													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 1203 Math: 1199		2008-2009 School Grade <sup>1</sup> : D		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	
TOTAL <sup>4</sup>	100	Y	99	Y	45	N	76	Y	93	93	Y	80	84	Y	55	55	N	26	24	NA	48	N	80	NA			
WHITE	100	Y	100	Y	58	N	86	Y			Y	85	87	Y	40	42	N	16	14	NA	60	N	88	NA			
BLACK	99	Y	99	Y	25	N	60	N	89	92	Y	69	80	Y	75	75	N	41	40	N	28	N	66	N			
HISPANIC	99	Y	99	Y	41	N	74	Y	91	91	Y	76	82	Y	61	59	N	31	26	NA	44	N	77	NA			
ASIAN	100	Y	100	Y		NA		NA				NA	87	83	N					NA							
AMERICAN INDIAN		NA		NA		NA		NA				NA		NA						NA							
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	34	N	69	Y	89	91	Y	76	80	Y	68	66	N	36	31	NA	36	N	75	NA			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	12	N	48	N	71	72	Y	69	66	N	91	88	N	53	52	N		NA			NA		
STUDENTS WITH DISABILITIES	98	Y	97	Y		NA		NA	72	82	Y	55	55	N						NA							

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward CORAL SPRINGS HIGH SCHOOL 1151													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 1155 Math: 1154		2007-2008 School Grade <sup>1</sup> : B		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL <sup>4</sup>	99	Y	99	Y	45	N	74	Y	94	93	Y	76	80	Y	61	55	N	30	26	NA	49	N	85	NA			
WHITE	99	Y	99	Y	60	Y	84	Y			Y	85	85	Y	45	40	NA	15	16	NA	64	NA	91	NA			
BLACK	99	Y	99	Y	25	N	59	N	89	89	N	64	69	Y	80	75	N	53	41	N	27	N	77	N			
HISPANIC	99	Y	99	Y	39	N	69	Y	93	91	Y	71	76	Y	68	61	Y	35	31	NA	44	NA	81	NA			
ASIAN	100	Y	100	Y		NA		NA				94	92	Y						NA							
AMERICAN INDIAN		NA		NA		NA		NA						NA						NA							
ECONOMICALLY DISADVANTAGED	99	Y	98	Y	32	N	64	Y	90	89	N	62	76	Y	75	68	N	41	36	NA	35	N	80	NA			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	9	N	47	N	77	71	N	57	69	Y		91	N	66	53	N		NA			70		
STUDENTS WITH DISABILITIES	96	Y	95	Y		NA		NA	90	72	N	34	55	Y						NA							

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward CORAL SPRINGS HIGH SCHOOL 1151													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 1184 Math: 1184		2006-2007 School Grade <sup>1</sup> : C		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL <sup>4</sup>	99	Y	99	Y	39	N	70	Y	88	94	Y	73	76	Y	56	61	N	25	30	NA	48	N	80	NA			
WHITE	99	Y	98	Y	55	Y	85	Y	94		Y	80	85	Y	43	45	NA	13	15	NA	57	NA	86	NA			
BLACK	99	Y	99	Y	20	N	47	N	80	89	Y	63	64	Y	76	80	N	45	53	N	33	N	69	Y			
HISPANIC	100	Y	100	Y	32	N	65	Y	85	93	Y	67	71	Y	63	68	N	31	35	NA	44	N	78	NA			
ASIAN	100	Y	100	Y		NA		NA	94			86	92	Y						NA							
AMERICAN INDIAN		NA		NA		NA		NA						NA						NA							
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	25	N	59	Y	81	90	Y	58	62	Y	73	75	N	40	41	NA	39	N	75	NA			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y		N	34	N	43	77	Y	53	57	Y	92		N	62	66	N	23	N	68	Y			
STUDENTS WITH DISABILITIES	96	Y	95	Y		NA		NA	63	90	Y	37	34	N						NA							

## SCHOOL GRADE DATA

Broward School District CORAL SPRINGS HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	81%	85%	35%	249	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	52%	76%			128	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within</li> </ul>

						Level 1 or 2
Adequate Progress of Lowest 25% in the School?	45% (NO)	59% (YES)			104	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	55%	67%			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					491	
Percent Tested = 98%						Percent of eligible students tested
School Grade					D	Grade based on total points, adequate progress, and % of students tested

Broward School District CORAL SPRINGS HIGH SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	78%	87%	39%	252	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%	80%			135	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	47% (NO)	75% (YES)			122	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	57%	60%			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					519	
Percent Tested = 98%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Broward School District CORAL SPRINGS HIGH SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	43%	75%	85%	35%	238	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	50%	76%			126	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	45% (NO)	69% (YES)			114	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	52%	46%			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					478	
Percent Tested = 99%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested