

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: NORTHEAST HIGH SCHOOL

District Name: Broward

Principal: Jonathan E. Williams

SAC Chair: Amy Varo-Haub

Superintendent: James Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 09-24-2009

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

Dr. Frances Haithcock, Chance
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION and MISSION STATEMENTS

Vision: Northeast High School's vision is to provide a safe and productive learning environment in which students can communicate effectively, think critically, solve problems and are technologically literate through a variety of curricular and extra-curricular activities. Through a challenging course of study with high standards, students will become responsible learners who can not only work collaboratively, but also be accountable for their own academic and developmental progress.

Mission: The mission of Northeast High School is to foster a safe environment for individual students to acquire the life skills, both intellectual and personal, which will enable them to become self-directed learners both now and in the future.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

- Northeast High School was built in 1963
- The South Campus was originally Rickards Middle School
- The magnet program at Northeast High was initiated in 1997
- The magnet program includes schools in Architecture and Design, Business and Entrepreneurship, and Latin and College Studies
- We currently have more than 625 magnet students
- Our approximate student population is 2100 students
- Our campus stretches over more than 50 acres
- Northeast High is located in Oakland Park
- The City of Oakland Park was established in 1929
- Northeast High School is the only public high school in all of Oakland Park

Unique School Strengths for Next Year

- Unique School Strengths for Next Year
- Northeast High has the strength of its unique magnet programs, allowing students to select areas of interest
- We receive money from the Perkins Grant
- We have 17 National Board Certified Teachers spanning across various subject areas
- Our school boundary spans from the beach on the east coast to the Florida Turnpike, creating a student body unique and diverse culturally and economically
- The School had strong ties and relations with The City of Oakland Park
- Broward Schools Partnership of the Year Award for the past two years

Unique School Weaknesses for Next Year

- Unique School Weaknesses for Next Year
- Northeast High's budget was recently cut by \$496,320.00
- We had to surplus 3 staff members
- We lost 3 more staff members due to attrition and retirement
- The majority of the school's buildings are old facilities in need of renovation or replacement
- Our cafeteria has been relocated to a temporary building while our cafeteria gets demolished and rebuilt
- The fact that our campus stretches over 50 acres makes it difficult to get to and from classes
- The poor layout of the buildings makes it difficult to monitor the students

Student Demographics

Student Demographics

There are a total of 2,319 students at Northeast High.

There are 636 students in the 9th grade. Of these students, 297 are females and 339 are males. The cultural breakdown of the ninth grade equates to 198 white students, 244 black, 170 Hispanic, 12 Asian, 0 Indian, and 12 Multi.

There are 608 students in the 10th grade. Of these students, 263 are females and 345 are males. The cultural breakdown of the tenth grade equates to 218 white students, 172 black, 195 Hispanic, 8 Asian, 0 Indian, and 15 Multi.

There are 590 students in the 11th grade. Of these students, 298 are females and 292 are males. The cultural breakdown of the eleventh grade equates to 203 white students, 172 black, 187 Hispanic, 11 Asian, 2 Indian, and 15 Multi.

There are 485 students in the 12th grade. Of these students, 209 are females and 276 are males. The cultural breakdown of the twelfth grade equates to 185 white students, 144 black, 142 Hispanic, 7 Asian, 1 Indian, and 6 Multi.

Additionally, of the 2,319 students at Northeast High, 1,294 students are enrolled in the Free and Reduced Lunch Program, 290 students are classified as ESOL Students, and 280 students are classified as ESE Students.

As of August 2009

Student Attendance Rates

- 92.2% of students attend daily in 2007
- 91.4% of students attend daily in 2008
- 91.1% of students attend daily in 2009

Student Mobility

2007- 30.9
2008- 29.1
2009- 22.1

Student Suspension Rates

Internal Suspension External Suspension
2007- 30.7 2007- 13.3
2008- 28.5 2008- 9.5
2009- 10.7 2009- 12.8

Student Retention Rates

2007- 10.73
2008- 10.87
2009- 0.70

Class Size

2007- 24.57
2008- 24.45
2009- 24.82

Academic Performance of Feeder Pattern

- Rickards Middle School (RMS) is the main feeder school for Northeast High. Additionally, we get a small percentage of student from William Dandy Middle School (WDMS) and Pompano Beach Middle School (PBMS). We pull students from multiple locations across the county due to ¼ of our students being in our magnet programs.
- RMS earned a school grade of a "B" for the 2008-2009 school year. RMS did not meet AYP in reading or math. Overall, Rickards did not meet AYP.
- WDMS earned a school grade of an "A" for the 2008-2009 school year. RMS did not meet AYP in reading, however they did meet AYP in math. Overall, WDMS did not meet AYP.
- PBMS earned a school grade of an "B" for the 2008-2009 school year. PBMS did not meet AYP in reading, or math. Overall, PBMS did not meet AYP.

Partnerships and Grants

- Broward Schools Partnership of the Year Award for the past two years
- Smaller Learning Communities five-year federal grant that provides funding to support the development of small, safe, and successful learning environments as a component of comprehensive high school improvement
- Active participant with the Take Stock in Children Mentoring Program with 36 students and 35 active mentors benefitting
- Northeast initiated the Academy Advisors Program on campus: Each of our 4 academy advisors has 4-5 teachers; each teacher has approximately 20 students they mentor. These students are the lower percentage in the academy for grades and test scores. Grades are monitored; they meet personally with their mentees periodically throughout the year
- Northeast currently has strong partnerships with EDSA, The City of Oakland Park, Holy Cross Hospital, and Walgreens
- Northeast High receives money from the Perkins Grant that supplies funds for field trips, teacher training, and extended

learning opportunities for students. The grant is geared toward career technical and vocational students, teachers, and activities. Funding is also provided for academic support and Saturday tutoring.

- We also receive money from the City Success Fund Grant through the Broward Education Foundation. These funds go toward innovative class projects.

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	Jonathan E. Williams	Bachelors of Science in Political Science; Masters in Ed. Leadership; Certification in School Principal	2	7	School Grade of C for the past two years 2006-2007 FCAT • Reading: 42% met • Increased Learning Gains in Reading: 50% • Math: 75% met • Increased Learning Gains in Math: 73% 2007-2008 FCAT • Reading: 42% met • Increased Learning Gains in Reading: 50% • Math: 75% met • Increased Learning Gains in Math: 73%
Assis Principal	Keith Fisher	Bachelors of Science in English; Masters in Ed. Leadership; Certification in Administration and Supervision	8	1	School Grade of C for the past two years 2006-2007 FCAT • Reading: 42% met • Increased Learning Gains in Reading: 50% • Math: 75% met • Increased Learning Gains in Math: 73% 2007-2008 FCAT • Reading: 42% met • Increased Learning Gains in Reading: 50% • Math: 75% met • Increased Learning Gains in Math: 73%
Assis Principal	Racquel Lipscomb	Bachelors of Science in English; Masters in Ed. Leadership; Certification in School Principal	1	1	School Grade of C for the past two years 2006-2007 FCAT • Reading: 42% met • Increased Learning Gains in Reading: 50% • Math: 75% met • Increased Learning Gains in Math: 73% 2007-2008 FCAT • Reading: 42% met • Increased Learning Gains in Reading: 50% • Math: 75% met • Increased Learning Gains in Math: 73%
Assis Principal	Casey Burgs	Bachelors of Science in English; Masters in Ed. Leadership; Certification in Administration and Supervision	1	1	School Grade of C for 2006-2007 • Reading: 46% met • Increased Learning Gains in Reading: 53% • Math: 75% met • Increased Learning Gains in Math: 76% School Grade of A for 2007-2008 2007-2008 FCAT • Reading: 49% met • Increased Learning Gains in Reading: 57% • Math: 78% met • Increased Learning Gains in Math: 77%

* 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 *
		Bachelor of Science in Education;			School Grade of C for the past two years

Reading	Janene Abrahamson	Masters in Education; Certified in Reading K-12; ESOL Endorsement Category 1	5	1	In 2006-2007, 41% of students met high standards in Reading In 2007-2008, 42% of students met high standards in Reading
Reading	Ericka Collins	Bachelor of Science in Reading K-6; Masters in Reading K-12; Certified in Reading K-12 and ESOL; ESOL Endorsement	3		School Grade of C for the past two years In 2006-2007, 41% of students met high standards in Reading In 2007-2008, 42% of students met high standards in Reading
Writing	Erin Thompson	Bachelor of Science in English; Certified in English 6-12	5		School Grade of C for the past two years In 2006-2007, 83% of students met high standards in Writing In 2007-2008, 77% of students met high standards in Writing
Science	Dave Gray	Bachelor of Science in Chemistry and Biology; Certified in Chemistry and Biology	1		School Grade of C for 2006-2007 • Science: 35% met high standards School Grade of B for 2007-2008 2007-2008 FCAT • Science: 39% met high standards
Math	Janine Mohler	Bachelor of Science in Liberal Arts; Masters in Science and Teaching Mathematics; Certified in Math 6-12	10		School Grade of C for the past two years 2006-2007 FCAT • Math: 75% met • Increased Learning Gains in Math: 73% 2007-2008 FCAT • Math: 75% met • Increased Learning Gains in Math: 73%

* 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)
Regular meetings with teachers	All Asst. Principals	Ongoing quarterly	
New teachers partnered with veteran teachers	Ness Liaison	Ongoing	
Staff development PLC's based on needs assessment	Asst. Principals & Coaches	Ongoing	
Magnet Program	Amy Varo-Haub	Ongoing	
Fairs	Racquel Lipscomb	Ongoing	
Mentorship	Casey Burgs	Ongoing	
NESS (Partnering new teachers with veteran staff)	Kim Barron	Ongoing	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Clark, Tara	Physical Education (grades K-12); Mathematics (grades 6-12)	First Aid Safety; Personal Fitness; Beg, Inter, and Adv Weight Training; Comp Fitness; Hope-PE V	Temporary Duty Assignments to attend Human Resource Development offered courses. Additional District support when needed.
Phillip, Joel	ESOL Category 3; Florida Vocational Professional (ROTC)	Aerso Sci I, II, and III; Aero Sci IV; LEAD; LEAD EDUC I and II; LEAD EDUC/Training I and II	Temporary Duty Assignments to attend Human Resource Development offered courses. Additional District support when needed.
			Temporary Duty Assignments to attend

Gordon, Derek	Art (grades K-12)	Draw/Paint III; Research I	Human Resource Development offered courses. Additional District support when needed.
Spencer, Diane	Business Education (grades 6-12); Marketing (grades 6-12)	Research I; AOIT-Tech; ACCT APPL I and II; AOIT-PGM/Database; Fashion Essentials; Fashion Applications; Financial Accounting; Financial Computing	Temporary Duty Assignments to attend Human Resource Development offered courses. Additional District support when needed.
Kitman, Jerome	History (grades 6-12); Marketing (grades 6-12); Teacher Coordinator Of Cooperative Education Endorsement; Teacher Coordinator Of Work Experience Programs Endorsement	Business Systems and Tech I; Div Career Tech-OJT; Div Career Tech-Mot; Div Career Tech App; Financial Op	Temporary Duty Assignments to attend Human Resource Development offered courses. Additional District support when needed.
Abelkop, Elayne	Business Education (grades 6-12); Guidance and Counseling (prekindergarten - grade 12)	Beg and Inter Weight Training; Team Sports I and II	Temporary Duty Assignments to attend Human Resource Development offered courses. Additional District support when needed.
Steele, Vivian	Business Education (grades 6-12); Vocational Office Education (vocational)	Bus Sys & Tech I; Bus and Entrep; Leg Aspects of Bus; Financial Computing	Temporary Duty Assignments to attend Human Resource Development offered courses. Additional District support when needed.
Knapp, Michele	Marketing (grades 6-12); Teacher Coordinator Of Cooperative Education Endorsement	Marketing Coop-OJT; Fashion Essentials; Fashion Applications; Fash Mktg Man; Financial Op; Financial Plan	Temporary Duty Assignments to attend Human Resource Development offered courses. Additional District support when needed.
Mittler, Rachel	Art (grades K-12); Business Education (grades 6-12)	Draw/Paint III; Research I; Web Design I, II, and III; AOIT-Web/Digital Med; Bus Software	Temporary Duty Assignments to attend Human Resource Development offered courses. Additional District support when needed.
Steinberg, Susan	ESOL Category 3; Florida Vocational Professional (Reg Nurse)	HOE Dir Study; Medical Skills Serv; Health Science; Allied Health Asst; Nurse Assist III	Temporary Duty Assignments to attend Human Resource Development offered courses. Additional District support when needed. HOE Dir Study; Medical Skills Serv; Health Science; Allied Health Asst; Nurse Assist III
Hankerson, Cynthia	English For Speakers Of Other Languages (esol) Endorsement; Speech Correction (grades K-12)	Spch Therapy; Lang Therapy	Temporary Duty Assignments to attend Human Resource Development offered courses. Additional District support when needed.
Lewis, Edward	Technology Education (grades 6-12)	Art/3-D Comp I; Engineering Tech I and II; Drft/ILL Design I, II, and III; Adv Tech App	Temporary Duty Assignments to attend Human Resource Development offered courses. Additional District support when needed.
	Biology		

Londer, Shelly	(grades 6-12); Elementary Education (grades K-6); Health (grades K-12); Physical Education (grades K-12)	Basketball; Beg and Inter Aerobics; Beg and Inter Swimming; Beg Volleyball; HOPE-PE V	Temporary Duty Assignments to attend Human Resource Development offered courses. Additional District support when needed.
Shelby, Robert	Administration/Supervision, (grades K - 12); Business Education, (grades 6 - 12); Economics, (grades 6 - 12); English For Speakers Of Other Languages (esol), Endorsement; Guidance And Counseling, (prekindergarten - Grade 12); Marketing, (grades 6 - 12); School Social Worker, (prekindergarten - Grade 12); Specific Learning Disabilities, (grades K - 12); Vocational Office Education, (vocational)	Bus Sys & Tech I; Fashion Essentials	Temporary Duty Assignments to attend Human Resource Development offered courses. Additional District support when needed.
Stewart, Gwendolyn	Mentally Handicapped (grades K-12)	RD:9-12; Eng:9-12; Math:9-12; Sci:9-12; Soc Studies:9-12; LF Mgt Trans 9-12; Pers HM SK FNC LIV; Lrng Strategies; Practical Arts Ed	Temporary Duty Assignments to attend Human Resource Development offered courses. Additional District support when needed.
Spangler, Kristy	English (6-12)	Int Read Edge C	Temporary Duty Assignments to attend Human Resource Development offered courses. Additional District support when needed.

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
99	12.121	26.262	35.353	26.262	46.464	79.797	8.08	17.171	25.252

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Charles Ackerson	Gerald Gillion	Both teachers are in the Social Studies department. Charles is efficient at moving his students and creating a warm and welcoming environment for his kids. Gerald also has a great classroom atmosphere, and will be turning to	Classroom management; lesson planning; Virtual Counselor; parent conferences; grading procedures; interim grades; Open House procedures; teacher dilemmas

		Charles for advice in moving his students.	
Dave Gray	Randy McLaughlin	Both teachers are in the Science department. Additionally, Dave is both our Science Department Head and our Science Coach. He has an extensive background in both science and teaching. Randy is a first year teacher and has already built a trusting and open relationship with Dave. They are constantly trading ideas and discussing new approaches for the classroom.	Same as above
Ann Reiver	Nathan Benson	Ann is a veteran teacher with many years of experience; Nathan is a first-year teacher who can learn a lot from her.	Same as above
Suzanne Murphy	Keila Weeks	Suzanne Murphy is a veteran teacher who is well known on campus for her friendly and established relationships with her students. She has a history of sharing best practices with others and has a great passion and enthusiams for teaching. Keila is a new teacher who shares Suzanne's passion for the profession and is always open to new ideas and suggestions to make her students successful.	Same as above
Darius Daughtry	Melissa Hernandez	Darius has a strong knowledge of Math from his previous career; Melissa is a first-year Math teacher.	Same as above
		Both Randa and Shauna teach in the Science department. Last year Randa was our science	

Randa Flinn	Shauna Mercier	department head, and toward the end of the year established a great relationship with Shauna. Because of this relationship, Shauna has already learned an extensive amount from Randa, so they make the perfect mentor/mentee pair.	Same as above
Kim Barron	Leah Lopez	Kim is a strong teacher that is consistently pushing her lower level and ESOL students to great success; Leah needs guidance moving her ELL students.	Same as above
Kelcey Dudley	Savannah Barnes	Both teachers are in the Science department. Additionally, Kelcey is our Science Department Co-Head. Since Kecey was Savannah's mentor last year, we decided to keep them paired up.	Same as above
Janine Mohler	Jesus Torres	Both teachers are in the Math department. Additionally, Janine is both our Math Department Head and our Math Coach. She has an extensive background in both math and teaching. Jesus is a relatively new teacher and has already built a trusting and open relationship with Janine. Ironically, Janine was Jesus's math teacher when he attended Northeast High as a student!	Same as above

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title 1 funds are being utilized to pay for academic coaches in the areas of Reading, Math and Science. These coaches will place an emphasis on remediation and increasing student achievement.

Title I, Part C- Migrant

Northeast High School has 2 documented migrant students. The school's ELL Coordinator, Ericka Collins, works with migrant students and families.

Title I, Part D

None

Title II

- Our Title II funds are being used to provide remedial support to at risk students.

Title III

- 189 ESOL Students
- ELL Coordinator works with ESOL students and families to support student achievement

The Northeast High School (NEHS) English Language Learners (ELL) program, facilitated by Ericka Collins, is coordinated and integrated in collaboration with the Broward County School District's Multicultural and English for Speakers of Other Languages (ESOL) Program Services Department. Through ELL district meetings and collaboration with the district's ELL resource teacher, the ELL contact gathers and distributes county, state, and federal ELL requirements to NEHS teachers, administrators, and guidance counselors and assists with student support. The district has also supported NEHS through Title III funding of ELL supplemental personnel and instructional materials. The district's resource teacher has supported the school by coaching and mentoring instructional staff and administrators.

The ELL contact also monitors both active (current) and inactive (former ELL students who are monitored for two years after exiting from the program) ELL students. Monitoring for active students includes annual individual student reviews with emphasis on student progress. The ELL committee, composed of the ELL contact, guidance counselors, administrators, teachers, and parents, recommends when students should continue or exit the ESOL program and if other interventions are needed.

When a student enters NEHS and indicates on his/her registration form that another language is spoken in the home, the student is given a language proficiency test (IPT) which determines if the student is placed in sheltered or regular classes with ELL accommodations. Depending on English proficiency level progression, a student is then gradually placed in non-sheltered classes and eventually exited from the ELL Program when he/she demonstrates proficiency in both oral language development and reading and writing skills. Most students are ready to enter regular classes after two years of sheltered classes, although transition earlier or later depending on individual progress. ELL students are also placed in non-sheltered art and physical education classes.

In addition to student incorporation explained above, all teachers who teach ELL students at NEHS are either ESOL endorsed or in the process of completing the ESOL training requirements.

Title X- Homeless

- There are 12 students at Northeast High School that have been identified as homeless.
- The homeless designee, Diane Alford, will attend training to ensure provision of services to identified students. Clothing, food transportation and other identified needs will be provided to ensure homeless students' needs are met.

Supplemental Academic Instruction (SAI)

- SAI funds will be utilized to provide remediation for at risk students.

Violence Prevention Programs

- NEHS participates in both the DARE and Youth Crime Watch programs. Additionally, Peer Counseling and Collaboration Problem Solving and Child Study Teams proactively decrease behaviors potentially leading to violence.

Nutrition Programs

- Of our 2,380 students, 61.47% are eligible for the Free and Reduced Lunch Program at Northeast High School. These students are encouraged to participate in free and reduced meal program, if eligible. It is strongly encouraged for all students to eat both breakfast and lunch to help maintain nutritional wellness. Students receive additional nutritional information through their Science and Health classes.

Housing Programs

N/A

Head Start

N/A

Adult Education

- We offer graduation requirement courses for credit recovery for students

Career and Technical Education

- NEHS offers several courses in the career and technical field. These courses fall into the following areas: Academy of Finance, Communications Technology, Computing for College and Careers, Engineering Technologies, Fashion Design Services, Health and Occupational Services Communication Technology, Marketing Essentials, and Allied Health.

Job Training

- Internship opportunities (paid and unpaid) are available for students through the Academy Programs

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Keith Fisher (Asst. Principal), Diane Alford (Guidance Director), Ruth Hinkson (ESE Specialist), Carmen Bailey (Community Liaison), Rochelle Abramowitz (School Social Worker), Ericka Collins (ESOL Contact)

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

The RtI Leadership Team, composed of an Assistant Principal, Guidance Director, ESE Specialist, Community Liaison and School Social Worker, will meet twice a month to analyze student data. This data is based on the faculty and staff recommendations that are made to the Assistant principal on the team (Keith Fisher) and the school's Guidance Director (Diane Alford). The entire team, including the specific student's classroom teachers, meet for approximately one hour to review the data and decide on and put into place different forms of intervention, assistance, and counseling that may be of use to the student.

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

The administrator and guidance director provides feedback and input.

RtI Implementation

Describe the data management system used to summarize tiered data.

In-house databased system, Storm Tracker, is used to track student data.

Describe the plan to train staff on RtI.

All staff members will be trained during pre-planning using available District staff along with support from guidance personnel. Additionally, members of the RTI Team will be provided staff development from the district on recognizing student needs and proper forms of intervention. The RTI team members will then in turn be assigned groups of staff members and will be responsible for training them on how to recognize student requirements and proper forms of intervention.

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:

English: In English, Northeast High School's (NEHS) writing score (80% proficiency) is three percentage points higher than the state's average (77% proficiency) for students earning a 3.5 or above and 2 percentage points higher (62% proficiency) than the state's average (60% proficiency) for students earning a 4.0 or above. NEHS's writing score (80% proficiency) is three percentage points lower than the district's average (83% proficiency) for students earning a 3.5 or above and six percentage point lower (62% proficiency) than the district's average (68% proficiency) for students earning a 4.0 or above.

- Math: In 9th grade, the strongest cluster/strand was Data Analysis (75% proficiency). In 10th grade, the strongest cluster/strand was Algebraic Thinking (67% proficiency).

- Reading: In 9th grade, the strongest cluster/strand was Comparisons (75% proficiency) and in 10th grade, the strongest cluster/strand was Reference and Research (68% proficiency).

- Science: In 11th grade, Scientific Thinking was the strongest cluster/strand (58% proficiency).

Weaknesses:

- Math: In 9th grade, the weakest clusters/strands, in order, were Number Sense (50% proficiency) and Measurement (57% proficiency). In 10th grade, the weakest clusters/strands, in order, were Geometry (36% proficiency) and Measurement (50% proficiency).
- Reading: In 9th grade, the weakest clusters/strands, in order, were Reference/Research (44% proficiency) and Words/Phrases (67% proficiency). In 10th grade, the weakest clusters/strands, in order, were Number Sense (50% proficiency) and Measurement (57% proficiency).
- Science: In 11th grade, Earth and Space, Life and Environmental, and Scientific Thinking were tied for the weakest cluster/strand (50% proficiency).

Instructional Calendar Development

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

The Instructional Focus Calendar (IFC) will be updated on a monthly basis, based on school's needs and the district's direction. In addition, the IFC will be updated in October, 2009 and January, 2010 as determined by disaggregated data results from the September and December Benchmark Assessment Tests (BATs). In addition, the IFC will be updated based on the data from mini-assessments.

The 2009 Florida Comprehensive Assessment Test (FCAT) data and results from mini-assessments and the BATs will be used.

Benchmarks will be selected as indicated by students' strengths and weaknesses, which were measured by progress on classwork assignments, assessments, and data results.

The duration of instruction for each benchmark will be determined by the amount of time allotted in the IFC to ensure that students are exposed to all benchmarks prior to FCAT testing. Within the amount of time allotted in the IFC, teachers will provide instruction on each benchmark, allow the students an opportunity to practice, assess the students' knowledge, and then re-teach the benchmark as indicated by students' progress, either in a whole group or small group setting.

Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data, and conducting meetings with teachers to ensure that the IFC is being utilized and implemented effectively. Coaches will also be assigned to teachers who are demonstrating signs of struggling with IFC implementation.

Teachers who are struggling with implementing the IFC will be provided with additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful. The subject area Coaches and/or Team Leaders will provide additional assistance to the teacher. The teachers will participate in Professional Learning Communities and utilize the support of their colleagues during team meetings.

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

The priority focuses for reading will be reference and research (LA.A.2.4.7; LA.A.2.4.4; LA.A.2.4.6; and LA.A.2.4.8) and comparisons (LA.A.2.2.7). The main focuses for math will be number sense (MA.A.1.4.2 and MA.A.1.4.4.) and geometry (MA.C.1.4.1; MA.C.2.4.1 and MA.C.2.4.2). The main focuses for science will be life science (Standard 14: Organization and Development of Living Organisms). (BEEP)

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

Student data and the learning gains of teachers were analyzed to determine which teachers should teach certain students. Teachers are skilled in delivering various and differing forms of instruction and allow for mastery at every level and in every course. Classroom arrangement can accommodate a variety of teaching styles.

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

Various elective courses are offered to students for future employment or job skill training. School-wide instructional initiatives and programmatic initiatives ensure content relates to students' everyday experiences.

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?

Courses are offered to students outside the core and required curriculum. While meeting with their counselors, students are encouraged to select these classes. Additionally, students complete the e-PEP (electronic Personal Education Planner).

DO

Direct the Instructional Focus

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

Weekly/daily Instructional Focus Lessons are provided by BEEP and aligned to the State-adopted content standards and the K-12 Reading Plan. Serious focus on all SSS. Serious school wide basic skills teaching and learning. Serious focus on a rigorous curriculum. Serious intervention for those who need help. Serious accountability demonstrated by state assessments.

How are instructional focus lessons developed and delivered?

Calendars are created using previous years FCAT results, mini assessments, various forms of diagnostics, differentiated instruction, and use of the Florida Continuous Improvement Model (FCIM).

How will instructional focus lessons be revised and monitored?

Frequent monitoring and use of FCIM.

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.

The school will utilize a variety of technological resources including BEEP, Glides, mini assessments. The school's RTI will be aligned and used to assist students struggling in reading, math, science, and language arts.

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

Individual student data will be used to identify those students reaching mastery and those not reaching mastery.

Maintenance

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

Students are assigned state adopted textbooks and materials. Teachers will use District-supported assessment tools to assess student progress and progress monitor effectiveness of instruction.

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.

Data chats, use of District-adopted classroom walkthrough protocols, monthly leadership team meetings, and FCIM.

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.

All administrators and department heads will conduct classroom walkthroughs and will receive Item Specs Training in reading, math, and science. Reading teachers and coaches will be trained using the Florida assessment for Instructional Reading Tool. Administration, coaches, and teachers will show evidence of proficiency in the use of Virtual Counselor as a planning tool.

The Leadership Team will consist of the principal, assistant principals, department chairs, coaches, and various support staff.

Explicit, focused instruction is taking place on tested benchmarks, student learning is sustained, assessments are administered frequently, interventions are provided to students in a timely manner, and assessment data is used to improve classroom instruction and student learning.

ACT

Supplemental and Intensive Instruction/Interventions

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

Response to Intervention (RTI) will be aligned and used to assist struggling students in reading, math, science, and language arts. Collaborative Problem Solving Team (CPST) monitors and analyzes effectiveness of instruction for reading intervention.

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

The Progress Monitoring Network (PMRN) will be used to report reading progress. Students will receive instruction based on district-approved models. Instruction will be given to students individually that provides intensive interventions designed to re-teach a concept, check for understanding, and sustain student learning. Strategies will include differentiated instruction, cooperative learning, peer tutoring, and assistive technology.

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

A needs assessment is conducted. Individual teacher data is reviewed to determine areas of need for professional development. Professional development for common planning work for teachers with students in common.

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

All students not performing at grade level (Level 1 and 2 students).

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

FCIM will be used by the school's Instructional Leadership Team.

Enrichment

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

Instruction will provide accelerated learning experiences to students through more access to more challenging content, new concepts, and higher order thinking strategies including enhanced classroom experience, accelerated pace, differentiated instruction, cooperative learning, peer tutoring, and assistive technology.

Describe how students are identified for enrichment strategies.

Students are identified through data from previous years, FCAT results, and mini assessments. Those students scoring at or above grade level (Levels 3 and above) will be provided additional enrichment activities.

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)
Literacy Team	Janene Abrahamson	Monthly	First Wednesday of each month, starting September 2, 2009.	* Review student data * Assess academic placement * Make lesson recommendations * The priority focuses for reading will be reference and research (LA.A.2.4.7; LA.A.2.4.4; LA.A.2.4.6; and LA.A.2.4.8) and comparisons (LA.A.2.2.7). (BEEP)
Academy Advisors	Amy Varo-Haub	Bi-weekly	Every other Wednesday of each month, starting September 2, 2009.	* Academy awareness * Align academy themes

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.

- Use PSAT results effectively to counsel students
- Brace Advisor will conduct SAT/ACT registration campaign along with the reading teachers that teach FCAT retake students (concordant scores)
- Will have the 11th and 12th grade English teachers infuse ACT/SAT prep curriculum into their courses and then have the students continue preparation on their own
- Diane Fetrow will provide staff development for English 11 & 12 to restructure classes into SAT/ACT Format
- Department heads conduct scaffolding assessment
- Students will use College Board SAT prep online and Test prep preview free online preparation for ACT and SAT (march2success.com and number2.com)
- Utilize fee waivers for F/R lunch students (as many students as possible)
- Every qualifying student should sit for SAT, ACT and CPT

PART II: EXPECTED IMPROVEMENTS

Reading Goal

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Improve percentage of students achieving high level in reading.		By June 2010, 50% of students will read at or above grade level based on performance on FCAT Reading test. This is a 12% gain over performance in 2008-2009.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	The District Instructional Focus Calendar will be used to inform instruction in all Intensive Reading Classes	1. Janene Abrahamsom (Reading Coach) 2. Ericka Collins (Reading Coach) 3. All Department Chairs 4. Racquel Lipscomb (Asst. Principal)	CWT – patterns in Section 2: Focus on Instruction Weekly review of instruction lesson plans	Biweekly cluster tests Reading mini assessment tests recorded in Virtual Counselor. Targeted plans to reteach for mastery through FAIR Informal diagnostic/progress assessment toolkit
2	All content area teachers will identify students' strengths and weakness through data analysis on Virtual Counselor and infuse reading benchmarks and research based strategies in their lessons to address the needs.	1. Janene Abrahamsom (Reading Coach) 2. Ericka Collins (Reading Coach) 3. All Department Chairs 4. Racquel Lipscomb (Asst. Principal)	CWT Coaches will model infusing reading strategies in content areas. Data chats at the department level.	Mini assessment tests given weekly in content area classes with results entered in Stormtracker, school data base.
3	School wide participation in the reading initiatives of vocabulary improvement to include SAT vocabulary as the word of the day, word walls, and direct instruction of vocabulary in the classroom	1. Janene Abrahamsom (Reading Coach) 2. Ericka Collins (Reading Coach) 3. All Department Chairs	Improvement in understanding words and phrases in context will be measured through mini-assessments and Quia Quizzes.	Mini-assessments On line Quia quizzes

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Improve proficiency of Level 1 and 2 students Reading		By June 2010, the number of students in Level 1 and 2 making learning gains in their Developmental Scale Scores will improve 10% over the current level of 51%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in Level 1 and 2 will be scheduled into appropriate reading classes according to the District Placement Matrix based on SSS, FORF probes and DAR word recognition levels.	1. Janene Abrahamsom (Reading Coach) 2. Ericka Collins (Reading Coach) 3. David Cross (Reading Dept. Chair) 4. Racquel Lipscomb (Asst. Principal)	Monitoring of district reports through Data Warehouse and Virtual Counselor	Comparison of FCAT level 1 and 2 rosters with student locator information on the master schedule

2	Level 1 and 2 students will receive 90 minutes of Intensive Reading instruction daily using the district approved instructional materials, technology, and best practices.	1. Janene Abrahamsom (Reading Coach) 2. Ericka Collins (Reading Coach) 3. David Cross (Reading Dept. Chair) 4. Racquel Lipscomb (Asst. Principal)	CWT Coaches will support teachers in lesson planning, modeling strategies, and observing reading instruction for the purpose of improving instruction.	Just Read Florida Observation Sheet
3	Progress monitoring: Students in Level 1 and 2, as well as Level 3, will take the FAIR test three times during the school year to aid in predicting students' success in passing the FCAT	1. Janene Abrahamsom (Reading Coach) 2. Ericka Collins (Reading Coach) 3. Reading Teachers: Beavers, Malik, Cook, Sullivan, Cross, Nimmons, Wisdom, St. Julien, and Spangler.	Progress will be monitored by teachers and coaches. Re-teaching of targeted deficient skills will be done using the FAIR toolkit.	PRMN
4	Progress monitoring: Students will take the Benchmark Achievement tests and mini-assessments. EDGE students will also take the cluster tests.	1. Janene Abrahamsom (Reading Coach) 2. Ericka Collins (Reading Coach) 3. Reading Teachers: Beavers, Malik, Cook, Sullivan, Cross, Nimmons, Wisdom, St. Julien, and Spangler.	Progress in specific clusters will be monitored by reading teachers and coaches through data analysis attained from Virtual Counselor.	District Benchmark Achievement tests given in September and November. Mini-Assessment tests given bi-weekly following intensive instruction.
5	Students will be invited to tutoring session held afterschool weekly for two hours on lessons that are targeted to their needs.	1. Janene Abrahamsom (Reading Coach) 2. Ericka Collins (Reading Coach)	Progress monitoring in areas of specific needs.	Attendance rosters for the sessions. Portfolios to track progress of individual students.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Improve the percentage of students in the White Subgroup achieving AYP.		By June 2010, 54% of students in the White Subgroup will attain AYP based on performance on FCAT Reading test. This is a 10% gain over 2008-2009.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Ensure that the Comprehensive Intervention Reading Program and Supplemental Intervention Reading Programs are used with fidelity, consistency, and progress monitored with proper pacing.	1. Janene Abrahamsom (Reading Coach) 2. Ericka Collins (Reading Coach) 3. David Cross (Reading Dept. Chair) 4. Racquel Lipscomb (Asst. Principal)	CWT – patterns in Section 2: Focus on Instruction Weekly review of instruction lesson plans	Biweekly cluster tests Reading mini assessment tests recorded in Virtual Counselor. Targeted plans to reteach for mastery.
2	Students will receive Differentiated Instruction in all Classrooms emphasizing concepts and skills not mastered	1. Janene Abrahamsom (Reading Coach) 2. Ericka Collins (Reading Coach) 3. David Cross (Reading Dept. Chair) 4. Racquel Lipscomb (Asst. Principal)	CWT FAIR results to target deficient skills Data Chats	Mini assessment tests given weekly and results entered in Stormtracker. FAIR data
3	Students will be invited to tutoring session held afterschool weekly for two hours on lessons that are targeted to their needs	1. Janene Abrahamsom (Reading Coach) 2. Ericka Collins (Reading Coach)	Progress monitoring in areas of specific needs.	Attendance rosters for the sessions. Portfolios to track progress of individual students.
4	Improve motivation through the use of graphic organizers, high yield strategies, technology, BEEP resources, teaching to modalities, and effective	1. Janene Abrahamsom (Reading Coach) 2. Ericka Collins (Reading Coach) 3. Reading Teachers:	CWT – Focus on the Learner and Focus on Classroom Environment Examination of lesson plans	CWT trends Attendance and tardies Number of referrals

	classroom management.	Beavers, Malik, Cook, Sullivan, Cross, Nimmons, Wisdom, St. Julien, and Spangler.		
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Improve the percentage of students in the Black Subgroup achieving AYP.		By June 2010, 44% of students in the Black Subgroup will attain AYP based on performance on FCAT Reading test. This is a 10% gain over 2008-2009.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Ensure that the Comprehensive Intervention Reading Program and Supplemental Intervention Reading Programs are used with fidelity, consistency, and progress monitored with proper pacing.	1. Janene Abrahamsom (Reading Coach) 2. Ericka Collins (Reading Coach) 3. David Cross (Reading Dept. Chair) 4. Racquel Lipscomb (Asst. Principal)	CWT – patterns in Section 2: Focus on Instruction Weekly review of instruction lesson plans	Biweekly cluster tests Reading mini assessment tests recorded in Virtual Counselor. Targeted plans to reteach for mastery.
2	Students will receive Differentiated Instruction in all Classrooms emphasizing concepts and skills not mastered	1. Janene Abrahamsom (Reading Coach) 2. Ericka Collins (Reading Coach) 3. Racquel Lipscomb (Asst. Principal)	CWT FAIR results to target deficient skills Data Chats	Mini assessment tests given weekly and results entered in Stormtracker. FAIR data
3	Students will be invited to tutoring session held afterschool weekly for two hours on lessons that are targeted to their needs	1. Janene Abrahamsom (Reading Coach) 2. Ericka Collins (Reading Coach)	Progress monitoring in areas of specific needs.	Attendance rosters for the sessions. Portfolios to track progress of individual students.
4	Improve motivation through the use of graphic organizers, high yield strategies, technology, BEEP resources, teaching to modalities, AR, and effective classroom management.	1. Janene Abrahamsom (Reading Coach) 2. Ericka Collins (Reading Coach) 3. Reading Teachers: Beavers, Malik, Cook, Sullivan, Cross, Nimmons, Wisdom, St. Julien, and Spangler.	CWT – Focus on the Learner and Focus on Classroom Environment Examination of lesson plans	CWT trends Attendance and tardies Number of referrals

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Improve the percentage of students in the Hispanic Subgroup achieving AYP.		By June 2010, 46% of students in the Hispanic Subgroup will attain AYP based on performance on FCAT Reading test. This is a 10% gain over 2008-2009.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Ensure that the Comprehensive Intervention Reading Program and Supplemental Intervention Reading Programs are used with fidelity, consistency, and progress monitored with proper pacing.	1. Janene Abrahamsom (Reading Coach) 2. Ericka Collins (Reading Coach) 3. David Cross (Reading Dept. Chair) 4. Racquel Lipscomb (Asst. Principal)	CWT – patterns in Section 2: Focus on Instruction Weekly review of instruction lesson plans	Biweekly cluster tests Reading mini assessment tests recorded in Virtual Counselor. Targeted plans to reteach for mastery.
2	Students will receive Differentiated Instruction in all Classrooms emphasizing concepts and skills not mastered	1. Janene Abrahamsom (Reading Coach) 2. Ericka Collins (Reading Coach) 3. Racquel Lipscomb (Asst. Principal)	CWT FAIR results to target deficient skills Data Chats	Mini assessment tests given weekly and results entered in Stormtracker. FAIR data
3	Students will be invited to	1. Janene	Progress monitoring in areas	Attendance rosters for the

	tutoring session held afterschool weekly for two hours on lessons that are targeted to their needs	Abrahamsom (Reading Coach) 2. Ericka Collins (Reading Coach)	of specific needs.	sessions. Portfolios to track progress of individual students.
4	Improve motivation through the use of graphic organizers, high yield strategies, technology, BEEP resources, teaching to modalities, AR, and effective classroom management.	1. Janene Abrahamsom (Reading Coach) 2. Ericka Collins (Reading Coach) 3. Reading Teachers: Beavers, Malik, Cook, Sullivan, Cross, Nimmons, Wisdom, St. Julien, and Spangler.	CWT – Focus on the Learner and Focus on Classroom Environment Examination of lesson plans	CWT trends Attendance and tardies Number of referrals

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Improve the percentage of students in the Economically Disadvantaged Subgroup achieving AYP.		By June 2010, 44% of students in the Economically Disadvantaged Subgroup will attain AYP based on performance on FCAT Reading test. This is a 10% gain over 2008-2009.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Ensure that the Comprehensive Intervention Reading Program and Supplemental Intervention Reading Programs are used with fidelity, consistency, and progress monitored with proper pacing.	1. Janene Abrahamsom (Reading Coach) 2. Ericka Collins (Reading Coach) 3. David Cross (Reading Dept. Chair) 4. Racquel Lipscomb (Asst. Principal)	CWT – patterns in Section 2: Focus on Instruction Weekly review of instruction lesson plans	Biweekly cluster tests Reading mini assessment tests recorded in Virtual Counselor. Targeted plans to reteach for mastery.
2	Students will receive Differentiated Instruction in all Classrooms emphasizing concepts and skills not mastered	1. Janene Abrahamsom (Reading Coach) 2. Ericka Collins (Reading Coach) 3. Racquel Lipscomb (Asst. Principal)	CWT FAIR results to target deficient skills Data Chats	Mini assessment tests given weekly and results entered in Stormtracker. FAIR data
3	Students will be invited to tutoring session held afterschool weekly for two hours on lessons that are targeted to their needs	1. Janene Abrahamsom (Reading Coach) 2. Ericka Collins (Reading Coach)	Progress monitoring in areas of specific needs.	Attendance rosters for the sessions. Portfolios to track progress of individual students.
4	Improve motivation through the use of graphic organizers, high yield strategies, technology, BEEP resources, teaching to modalities, AR, and effective classroom management.	1. Janene Abrahamsom (Reading Coach) 2. Ericka Collins (Reading Coach) 3. Reading Teachers: Beavers, Malik, Cook, Sullivan, Cross, Nimmons, Wisdom, St. Julien, and Spangler.	CWT – Focus on the Learner and Focus on Classroom Environment Examination of lesson plans	CWT trends Attendance and tardies Number of referrals
5	All teachers will attend the Framework for Understanding Poverty training	Mrs. Lipscomb (Asst. Principal)	HRD Ruby Payne reports End of chapter activities and the survival test	Demonstrated application observed CWT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Improve the percentage of students in the English Language Learners Subgroup and achieving AYP.		By June 2010, 24% of students in the English Language Learners Subgroup will attain AYP based on performance on FCAT Reading test. This is a 10% gain over 2008-2009.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Ensure that the Comprehensive Intervention Reading Program and Supplemental Intervention	1. Janene Abrahamsom (Reading Coach) 2. Ericka Collins	CWT – patterns in Section 2: Focus on Instruction Weekly review of instruction lesson plans	Biweekly cluster tests Reading mini assessment tests recorded in Virtual Counselor.

	Reading Programs are used with fidelity, consistency, and progress monitored with proper pacing.	(Reading Coach) 3. David Cross (Reading Dept. Chair) 4. Racquel Lipscomb (Asst. Principal)		Targeted plans to reteach for mastery.
2	All ELL Category A1 and A2 will be placed in Developmental Language Arts Through ESOL classes according to the district placement matrix.	1. Ericka Collins (Reading Coach) 2. Diane Alford (Guidance Director)	Reconciliation with Master Schedule	Run DWH report.
3	Students will receive Differentiated Instruction in all Classrooms emphasizing concepts and skills not mastered	1. Janene Abrahamsom (Reading Coach) 2. Ericka Collins (Reading Coach) 3. Racquel Lipscomb (Asst. Principal)	CWT FAIR results to target deficient skills Data Chats	Mini assessment tests given weekly and results entered in Stormtracker. FAIR data
4	Students will be invited to tutoring session held afterschool weekly for two hours on lessons that are targeted to their needs	1. Janene Abrahamsom (Reading Coach) 2. Ericka Collins (Reading Coach)	Progress monitoring in areas of specific needs.	Attendance rosters for the sessions. Portfolios to track progress of individual students.
5	Improve motivation through the use of graphic organizers, high yield strategies, technology, BEEP resources, teaching to modalities, AR, and effective classroom management.	1. Janene Abrahamsom (Reading Coach) 2. Ericka Collins (Reading Coach) 3. Reading Teachers: Beavers, Malik, Cook, Sullivan, Cross, Nimmons, Wisdom, St. Julien, and Spangler.	CWT – Focus on the Learner and Focus on Classroom Environment Examination of lesson plans	CWT trends Attendance and tardies Number of referrals

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Improve the percentage of 11th and 12th grade Reading Retake students who are registered to take the ACT, SAT, or the CPT.		By June 2010, 55% of 11th and 12th Grade Retake students will receive a passing score on the ACT, SAT, and/or CPT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	ACT, SAT, and CPT Preparation Classes	1. Janene Abrahamsom (Reading Coach) 2. Ericka Collins (Reading Coach)	CWT	ACT, SAT, CPT tests
2	Students will be invited to tutoring session held afterschool weekly for two hours on lessons that are targeted to test prep.	1. Janene Abrahamsom (Reading Coach) 2. Ericka Collins (Reading Coach)	CWT FAIR results to target deficient skills	Attendance rosters for the sessions. Portfolios to track progress of individual students.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, 50% of students will read at or above grade level based on performance on FCAT Reading test.	Reading Coaches will review an activity from Florida's Continuous Improvement Model, and Marzano's High-Yield Strategies.	Reading Coaches: Abrahamson and Collins Department Chair: David Cross	September, 2009	Reading Department Meeting	Reading Coach: Janene Abrahamson
The number of students in Level 1 and 2 making learning gains in their Developmental Scale Scores will improve 10% over the current level of 51%.	Study Group using Jim Fay and David Funk's book: Teaching with Love and Logic	Reading Coaches: Abrahamson and Collins Department Chair: David Cross	October, 2009	CWT; Reading Department meetings,	Reading Coach: Janene Abrahamson

By June 2010, 54% of students in the White Subgroup will attain AYP based on performance on FCAT Reading test.	SLC of teachers who have taken CRISS training to review strategies, best practices, and lesson plane	Reading Coaches: Abrahamson and Collins Abrahamson and Collins Department Chair: David Cross	October, 2009	CWT	Reading Coach: Janene Abrahamson
By June 2010, 44% of students in the Black Subgroup will attain AYP based on performance on FCAT Reading test.	Study group of Alfred W. Tatum's book, Teaching Reading to Black Adolescent Males: Closing the Achievement Gap.	Reading Coaches: Abrahamson and Collins	November, December, 2009	Think-pair-share jigsawing activities	Reading Coach: Janene Abrahamson
By June 2010, 46% of students in the Hispanic Subgroup will attain AYP based on performance on FCAT Reading test.	Reading Coach will review information about Hispanic culture and language. Also review effective strategies.	Reading Coach: Ericka Collins	September, 2009-2010	Sharing best practices; CWT	Reading Coach: Janene Abrahamson
By June 2010, 44% of students in the Economically Disadvantaged Subgroup will attain AYP based on performance on FCAT Reading test.	Study group of Ruby Payne's book: A framework for Understanding Poverty.	Reading Coaches: Abrahamson and Collins	January 2010	Chapter end activities including the survival test.	Reading Coach: Janene Abrahamson
Improve the percentage of students in the English Language Learners Subgroup achieving AYP.	Training on best practices for teaching ELL students.	Coach: Ericka Collins	September 2009-2010	Data chats to identify categories and needs of ELL students	Reading Coach: Janene Abrahamson
By June 2010, 55% of 11th and 12th Grade Retake students will receive a passing score on the ACT, SAT, and/or CPT.	Training: Preparing students to register and take the ACT, SAT, and CPT	Princeton Review	August 2009-June 2010	ACT, SAT and CPT results	Reading Coach: Janene Abrahamson

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

Reading Coaches will review an activity at the department meetings throughout the school, on topics from the "Lessons Learned from FCAT," FLARE strategies to create better thinkers, BEEP, and trends and patterns from the Classroom Walk Throughs, and strategies for differentiated instruction. The reading department chair will also present data chats to help those departments monitor student progress on Virtual Counselor.

Content area and elective teachers will incorporate the Next Generation SSS into their instruction. They will also be giving a mini-assessment based weekly. Each department has developed the mini-assessment based on their curriculum content and aligned with the Benchmark Clusters. Those scores are recorded as a test grade for their individual classes. Teachers must demonstrate that they are grading and recording their scores when they meet with their administrators for their PGP reviews.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Trainer	21st Century	\$2,000.00
Edge and Wilson	District	\$10,000.00
Novels and Reading	21st Century	\$1,000.00
Language Arts Curriculum	21 Century	\$1,612.00
		Total: \$14,612.00
Technology		
Description of Resources	Funding Source	Available Amount
Hardware & Software	Perkins	\$22,525.00
		Total: \$22,525.00
Professional Development		

Description of Resources	Funding Source	Available Amount
District approved seminars and classes	SLC Grant	\$1,500.00
Development of Reading, Language Arts, and Social Studies Instructional Focus Calendars Stipend for Summer Development	District	\$300.00
Department Meetings 10 per year for the implementation of Senate Bill 1908 concerning student academics.	SLC	\$25,000.00
Review DART	SLC	\$10,000.00
Ruby Payne Understanding Poverty	SLC	\$3,000.00
Ruby Payne Understanding Poverty Speaker	Title 1	\$7,276.00
		Total: \$47,076.00
Other		
Description of Resources	Funding Source	Available Amount
ACT/SAT Prep Class after school	21st Century	\$3,000.00
Reading FCAT Prep after school.	21st Century	\$15,000.00
ACT/SAT Prep Class Saturday	21 Century	\$1,500.00
Tuesday/Thursday FCAT Academic Camp	Perkins	\$4,500.00
Saturday FCAT Academic Camp	Perkins	\$1,175.00
		Total: \$25,175.00
		Final Total: \$109,388.00

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	
Number Sense			By June 2010, 75% of our student population will score 80% or higher on the Math FCAT	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Monthly Instructional Focus	1. Janine Mohler (Math Coach) 2. Allan Thompson (Asst. Principal)	Mini assessments Teacher-made tests BAT FCAT practice tests	Frequent monitoring Classroom walkthroughs
2	Warm ups	1. Janine Mohler (Math Coach) 2. All Math teachers 3. Allan Thompson (Asst. Principal)	Mini assessments Teacher-made tests BAT FCAT practice tests	Frequent monitoring Classroom walkthroughs
3	Differentiated Instruction in all classrooms (ESE, ELL, Gen Ed)	1. Janine Mohler (Math Coach) 2. All teachers 3. Allan Thompson (Asst. Principal)	Mini assessments Teacher-made tests BAT FCAT practice tests	Frequent monitoring Classroom walkthroughs
4	Department data chats	1. Janine Mohler (Math Coach) 2. All Math Teachers 3. Allan Thompson (Asst. Principal)	Mini assessments Teacher-made tests BAT FCAT practice tests	Frequent monitoring Classroom walkthroughs

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement
Geometry		65% of our student population will score 60% or higher

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Monthly Instructional Focus	1. Janine Mohler (Math Coach) 2. Allan Thompson (Asst. Principal)	Mini assessments Teacher-made tests BAT FCAT practice tests	Frequent monitoring Classroom walkthroughs
2	Warm ups	1. Janine Mohler (Math Coach) 2. All Math teachers 3. Allan Thompson (Asst. Principal)	Mini assessments Teacher-made tests BAT FCAT practice tests	Frequent monitoring Classroom walkthroughs
3	Differentiated Instruction in all classrooms (ESE, ELL, Gen Ed)	1. Janine Mohler (Math Coach) 2. All teachers 3. Allan Thompson (Asst. Principal)	Mini assessments Teacher-made tests BAT FCAT practice tests	Frequent monitoring Classroom walkthroughs
4	Department data chats	1. Janine Mohler (Math Coach) 2. All Math Teachers 3. Allan Thompson (Asst. Principal)	Mini assessments Teacher-made tests BAT FCAT practice tests	Frequent monitoring Classroom walkthroughs

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Improve percent of Black students making AYP in Math		By June 2010, 75% of Black students will score a level 3 or higher on the Math FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Monthly Instructional Focus	1. Janine Mohler (Math Coach) 2. Allan Thompson (Asst. Principal)	Mini assessments Teacher-made tests BAT FCAT practice tests	Frequent monitoring Classroom walkthroughs
2	Warm ups	1. Janine Mohler (Math Coach) 2. All Math Teachers 3. Allan Thompson (Asst. Principal)	Mini assessments Teacher-made tests BAT FCAT practice tests	Frequent monitoring Classroom walkthroughs
3	Differentiated Instruction in all classrooms (ESE, ELL, Gen Ed)	1. Janine Mohler (Math Coach) 2. All Teachers 3. Allan Thompson (Asst. Principal)	Mini assessments Teacher-made tests BAT FCAT practice tests	Frequent monitoring Classroom walkthroughs
4	Department data chats	1. Janine Mohler (Math Coach) 2. All Math Teachers 3. Allan Thompson (Asst. Principal)	Mini assessments Teacher-made tests BAT FCAT practice tests	Frequent monitoring Classroom walkthroughs

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Improve percent of ELL students making AYP in Math		By June 2010, 50% of ELL students will score a level 3 or higher on the Math FCAT. This is a 4% gain over performance in 2008-2009.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	The District Instructional Focus Calendar will be used to inform instruction	1. Janine Mohler (Math Coach) 2. Ericka Collins (ESOL Contact) 3. Allan Thompson (Asst. Principal)	CWT – patterns in Section 2: Focus on Instruction Weekly review of instruction lesson plans Coaching and mentoring	Biweekly cluster tests Math mini assessment tests recorded in Virtual Counselor. Classroom walkthroughs Class observation
2	Students will receive math instruction through a variety of interactive multimodal strategies and testing accommodations.	1. Janine Mohler (Math Coach) 2. Ericka Collins (ESOL Contact) 3. Allan Thompson (Asst. Principal)	CWT – patterns in Section 2: Focus on Instruction Weekly review of instruction lesson plans Coaching and mentoring	Biweekly cluster tests Math mini assessment tests recorded in Virtual Counselor. Classroom walkthroughs Class observation
3	ELL students are placed with a highly qualified ESOL endorsed/certified teacher.	1. Janine Mohler (Math Coach) 2. Ericka Collins (ESOL Contact) 3. Allan Thompson	CWT – patterns in Section 2: Focus on Instruction Weekly review of instruction lesson plans Coaching and mentoring	Biweekly cluster tests Math mini assessment tests recorded in Virtual Counselor. Classroom walkthroughs

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
70% of the lowest 25% of students will make learning gains on the 2010 administration	Math teachers will be trained in math programs to improve students' math skills and to prescribe individualized intervention programs	Janine Mohler (Math Coach); Allan Thompson (Assistant Principal)	08/10/09-08/13/10	CWT; Follow up lessons by teachers	Janine Mohler (Math Coach); Allan Thompson (Assistant Principal)
80% of students will score a level 3 or above on FCAT Math	Specific FCAT skills will be utilized by every teacher with 9th or 10th grade students in core content classes (Language Arts, Math, Science & Social Studies)	Janine Mohler (Math Coach); Allan Thompson (Assistant Principal)	08/10/09-08/13/10	CWT; Follow up lessons by teachers	Janine Mohler (Math Coach); Allan Thompson (Assistant Principal)

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Trainer	21th Century	\$2,000.00
Math Consumables	21st Century	\$1,000.00
		Total: \$3,000.00
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
District approved seminars and classes	SLC Grant	\$1,500.00
no data	no data	\$0.00
Ruby Payne see Reading	see reading	\$0.00
		Total: \$1,500.00
Other		
Description of Resources	Funding Source	Available Amount
Saturday FCAT Camp	Perkins	\$4,500.00
Math FCAT Prep After School	21st Century	\$15,000.00
ACT/SAT Prep Class Saturday	21st Century	\$1,500.00
		Total: \$21,000.00
		Final Total: \$25,500.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Improve percentage of students scoring 3 or above on FCAT science		By June 2010, 50% of our student population will score a level 3 or higher on the FCAT science test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Pull outs by Dave Gray (Science Coach)	1. Dave Gray (Science Coach)	1. Frequent monitoring 2. Mini Assessments 3. FCAT practice tests	1. Mini assessments 2. Teacher-made tests 3. Departmental mid-

		2. Casey Burgs (Asst. Principal)	4. BAT	term and final exams 4. Student portfolios 5. Classroom walkthroughs
2	FCAT Dailies	1. Dave Gray (Science Coach) 2. Science teachers 3. Casey Burgs (Asst. Principal)	1. Frequent monitoring 2. Mini Assessments 3. FCAT practice tests 4. BAT	1. Mini assessments 2. Teacher-made tests 3. Departmental mid-term and final exams 4. Student portfolios 5. Classroom walkthroughs
3	Intensive FCAT review before FCAT exam	1. Dave Gray (Science Coach) 2. Science teachers 3. Casey Burgs (Asst. Principal)	1. Frequent monitoring 2. Mini Assessments 3. FCAT practice tests 4. BAT	1. Mini assessments 2. Teacher-made tests 3. Departmental mid-term and final exams 4. Student portfolios 5. Classroom walkthroughs

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Improve percent of Black male students making AYP in Science		By June 2010, 50% of black male students will score a level 3 or higher on the Science FCAT test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Pull outs by Dave Gray (Science Coach)	1. Dave Gray (Science Coach) 2. Casey Burgs (Asst. Principal)	1. Frequent monitoring 2. Mini Assessments 3. FCAT practice tests 4. BAT	1. Mini assessments 2. Teacher-made tests 3. Departmental mid-term and final exams 4. Student portfolios 5. Classroom walkthroughs
2	FCAT Dailies	1. Dave Gray (Science Coach) 2. Science Teachers 3. Casey Burgs (Asst. Principal)	1. Frequent monitoring 2. Mini Assessments 3. FCAT practice tests 4. BAT	1. Mini assessments 2. Teacher-made tests 3. Departmental mid-term and final exams 4. Student portfolios 5. Classroom walkthroughs
3	Intensive FCAT review before FCAT exam	1. Dave Gray (Science Coach) 2. Science Teachers 3. Casey Burgs (Asst. Principal)	1. Frequent monitoring 2. Mini Assessments 3. FCAT practice tests 4. BAT	1. Mini assessments 2. Teacher-made tests 3. Departmental mid-term and final exams 4. Student portfolios 5. Classroom walkthroughs

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Improve percent of Hispanic male students making AYP in Science		By June 2010, 50% of Hispanic male students will score a level 3 or higher on the Science FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Pull outs by Dave Gray (Science Coach)	1. Dave Gray (Science Coach) 2. Casey Burgs (Asst. Principal)	1. Frequent monitoring 2. Mini Assessments 3. FCAT practice tests 4. BAT	1. Mini assessments 2. Teacher-made tests 3. Departmental mid-term and final exams 4. Student portfolios 5. Classroom walkthroughs
2	FCAT Dailies	1. Dave Gray (Science Coach) 2. Science Teachers 3. Casey Burgs (Asst. Principal)	1. Frequent monitoring 2. Mini Assessments 3. FCAT practice tests 4. BAT	1. Mini assessments 2. Teacher-made tests 3. Departmental mid-term and final exams 4. Student portfolios 5. Classroom walkthroughs
3	Intensive FCAT review before FCAT exam	1. Dave Gray (Science Coach) 2. Science Teachers 3. Casey Burgs	1. Frequent monitoring 2. Mini Assessments 3. FCAT practice tests 4. BAT	1. Mini assessments 2. Teacher-made tests 3. Departmental mid-term and final exams 4. Student portfolios

	(Asst. Principal)	5. Classroom walkthroughs
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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
Increase Science Student FCAT Achievement	Science Module-addressing new science standards, end of course testing, analyzing students data for re-teaching	Dave Gray (Science Coach)	08/10/09-08/13/10	CWT; Database; Bi-Monthly department meetings; School-wide and county-wide assessments; student data on mini-assessments	Casey Burgs, (Asst. Principal); Dave Gray and Kelcey Dudley (Science Dept. Heads); Dave Gray (Science Coach)
Increase student Science Advanced Placement scores	AP Training	District	Summer 2010	AP scores	Casey Burgs, (Asst. Principal); Dave Gray and Kelcey Dudley (Science Dept. Heads); Dave Gray (Science Coach)

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Trainer	SLC	\$2,000.00
ACT Prep Review Consumables Material	Princeton Review	\$2,000.00
		Total: \$4,000.00
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
District approved seminars and classes	SLC Grant	\$1,500.00
Ruby Payne see Reading	see reading	\$0.00
		Total: \$1,500.00
Other		
Description of Resources	Funding Source	Available Amount
Science FCAT Prep After School	21st Century	\$5,000.00
Staff Development Supplies	SLC	\$4,574.71
		Total: \$9,574.71
		Final Total: \$15,074.71

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Elaboration		By June 2010, 85% of our student body will score at level 3.5% or above on the FCAT Writing test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implementation of Six Traits	1. Erin Thompson (Writing Coach) 2. Language Arts teachers	Writing assessments Personalized writing instruction CWT, using graphic	Simplified rubrics that reflect 6 Writing Traits Teaching students to use the simplified rubric

		3. Content area teachers 1. Erin Thompson (Writing Coach) 4. Racquel Lipscomb (Asst. Principal)	organizers Student writing portfolios	Revising and editing Peer editing/ Collaboration using a simplified rubric
2	Pull Outs by Erin Thompson (Writing Coach)	1. Erin Thompson (Writing Coach) 2. Racquel Lipscomb (Asst. Principal)	Writing assessments Personalized writing instruction CWT, using graphic organizers Student writing portfolios	Simplified rubrics that reflect 6 Writing Traits Teaching students to use the simplified rubric Revising and editing Peer editing/ Collaboration using a simplified rubric
3	Use of sample writing prompts	1. Erin Thompson (Writing Coach) 2. Language Arts teachers 3. Content area teachers 4. Racquel Lipscomb (Asst. Principal)	Writing assessments Personalized writing instruction CWT, using graphic organizers Student writing portfolios	Simplified rubrics that reflect 6 Writing Traits Teaching students to use the simplified rubric Revising and editing Peer editing/ Collaboration using a simplified rubric
4	Monthly writing prompts	1. Erin Thompson (Writing Coach) 2. Language Arts teachers 3. Content area teachers 1. Erin Thompson (Writing Coach) 4. Racquel Lipscomb (Asst. Principal)	Writing assessments Personalized writing instruction CWT, using graphic organizers Student writing portfolios	Simplified rubrics that reflect 6 Writing Traits Teaching students to use the simplified rubric Revising and editing Peer editing/ Collaboration using a simplified rubric
5	FCAT Camps	1. Erin Thompson (Writing Coach) 2. Select content area teachers 3. Racquel Lipscomb (Asst. Principal)	1. Writing assessments 2. Personalized writing instruction 3. CWT, using graphic organizers 4. Implementing structured prewriting activities or strategies	1. Simplified rubrics that reflect 6 Writing Traits 2. Teaching students to use the simplified rubric 3. Revising and editing 4. Peer editing/ Collaboration using a simplified rubric

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Developing Support		By June 2010, 85% of our student body will score at score at level 3.5 or above on the FCAT Writing test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implementation of Six Traits	1. Erin Thompson 2. Language Arts teachers 3. Content area teachers	1. Writing assessments 2. Personalized writing instruction 3. CWT, using graphic organizers 4. Implementing structured pre-writing activities or strategies	1. Simplified rubrics that reflect 6 Writing Traits 2. Teaching students to use the simplified rubric 3. Revising and editing 4. Peer editing/ Collaboration using a simplified rubric
2	Pull Outs by Erin Thompson (Writing Coach)	1. Erin Thompson (Writing Coach) 2. Racquel Lipscomb (Asst. Principal)	1. Writing assessments 2. Personalized writing instruction 3. CWT, using graphic organizers 4. Implementing structured prewriting activities or strategies	1. Simplified rubrics that reflect 6 Writing Traits 2. Teaching students to use the simplified rubric 3. Revising and editing 4. Peer editing/ Collaboration using a simplified rubric
3	Use of sample writing prompts	1. Erin Thompson (Writing Coach) 2. Language Arts teachers 3. Content area teachers 4. Racquel Lipscomb (Asst. Principal)	1. Writing assessments 2. Personalized writing instruction 3. CWT, using graphic organizers 4. Implementing structured prewriting activities or strategies	1. Simplified rubrics that reflect 6 Writing Traits 2. Teaching students to use the simplified rubric 3. Revising and editing 4. Peer editing/ Collaboration using a simplified rubric
4	Monthly writing prompts	1. Erin Thompson (Writing Coach) 2. Language Arts teachers 3. Content area teachers 4. Racquel Lipscomb	1. Writing assessments 2. Personalized writing instruction 3. CWT, using graphic organizers 4. Implementing structured prewriting activities or	1. Simplified rubrics that reflect 6 Writing Traits 2. Teaching students to use the simplified rubric 3. Revising and editing 4. Peer editing/ Collaboration using a

		(Asst. Principal)	strategies	simplified rubric
5	FCAT Camps	1. Erin Thompson (Writing Coach) 2. Racquel Lipscomb (Asst. Principal) 2. Select content area teachers	1. Writing assessments 2. Personalized writing instruction 3. CWT, using graphic organizers 4. Implementing structured prewriting activities or strategies	1. Simplified rubrics that reflect 6 Writing Traits 2. Teaching students to use the simplified rubric 3. Revising and editing 4. Peer editing/ Collaboration using a simplified rubric

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Introductions and Conclusions			By June 2010, 85% of our student body will score at level 3.5% or above on the FCAT Writing test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implementation of Six Traits	1. Erin Thompson (Writing Coach) 2. Language Arts teachers 3. Content area teachers	1. Writing assessments 2. Personalized writing instruction 3. CWT, using graphic organizers 4. Student writing portfolios	1. Simplified rubrics that reflect 6 Writing Traits 2. Teaching students to use the simplified rubric 3. Revising and editing 4. Peer editing/ Collaboration using a simplified rubric
2	Pull Outs by Erin Thompson (Writing Coach)	1. Erin Thompson (writing Coach) 2. Racquel Lipscomb (Asst. Principal)	1. Writing assessments 2. Personalized writing instruction 3. CWT, using graphic organizers 4. Implementing structured pre-writing activities or strategies	1. Simplified rubrics that reflect 6 Writing Traits 2. Teaching students to use the simplified rubric 3. Revising and editing 4. Peer editing/ Collaboration using a simplified rubric
3	Use of sample writing prompts	1. Erin Thompson (Writing Coach) 2. Language Arts teachers 3. Content area teachers 4. Racquel Lipscomb (Asst. Principal)	1. Writing assessments 2. Personalized writing instruction 3. CWT, using graphic organizers 4. Implementing structured prewriting activities or strategies	1. Simplified rubrics that reflect 6 Writing Traits 2. Teaching students to use the simplified rubric 3. Revising and editing 4. Peer editing/ Collaboration using a simplified rubric
4	Monthly writing prompts	1. Erin Thompson (Writing Coach) 2. Language Arts teachers 3. Content area teachers 4. Racquel Lipscomb (Asst. Principal)	1. Writing assessments 2. Personalized writing instruction 3. CWT, using graphic organizers 4. Implementing structured prewriting activities or strategies	1. Simplified rubrics that reflect 6 Writing Traits 2. Teaching students to use the simplified rubric 3. Revising and editing 4. Peer editing/ Collaboration using a simplified rubric
5	FCAT Camps	1. Erin Thompson (Writing Coach) 2. Racquel Lipscomb (Asst. Principal) 3. Select content area instructors	1. Writing assessments 2. Personalized writing instruction 3. CWT, using graphic organizers 4. Implementing structured prewriting activities or strategies	1. Simplified rubrics that reflect 6 Writing Traits 2. Teaching students to use the simplified rubric 3. Revising and editing 4. Peer editing/ Collaboration using a simplified rubric

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 85% of our student body will score at level 3.5 or above on FCAT Writing test.	Six Traits	Erin Thompson	Fall 2010	CWT and sample essays	1. Erin Thompson (Writing Coach) 2. Kim Barron (English Dept. Head) 3. Racquel Lipscomb (Assistant Principal)

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Six Traits Binder; Trainer	SLC Grant	\$5,000.00
		Total: \$5,000.00
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
District Approved Seminars and Classes	SLC Grant	\$1,500.00
Ruby Payne see reading	see reading	\$0.00
		Total: \$1,500.00
Other		
Description of Resources	Funding Source	Available Amount
Writing FCAT Prep After School	21st Century	\$5,366.00
		Total: \$5,366.00
		Final Total: \$11,866.00

End of Science Goal

Parent Involvement Goal

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

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
SAC/SAF parent involvement			Increase parent involvement by 10% on SAC/ SAF	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Phone calls home to parents and guardians advising of upcoming meetings.	1. Casey Burgs (Asst. Principal) 2. Keith Fisher (Asst. Principal)	1. Regular meetings	1. Comparison of 2008 participation to 2009 participation on SAC/ SAF
2	Notice and updates of upcoming meetings on school website.	1. Casey Burgs (Asst. Principal) 2. Keith Fisher	1. Regular meetings	1. Comparison of 2008 participation to 2009
3	Notice and updates of upcoming meetings on school marquee	1. Casey Burgs (Asst. Principal) 2. Keith Fisher (Asst. Principal)	1. Regular meetings	1. Comparison of 2008 participation to 2009
4	Letters home advising of upcoming meetings.	1. Casey Burgs (Asst. Principal) 2. Keith Fisher (Asst. Principal)	1. Regular meetings	1. Comparison of 2008 participation to 2009
5	Teacher/ Parent contact	1. All teachers 2. Casey Burgs (Asst. Principal) 3. Keith Fisher (Asst. Principal)	1. Regular meetings	Feedback from parents via. phone calls, emails, and walk-ins.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement
ELL Parent Nights		Increase parent involvement and attendance by 20%.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Establish calendar of events for quarterly meetings	Ericka Collins (ELL Liaison)	1. Have parents sign in with name and email address 2. Frequency of contacts between parents and school.	1. Sign in sheet 2. Survey
2	Develop relationship with school and school personnel	events for quarterly meetings Ericka Collins (ELL Liaison)	1. Have parents sign in with name and email address 2. Frequency of contacts between parents and school.	1. Sign in sheet 2. Survey

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
ELL District ESOL Leadership Council		Increase parent involvement and attendance by 20%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Publicize notices on school website – Parent link with four languages	Ericka Collins (ELL Liaison)	1. Have parents sign in with name and email address 2. Frequency of contacts between parents and school.	1. Sign in sheet 2. Survey
2	Provide transportation to training site	Ericka Collins (ELL Liaison)	1. Have parents sign in with name and email address 2. Frequency of contacts between parents and school.	1. Sign in sheet 2. Survey

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
SAC/SAF parent involvement	Importance of parent involvement	1. Casey Burgs (Asst. Principal) 2. Keith Fisher (Asst. Principal)	08/10/2009-08/13/2010	Attendance from SAC/ SAF meetings	1. Casey Burgs (Asst. Principal) 2. Keith Fisher (Asst. Principal)

Budget:

Evidence-based Program(s) /Material(s)		
Description of Resources	Funding Source	Available Amount
Innovation Zone Parent University	Title 1	\$3,697.50
Mega Skills	21st Century	\$1,000.00
		Total: \$4,697.50
Technology		
Description of Resources	Funding Source	Available Amount
no data	no data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
no data	no data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Multi Language Postage and Information	Title 1	\$500.00
Bus Drivers for Distrit Events	Title 1	\$500.00
		Total: \$1,000.00
		Final Total: \$5,697.50

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Trainer	21st Century	\$2,000.00
Reading	Edge and Wilson	District	\$10,000.00
Reading	Novels and Reading	21st Century	\$1,000.00
Reading	Language Arts Curriculum	21 Century	\$1,612.00
Mathematics	Trainer	21th Century	\$2,000.00
Mathematics	Math Consumables	21st Century	\$1,000.00
Writing	Six Traits Binder; Trainer	SLC Grant	\$5,000.00
Science	Trainer	SLC	\$2,000.00
Science	ACT Prep Review Consumables Material	Princeton Review	\$2,000.00
Parental Involvement	Innovation Zone Parent University	Title 1	\$3,697.50
Parental Involvement	Mega Skills	21st Century	\$1,000.00
			Total: \$31,309.50
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Hardware & Software	Perkins	\$22,525.00
Mathematics	no data	no data	\$0.00
Writing	no data	no data	\$0.00
Science	no data	no data	\$0.00
Parental Involvement	no data	no data	\$0.00
			Total: \$22,525.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	District approved seminars and classes	SLC Grant	\$1,500.00
Reading	Development of Reading, Language Arts, and Social Studies Instructional Focus Calendars Stipend for Summer Development	District	\$300.00
Reading	Department Meetings 10 per year for the implementation of Senate Bill 1908 concerning student academics.	SLC	\$25,000.00
Reading	Review DART	SLC	\$10,000.00
Reading	Ruby Payne Understanding Poverty	SLC	\$3,000.00
Reading	Ruby Payne Understanding Poverty Speaker	Title 1	\$7,276.00
Mathematics	District approved seminars and classes	SLC Grant	\$1,500.00
Mathematics	no data	no data	\$0.00
Mathematics	Ruby Payne see Reading	see reading	\$0.00
Writing	District Approved Seminars and Classes	SLC Grant	\$1,500.00
Writing	Ruby Payne see reading	see reading	\$0.00
Science	District approved seminars and classes	SLC Grant	\$1,500.00
Science	Ruby Payne see Reading	see reading	\$0.00
Parental Involvement	no data	no data	\$0.00
			Total: \$51,576.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	ACT/SAT Prep Class after school	21st Century	\$3,000.00
Reading	Reading FCAT Prep after school.	21st Century	\$15,000.00
Reading	ACT/SAT Prep Class Saturday	21 Century	\$1,500.00
Reading	Tuesday/Thursday FCAT Academic Camp	Perkins	\$4,500.00
Reading	Saturday FCAT Academic Camp	Perkins	\$1,175.00
Mathematics	Saturday FCAT Camp	Perkins	\$4,500.00
Mathematics	Math FCAT Prep After School	21st Century	\$15,000.00
Mathematics	ACT/SAT Prep Class Saturday	21st Century	\$1,500.00

Writing	Writing FCAT Prep After School	21st Century	\$5,366.00
Science	Science FCAT Prep After School	21st Century	\$5,000.00
Science	Staff Development Supplies	SLC	\$4,574.71
Parental Involvement	Multi Language Postage and Information	Title 1	\$500.00
Parental Involvement	Bus Drivers for Distrit Events	Title 1	\$500.00
			Total: \$62,115.71
			Final Total: \$167,526.21

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Intervene	jn Correct II	jn Prevent II	jn Correct I	jn Prevent I	jn NA
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[Show Attached school's Differentiated Accountability Checklist of Compliance](#) (Uploaded on 8/10/2009 4:10:16 PM)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
TBD at first SAC meeting on September 15, 2009.	0

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

SAC Members

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward NORTHEAST HIGH SCHOOL 1241												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1130 Math: 1131		2008-2009 School Grade ¹ : C		Did the School make Adequate Yearly Progress? NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	Y/N	2009	Y/N	2009	Y/N
TOTAL ⁴	98	Y	97	Y	38	N	75	Y	88	92	Y	72	75	Y	61	62	NA	30	25	NA	38	NA	76	NA		
WHITE	98	Y	97	Y	44	N	82	Y	90	93	Y	76	72	N	54	56	NA	22	18	NA	43	NA	83	NA		
BLACK	98	Y	98	Y	31	N	67	N	87	89	Y	70	84	Y	66	69	NA	39	33	NA	31	NA	72	NA		
HISPANIC	97	Y	97	Y	36	N	72	Y	86	94	Y	69	72	Y	65	64	NA	31	28	NA	38	NA	73	NA		
ASIAN		NA		NA		NA		NA			NA		NA			NA				NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA		NA			NA				NA						
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	34	N	74	Y	88	92	Y	71	77	Y	66	66	NA	34	26	NA	35	NA	76	NA		
ENGLISH LANGUAGE LEARNERS	96	Y	95	Y	14	N	46	N	70	72	Y	63	63	N	89	86	NA	54	54	NA	16	NA	59	NA		
STUDENTS WITH DISABILITIES	95	Y	93	N		NA		NA	63	76	Y			NA		NA				NA						

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward NORTHEAST HIGH SCHOOL 1241												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1125 Math: 1123		2007-2008 School Grade ¹ : C		Did the School make Adequate Yearly Progress? NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	97	Y	97	Y	39	N	70	Y	92	88	N	68	72	Y	62	61	NA	29	30	NA	43	NA	80	NA		
WHITE	97	Y	97	Y	46	N	78	Y	93	90	Y	76	76	N	54	54	NA	22	22	NA	49	NA	83	NA		
BLACK	97	Y	97	Y	34	N	61	N	87	N	60	70	Y	67	66	NA	31	39	NA	38	NA	76	NA			
HISPANIC	97	Y	97	Y	35	N	69	Y	86	86	N	61	69	Y	70	65	NA	35	31	NA	40	NA	80	NA		
ASIAN		NA		NA		NA		NA			NA		NA			NA				NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA		NA			NA				NA						
ECONOMICALLY DISADVANTAGED	98	Y	97	Y	34	N	66	Y	88	88	N	66	71	Y	69	66	NA	30	34	NA	37	NA	78	NA		
ENGLISH LANGUAGE LEARNERS	97	Y	96	Y	11	N	46	N	69	70	Y	54	63	Y	85	89	NA	52	54	NA	21	NA	67	NA		
STUDENTS WITH DISABILITIES	93	N	93	N		NA		NA	74	63	N			NA		NA				NA						

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward NORTHEAST HIGH SCHOOL 1241												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1037 Math: 1036		2006-2007 School Grade ¹ : C		Did the School make Adequate Yearly Progress? NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	96	Y	97	Y	38	N	71	Y	86	92	Y	67	68	Y	60	62	NA	30	29	NA	49	NA	80	NA		
WHITE	96	Y	97	Y	46	N	78	Y	89	93	Y	72	76	Y	52	54	NA	23	22	NA	56	NA	81	NA		
BLACK	96	Y	98	Y	33	N	69	Y	85		Y	57	60	Y	67	67	NA	36	31	NA	43	NA	77	NA		
HISPANIC	96	Y	99	Y	30	N	65	Y	84	86	Y	66	61	N	66	70	NA	33	35	NA	43	NA	81	NA		
ASIAN		NA		NA		NA		NA			NA	75	80	NA						NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA		NA			NA				NA						
ECONOMICALLY DISADVANTAGED	96	Y	98	Y	31	N	70	Y	84	88	Y	58	66	Y	69	69	NA	35	30	NA	43	NA	79	NA		
ENGLISH LANGUAGE LEARNERS	91	N	97	Y	15	N	48	N	67	69	Y	53	54	N	88	85	NA	56	52	NA	34	NA	74	NA		
STUDENTS WITH DISABILITIES	96	Y	97	Y		NA		NA	50	74	Y	46	50	NA		NA				NA						

SCHOOL GRADE DATA

Broward School District NORTHEAST HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	41%	78%	84%	36%	239	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	47%	73%			120	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within

						Level 1 or 2
Adequate Progress of Lowest 25% in the School?	51% (YES)	59% (YES)				110 Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	60%	57%				10 If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned						479
Percent Tested = 97%						Percent of eligible students tested
School Grade						C Grade based on total points, adequate progress, and % of students tested

Broward School District NORTHEAST HIGH SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	42%	75%	77%	39%	233	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	50%	73%			123	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	45% (NO)	71% (YES)				116 Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	56%	59%				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						482
Percent Tested = 97%						Percent of eligible students tested
School Grade						C Grade based on total points, adequate progress, and % of students tested

Broward School District NORTHEAST HIGH SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	41%	76%	83%	39%	239	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%	74%			126	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	51% (YES)	72% (YES)				123 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	38%	44%				0 If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned						488
Percent Tested = 96%						Percent of eligible students tested
School Grade						C Grade based on total points, adequate progress, and % of students tested