

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



**School Name: NOVA HIGH SCHOOL**

**District Name: Broward**

**Principal: John R. LaCasse**

**SAC Chair: Christine Sexton / Ricardo Santana**

**Superintendent: James F. Notter**

**Date of School Board Approval: 12/01/09**

**Last Modified on: 08-31-2009**

**Dr. Eric J. Smith, Commission**  
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:

- To prepare all students for the rigor and challenges of their post-secondary pursuits.

### Mission:

- The mission of Nova High School is to teach our culturally diverse student population to be literate, productive citizens using a seamless 9-12 curriculum, in collaboration with parents, the community, and partners in higher education.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

The Nova Center for Applied Research and Professional Development, located in Davie, Florida, was established in 1960 as a joint funded project between the Broward County School District and the Ford Foundation. Nova High School was part of a community of schools called the Nova Teaching Experiment, ranging from elementary to middle and high school levels and used experimental teaching methods and progressive curricula. In the 1970s control of Nova High School reverted to the Broward County School District. Nova High School is an open district school drawing students from the entire Broward County Area. The demographics of the school resemble the demographics of Broward County. Students are chosen by lottery for enrollment in Nova High School. Nova ranks as one of the top schools in the state of Florida and has been listed by U.S. News and World Report as a 2008 Silver Medal School, ranking it as one of the top 3% of schools in the United States.

#### Unique School Strengths for Next Year

Nova High School has earned a school grade of an "A" for 5 consecutive years. We have 14 National Board Certified Teachers on staff with an in house professional development model for continued teacher training. Nova continues to enroll an average of 60% of their population in advanced placement courses.

#### Unique School Weaknesses for Next Year

Nova High School will be losing an assistant principal, Angel Almanzar and its reading coach Thea Knight for the 2009-2010 school year. Additionally, Nova High School's budget will be significantly reduced.

#### Student Demographics

Nova Center for Applied Research is the secondary school component of the Nova Zone, which includes two feeder elementary schools and one feeder middle school. Students at Nova are drawn from the entire Broward School District and chosen by a lottery system. The demographics of the Nova Zone mirror the demographics of Broward County.

Total Students: 2242  
White: 738 (33%)  
Black: 858 (38%)  
Hispanic: 453 (20%)  
Asian: 134 (5%)  
Indian: 0  
Multi Racial: 59 (2%)  
ELL: 231 (10%)  
ESE: 399 (17%)  
Free/Reduced Lunch: 684 (30%)

Grade White Black Hispanic Asian Indian Multi Male Female Total

09 167 221 130 41 0 16 275 300 575

10 195 199 104 30 0 14 260 282 542

11 143 213 100 30 0 16 223 279 502

12 191 178 86 26 0 10 217 274 491

Total 696 811 420 127 0 56 975 1135 2110

Below are Nova High Schools current ESE demographics:

# of students ESE & ESOL = 1

# of ESE students including gifted = 337

Gifted students only = 229

ESE students only = 108

Free Lunch = 643

Reduced Lunch = 233

ELL = 116 A1-C2

#### Student Attendance Rates

2007 92.30%

2008 92.50%

2009 92.10%

#### Student Mobility

2007 8.70%

2008 7.00%

2009 5.40%

#### Student Suspension Rates

Internal Suspensions

2007 30.20%

2008 23.00%

2009 22.20%

External Suspension

2007 9.90%

2008 8.40%

2009 4.40%

#### Student Retention Rates

2007 3.11%

2008 3.13%

#### Class Size

2007 24.83

2008 24.43

2009 23.83

#### Academic Performance of Feeder Pattern

Nova Blanche Forman Elementary School, Nova Eisenhower Elementary School and Nova Middle School all received A's in 2008-2009.

#### Partnerships and Grants

Nova High School is aligned in the following partnerships:

- Miami Dolphins
- Town of Davie
- Landlubbers Raw Bar & Grill
- Ad Graphics
- Boomer's Amusement Park
- Family Vending Company, Inc.
- Memorial Healthcare System
- Spin Cycle Coin Laundry
- Einstein Bagels
- Motorola
- Amado C Camson II

Nova High School is the recipient of the following grants:  
 • Perkins Grant

## 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	John LaCasse	MS in Educational Leadership BA in English	9	16	2007-2008: Grade = A AYP met – no 92% of AYP criteria met 2006-2007: Grade = A AYP met – no 85% of AYP criteria met 2005-2006: Grade = A AYP met – provisional 92% of AYP criteria met 2004-2005: Grade = A AYP met – provisional 83% of AYP criteria met 2003-2004: Grade = B AYP met – no 80% of AYP criteria met 2002-2003: Grade = A AYP met – no 80% of AYP criteria met 2001-2002: Grade = B AYP data not available 2000-2001: Grade = C AYP data not available 1999-2000: Grade = C AYP data not available
Assis Principal	Debra Hubert	MS in Educational Leadership BA in Communications	7	4	Nova High School 05-09 A 2007-2008: Grade = A AYP met – no 92% of AYP criteria met 2006-2007: Grade = A AYP met – no 85% of AYP criteria met 2005-2006: Grade = A AYP met – provisional 92% of AYP criteria met 2004-2005: Grade = A AYP met – provisional 83% of AYP criteria met (2007-2008 at Paxon Middle School in Duvall County) 2007-2008: Grade = D AYP met – no 74% of AYP criteria met  (2005-2007 at Jean Ribault High School in Duvall County) 2006-2007: Grade = D AYP met – no 67% of AYP criteria met 2005-2006: Grade = F AYP met – no 67% of AYP criteria met
Assis Principal	Olayemi Awofadeju Medlock	MS in Educational Leadership BS in History	1	3	(2007-2008 at Paxon Middle School in Duvall County) 2007-2008: Grade = D AYP met – no 74% of AYP criteria met  (2005-2007 at Jean Ribault High School in Duvall County) 2006-2007: Grade = D AYP met – no 67% of AYP criteria met 2005-2006: Grade = F AYP met – no 67% of AYP criteria met
					(2005-2006 to present at Nova High School) 2008-2009: Grade = A AYP met – no 87% of AYP criteria met 2007-2008: Grade = A AYP met – no 92% of AYP criteria met 2006-2007: Grade = A AYP met – no 85% of AYP criteria met

Assis Principal	Lora Boltz	MS in Educational Leadership BS in Biology	4	9	2005-2006: Grade = A AYP met – provisional 92% of AYP criteria met  (2000-2001 to 2004-2005 at Boyd Anderson High School) 2004-2005: Grade = D AYP met – no 50% of AYP criteria met 2003-2004: Grade = D AYP met – no 57% of AYP criteria met 2002-2003: Grade = D AYP met – no 38% of AYP criteria met 2001-2002: Grade = D
-----------------	------------	---	---	---	--

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

### HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading Coach	Isha Reyes	MS in Reading ESOL Endorsed	1		(2008-2009 to present at Nova High School) 2007-2008: Grade = A AYP met – yes 100% of AYP criteria met 2006-2007: Grade = A AYP met – no 97% of AYP criteria met 2005-2006: Grade = A AYP met – yes 100% of AYP criteria met 2004-2005: Grade = B AYP met – yes 100% of AYP criteria met 2003-2004: Grade = B AYP met – no 97% of AYP criteria met

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

### HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Experience Broward	Debra Hubert	8/2009	
2. NESS, New Educators Support System	Basma Ibrahim	6/2010	
3. New to Nova Program	Basma Ibrahim	6/2010	

### Non-Highly Qualified Instructors

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

### Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
103	0	38.8	23	37.8	51	100	5.8	14.8	21

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
		Ms. Giuliano	

Susan Grimmett	Brittany Giuliano	will be teaching 9th grade math courses. Ms. Grimmett is a veteran math teacher who has served as the 9th Grade Math Team Leader.	Meet-and-Greet before school begins; Weekly mentor/mentee sessions; Monthly meetings of the New Educator Support System Program; Mentor visits to Mentee's classroom; Mentee visits to Mentor's classroom
Elizabeth Vitale	Gretchen Marfisi	Ms. Marfisi is a veteran teacher who is new to Nova High School. Ms. Marfisi will teach art. Ms. Vitale will mentor Ms. Marfisi, as Ms. Vitale is also an art teacher and has been teaching at Nova High for several years.	Meet-and-Greet before school begins; Weekly "working lunch sessions"
Ashley Kurth	Damaris Mendez	Ms. Kurth will teach in the Culinary Arts Program. Ms. Kurth is an experienced teacher but is new to Nova High. Ms. Mendez has taught in the Culinary Arts Program at Nova High School for several years and teaches in the classroom adjacent to Ms. Kurth.	Meet-and-Greet before school begins; Weekly "working lunch sessions"
Michele Vargas	Darren Schultz	Ms. Vargas served as a guidance counselor for one year at another school. Mr. Schultz is the Guidance Director.	Meet-and-Greet before school begins; Mentee will sit in on conferences conducted by mentor; Mentor will train mentee on content needed for small group presentations; Weekly progress monitoring
Dennis Mahoney	Boris McWashington	Mr. Mahoney transferred to Nova High from another school to teach math. Mr. McWashington will mentor him as a more senior math instructor at Nova High School.	Meet-and-Greet before school begins; Progress monitoring sessions during common planning periods
Omar Aviles	Peter Lederberg	Mr. Aviles transferred to Nova High from another school to teach math. Mr. Lederberg will mentor him as the head of the math department.	Meet-and-Greet before school begins; Weekly "working lunch" sessions

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

Note: For Title I schools only  
Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Violence Prevention Programs

- Guidance small group counseling
- Anti-bullying
- Crime watch
- SRO classroom visits
- Office of prevention programs to

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

Nova High School provides an adult education program on site with continuing educational programs.

Career and Technical Education

Career and Technical Education

Nova High School currently has the following career and technical education programs:

- Principals of Engineering
- Computer Integrated Manufacturing
- AP Applications in Technology
- Research / Engineering College prep
- Accounting Applications I, II, III
- Web Design I, II, III
- UTAP, Teaching Assistant I, II, III, IV
- Technology Studies
- Culinary Operations I, II, III

Job Training

- DCT (Diversified Career Training)
- Technology Studies
- UTAP, Teaching Assistant I, II, III, IV

Other

N/A

## Response to Instruction/Intervention (RtI)

### School-based RtI Team

Identify the school-based RtI Leadership Team.

- Ann McKinley, MS, ESE Specialist, CPS and RtI Team Chair
- All Guidance Counselors
- All Grade Level Administrators
- School Social Worker
- School Psychologist
- Reading Coach
- Each person has an area of expertise and/or individual knowledge of the student and/or appropriate interventions

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

- The Leadership Team meets quarterly for training and updates on district requirements. Smaller meetings are held weekly. These weekly meetings address academic and/or behavioral concerns of individual students. The student's parents, teachers, administrator, guidance counselor, SSW, School Psychologist, outside agency representatives, reading coach (if reading is a concern), and the student participate in these meetings which focus on reviewing existing data, identifying additional data needs and its collection, developing a hypothesis, and designing inventions to address the concerns.

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

- The CPS/RtI chair, administrators, guidance counselors, teachers and parents worked with the SAC/SAF members on develop of the SIP.

### RtI Implementation

Describe the data management system used to summarize tiered data.

- The RtI chair designates selected RtI members to collect and analysis tiered data. Depending on the evidence-based intervention, appropriate data will be collected using selected criteria specific to the evidence-based intervention being implemented. Review of the data occurs regularly and the need for a higher tier evidence-based intervention is evaluated. A variety of data management systems are used including, but not limited to Data Warehouse reports, Pinnacle reports, classroom observations using a variety of collection methods, counselor and agency reports.

Describe the plan to train staff on RtI.

- The RtI Leadership Team will receive training in RtI during the pre-planning week, and selected members will attend district and state trainings as offered. All staff will receive training during pre-planning and during staff development times throughout the school year.

## 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?

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

9th Grade Reading:

- Strengths – Main Idea – 79%
- Weaknesses – Reference and Research – 55%

10th Grade Reading:

- Strengths – Main Idea- 71%
- Weaknesses – Words/Phrases & Reference/Research – 67%

9th Grade Mathematics:

- Strengths – Data Analysis – 75%
- Weaknesses – Measurements – 57%

10th Grade Mathematics:

- Strengths – Measurements – 70%
- Weaknesses – Geometry – 50%

10th Grade Writing:

- Strengths – Expository – 93% (3.5 or above)
- Weaknesses – Persuasive – 91% (3.5 or above)

11th Grade Science :

- Strengths – Physical and Chemical – 61%
- Weaknesses – Life and Environment – 57%

**Instructional Calendar Development**

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

Development:

- The Instructional Focus Calendar for the 2009-2010 school year will be developed by the district. Curriculum leaders at Nova High School participated in the development of the district wide Instructional Focus Calendar which implement strategies to meet the needs at our school. Nova High School will implement the district wide Instructional Focus Calendar while modifying instruction to meet the specific needs of the weaknesses of the students.

Implementation

- The implementation of the Instructional Focus Calendar will consist of a monitored monthly schedule for each department illustrating specific implementation.

Monitoring:

- Curriculum leaders and administration will monitor participation of the Instructional Focus Calendar by means of administrative classroom walkthroughs, curriculum leader visitations, and evaluation of lesson plans.

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

Instructional Benchmarks will be revised when the revisions to the Benchmarks called the Next Generation Standards are released.

9th Grade Reading Benchmark:

- Reference and Research – LA.A.2.4.7

10th Grade Reading Benchmark:

- Words/Phrases – LA.A.1.4.2
- Reference/Research – LA.A.2.4.4

9th Grade Mathematics Benchmark:

- Measurements – MA.B.1.4.1

10th Grade Mathematics Benchmark:

- Geometry – MA.C.2.4.2

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

Teachers will be trained in the use of Virtual Counselor to access student achievement data. Teachers will disaggregate and analyze their students' data to design instruction. Administration will conduct data chats with teachers and assist teachers in developing instructional goals. Administration will monitor instruction.

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

- We offer some Vocational courses where students can earn certifications that can be used in the career field: Culinary Operations, Tech Studies, Web Design
- DCT (Diversified Career Training) provides practical on-the-job-training opportunities for students, as well.
- Success in these courses in addition to overall academic success, can be applied towards the Gold Seal Vocational Scholarship through Bright Futures
- We also offer UTAP (Urban Teaching Academy Program) in which course completers earn a full scholarship to attend Broward College and/or Nova Southeastern University to pursue a career in education.
- Each applied and integrated course includes real life lessons and hands on activities that would be carried out in their actual field of study.
- These hands on activities give students the knowledge of the level of expectation of specific job requirements.
- Nova Schools Zone Project - (Rigor, Relevance & Relationship) hands on projects within applied and integrated courses displayed to stakeholder

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?

Nova High School currently has the following career, technical education, and job training programs:

- Principals of Engineering
- Computer Integrated Manufacturing
- AP Applications in Technology
- Research / Engineering College prep
- Accounting Applications I, II, III
- Web Design I, II, III
- UTAP, Teaching Assistant I, II, III, IV
- Technology Studies
- Culinary Operations I, II, III
- DCT (Diversified Career Training)
- Technology Studies
- UTAP, Teaching Assistant I, II, III, IV
- 

Course choice based on student goals, interests, and talents. There are a variety of elective classes offered that allow students to either continue in an area of interest or explore new areas. Programs provide varying levels of academic core courses ranging from basic college prep to Advanced Placement. Students are also able to enroll in additional "core electives" which may include upper level Science and Math classes, or additional Foreign Languages.

- Course selections are advertised through: elective fairs, grade level assemblies, curriculum guide, classroom visits by guidance and course instructors, and school website
- Counselors make classroom visitations to instruct students on completing interest inventories and career planning tools. Each student plans out his/her high school coursework and selects a Major Area of Interest to help relate daily coursework to the students' interest and goals.
- Each year, during the course selections process, students are able to sit one-on-one with a counselor to discuss career and educational interest so that course selections may be catered to the individual. We also hold an Elective Fair during this time each year, in which students are able to speak with members of clubs and organizations, as well as current students in elective courses, to get a better understanding of what the elective entail.
- It is during this registration process that students will select academic core and elective courses for the following year. They are instructed through grade level assemblies, involving a Power Point presentation and handouts, how to access Virtual Counselor and select their courses via an online system. A couple of weeks later each student sits with a counselor to discuss and finalize these course selections.

## DO

### Direct the Instructional Focus

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

- Content Area- Small Learning Community will meet to develop and revisit Instructional Focus Calendars to ensure that curricular alignment is completed by identifying the gaps in each content area as the students move through the learning continuum of skills from FCAT to SAT/ACT. This will include conversations to provide for mastery of end of course exams in Biology and Algebra 1 at the lower levels in order to provide for increased success and enrollment in upper level coursework.
- Reading -Small Learning Community—Teachers of all level 1 and level 2 students assigned to the 11th grade reading courses will meet with the Reading Coach to collaborate on the reading materials of a yearlong curriculum focused on aligning FCAT and ACT/SAT prep to ensure concordant scores.
- Upper Level Learning Community-- Vertical Teaming--- 9th and 10th grade teachers (of students with Reading Level 4 and 5 and Math Level 5) will collaborate with 11th grade teachers on expected student outcomes to ensure increased rate of success in more challenging courses. Focus is on PSAT/ THE Plan to determine educational goals and required training to align with SAT/ACT in 11th. Work groups will focus on collaboration to align CPT with STATE's K-12 curriculum.
- Vertical teaming- 8th and 9th grade teachers will collaborate on curricular alignment to ensure students are provided with the opportunity to participate in college readiness coursework.
- Technology Learning community- purpose to infuse the use of technology into the coursework such as the use of Blackboard and United Streaming
- Each team will analyze the FCAT reading clusters of their common group of students and determine which strands the team needs to focus on in their classroom instruction.

How are instructional focus lessons developed and delivered?

- The leadership team develops an instructional focus calendar by first analyzing data to determine student needs in various different course subjects.
- After conducting a needs assessment, the leadership team meets with content area teachers to train them in lesson and strategy development and delivery across the curriculum.
- Various strategies are used throughout the school day that will be aligned to specific benchmarks such as:
  - Skill of the Week (every Monday/Tuesday)
  - Writing prompts (once a month)
  - "Do Now" activities (first 10 minutes of every class)

- Word of the Day (everyday)
- TRIP- silent reading (everyday)
- . Each team will analyze the FCAT reading clusters of their common group of students and determine which strands the team needs to focus on in their classroom instruction.

How will instructional focus lessons be revised and monitored?

- Instructional focus calendars are monitored through administrative classroom walkthroughs, documentation, and leadership chats.
- Instructional focus calendars are revised according to student data based on assessments implemented throughout the school year. School wide assessments include, but are not limited to the Benchmark Assessment Test, DAR, Oral Reading Fluency, FCAT Science diagnostic assessment, and School Based Assessments throughout the school year is monitored and revised

## 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.

#### Formative:

- Benchmark Assessment Test (administered in September and November)  
After each BAT, the data is analyzed by each Reading teacher to find the students areas of weaknesses. Once the weaknesses are found, the teacher will tailor assignments to focus on the weak areas. The teachers will use the EDGE curriculum, Jamestown Signature series , and BEEP resources to focus instruction on the weak area(s). After the second BAT the teachers will again disaggregate their data to find their students weak areas and now focus their curriculum on the weak areas.
- DAR (administered in September and April)  
After students are given the DAR the teacher will analyze the score and determine which decoding skills the students need in their class. The teacher will also then focus instruction decoding skills and vocabulary instruction.
- Oral Reading Fluency (administered in September, January, and April)  
After each ORF assessment the teacher will analyze the data and pair the students with students of the same ability. They will continue to practice bi-daily by using the EDGE fluency assessments and/or Jamestown Fluency series.
- FCAT Science diagnostic assessment  
After the assessment is given the data is analyzed by each teacher and their "Do Nows" and our Science FCAT reviews are tailored for each teachers' students according to strengths and weaknesses.

#### Summative:

- 2009 Florida Comprehensive Assessment Test Reading  
After the FCAT data is received the data will be disaggregated to determine which reading benchmarks the students are weak in. Instructional Focus Calendars will be created in order to focus instruction and allow opportunities to develop reading skills.

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

- All intensive reading students will be tested by the DAR and the Oral Fluency Assessments to aid in the development of individual reading plans; students will receive differentiated instruction accordingly.

### Maintenance

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

- Based on data gathered from BAT, FCAT and school based assessments; departments will use the instructional focus calendar to address skills in need of improvement or mastery.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

- The school will create a Literacy Leadership Team composed of content area teachers, guidance staff, and administrators to coordinate for data analysis to develop instructional modifications.
- Topics of interests include, but not limited to how often the team will meet, who will be included as facilitators (leadership team), and what will the documentation process consist of.

## 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.

- Instructional focus calendars will be developed and modified by the Principal and Leadership Team according to formal data analysis. After formal assessment results are available the leadership team will convene to revise the instructional focus calendar to meet the needs of the students.
- Team leaders will collect their own student data and hold data chats within their Small Learning Community meetings and develop team goals based on student weaknesses.
- The instructional reading coach will work with each individual department to assist in implementing strategies focused on student weaknesses. For example, the social studies will incorporate reading and writing strategies into their lessons with skills generator by the Leadership Team.

## ACT

### Supplemental and Intensive Instruction/Interventions

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

- Intensive Reading
- Intensive Math
- FCAT Pullout
- FCAT Camp
- FCAT Skill of the Week
- "Do Now" Activities
- Word of the Day
- TRIP – Silent sustained reading
- SAT Prep

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

- All intensive reading students will be tested by the DAR and the Oral Fluency Assessments to aid in the development of individual reading plans; students will receive differentiated instruction accordingly.
- School will create a Literacy Leadership Team composed of content area teachers, guidance staff, and administrators to coordinate school wide reading program.
- Based on data gathered from BAT, FCAT and school based assessments; departments will use the instructional focus calendar to address skills in need of improvement.
- Students in grade nine through twelve will participate in Silent Sustained Reading initiative and will complete a written response aligned to specific benchmarks.
- Students in grade nine through twelve will participate in "DO Now" warm up activities aligned to specific benchmarks.
- Students will employ critical thinking/goal setting strategies through the use of a daily agenda in each class.
- Students scoring level 1 and 2, including but not limited to demographics that did not meet AYP on the reading subtest, as well as students scoring in the lowest 25% on the FCAT assessment, will participate in a reading and or math pullout program for individual, differentiated, and small group instruction.
- The school will implement an FCAT Camp program on selected Saturdays from October through February. Students will receive both individual and group instruction from Nova staff members. Topics to include but will not be limited to reading in the content area, general reading skills, FCAT skills, study skills, test taking skills, and FCAT questioning techniques. The program is open to all 9th and 10th students as well as students that have not successfully passed the FCAT reading and or math assessment.

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

- Professional development is driven by student data analysis, administrative classroom walkthroughs, and teacher requests.

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

- Students, in grades nine and ten, scoring below a 300 scale score on the reading and or math FCAT Assessment, including but not limited to demographics that did not meet AYP, (African American, Economically disadvantaged, and ELL) and those identified as scoring in the lowest 25% on the grades eight and nine FCAT Assessment, will receive differentiated instruction through the EDGE intensive reading and math programs.

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

#### Reading

- All intensive reading students will be tested by the DAR and the Oral Fluency Assessments to aid in the development of individual reading plans; students will receive differentiated instruction accordingly.

- Based on data gathered from BAT, FCAT and school based assessments; departments will use the instructional focus calendar to address skills in need of improvement.

**Math**

**Formative:**

- Benchmark Assessment Test
- Teacher Created Tests (ongoing)
- Targeted evaluation by strand

**Summative:**

- 2009 Florida Comprehensive Assessment Test Mathematics

**Enrichment**

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

- Nova High School has an extensive course offering including approximately 35 Honors level courses and 23 Advanced Placement courses.
- Alternative instructional delivery methods include, but are not limited to one-on-one individual teacher instruction, differentiated instruction, small group instruction
- Web based alternative delivery methods include, but are not limited to Podcasting, Smartboard, FCAT Explorer, Unitedstreaming, teacher produced curriculum website, FCAT pullout media programs

Describe how students are identified for enrichment strategies.

- Students in all grade levels scoring above a 300 scale score on the reading FCAT Assessment are automatically placed in core Honor level courses.
- Students in all grade levels scoring above a 300 scale score on the reading FCAT Assessment are eligible to enroll in Advanced Placement Courses with the recommendation of a teacher.
- Parents and students have input on this process as students may demote themselves from an Honors level course or promote themselves to an Advanced Placement course with the consent of a parent or guardian.

**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)
Team 9A – 9th Grade • English • Science • Social Studies	Ms. Durkacs	2-3 times per week	Period 4 Planning	Each team will analyze the FCAT reading clusters of their common group of students and determine which strands the team needs to focus on in their classroom instruction.
Team 9B/9E – 9th Grade • English • Science • Social Studies • Math	Mr. Santana-Reyes	2-3 times per week	Period 1 Planning	Each team will analyze the FCAT reading clusters of their common group of students and determine which strands the team needs to focus on in their classroom instruction.
Team 9C – 9th Grade • English • Science • Social Studies • Math	Ms. Bennett	2-3 times per week	Period 5 Planning	Each team will analyze the FCAT reading clusters of their common group of students and determine which strands the team needs to focus on in their classroom instruction.
Team 9D – 9th Grade • English • Science • Social Studies • Math	Ms. Waters	2-3 times per week	Period 5 Planning	Each team will analyze the FCAT reading clusters of their common group of students and determine which strands the team needs to focus on in their classroom instruction.
Team 10A – 10th Grade • English • Science • Social Studies	Ms. Igualada	2-3 times per week	Period 4 Planning	Each team will analyze the FCAT reading clusters of their common group of students and determine which strands the team needs to focus on in their classroom instruction.
Team 10B – 10th Grade • English • Science • Social Studies • Math	Mrs. Saleem	2-3 times per week	Period 1 Planning	Each team will analyze the FCAT reading clusters of their common group of students and determine which strands the team needs to focus on in their classroom instruction.
Team 10C – 10th Grade • English • Science • Social Studies • Math	Ms. Sexton	2-3 times per week	Period 6 Planning	Each team will analyze the FCAT reading clusters of their common group of students and determine which strands the team needs to focus on in their classroom instruction.

Team 10D – 10th Grade <ul style="list-style-type: none"> <li>English</li> <li>Science</li> <li>Social Studies</li> <li>Math</li> </ul>	Ms. Postle	2-3 times per week	Period 6 Planning	Each team will analyze the FCAT reading clusters of their common group of students and determine which strands the team needs to focus on in their classroom instruction.
New Educators Support System	Clinical Educator	New educators must attend monthly study group sessions along with there coach for teacher development and growth.	Monthly, quarterly, and mid-year review sessions. Individual meetings with coach and new educator is determined by them.	To develop a collaborative and supportive relationship between the new educator and the coach.

### 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.

Strategies for improving student readiness for postsecondary level include, but are not limited to:

- All 10th grade students are required to take the practice SAT test
- The Math and English departments have developed effective SAT and ACT "Do Now" activities that are implemented on a daily basis in the classroom
- A remedial Math course is offered to senior students who do not meet college readiness according to the CPT test.
- SAT and ACT staff development trainings will be offered to faculty.
- Princeton Review SAT/ACT prep course will be offered at no cost to students after school hours.
- Guidance counselors will make classroom visits to promote participation in dual enrollment classes.

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

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

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Data from the 2009 Florida Comprehensive Assessment Test indicates that 59% of students met high standards for reading, 59 % of students demonstrated learning gains in reading and 51 % of the lowest 25% demonstrated learning gains for reading. However, students in the African American, Economically Disadvantaged, and English Language Learner subgroups failed to meet the criteria for Adequate Yearly Progress in reading under the Federal No Child Left Behind Act.		<ul style="list-style-type: none"> <li>• By June, 2010, 61% of all 10th grade students will score Level 3 or above on the FCAT Reading Assessment.</li> <li>• By June, 2010, 72% of students in each AYP subgroup, including but not limited to African American, economically disadvantaged, English Language Learners, and the lowest 25% will score level 3 or higher on the FCAT Reading Assessment.</li> </ul>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Students, in grades nine and ten, scoring below a 300 scale score in reading, including but not limited to demographics that did not meet AYP, (African American, Economically disadvantaged, and ELL) and those identified as scoring in the lowest 25% on the grades eight and nine FCAT Assessment, will receive differentiated instruction through the EDGE intensive reading program.</p> <p>2. All intensive reading students will be tested by the DAR, the Oral Fluency Assessments and/or the Hampton Brown Edge Placement Assessment Test the to aid in the development of individual reading plans; students will receive differentiated instruction accordingly.</p> <p>3. School will create a Literacy Leadership Team composed of content area teachers, guidance staff, and administrators to coordinate school wide reading program.</p> <p>4. Based on data gathered from BAT, FCAT and school based assessments; departments will use the</p>	<p>1. Curriculum Leader (Mr. Hively), Reading Coach (Mrs. Reyes), Administration</p> <p>2. Curriculum Leader (Mr. Hively), Reading Coach (Mrs. Reyes), Guidance Staff, Administration</p> <p>3. Curriculum Leaders (Mr. Hively), Reading Coach (Mrs. Reyes), Administration</p> <p>4. Curriculum Leaders (Mr. Hively), Reading Coach (Mrs. Reyes), Administration</p>	<p>1. 2010 Florida Comprehensive Assessment Test Reading</p> <p>2. 2010 Florida Comprehensive Assessment Test Reading</p> <p>3. 2010 Florida Comprehensive Assessment Test Reading</p> <p>4. 2010 Florida Comprehensive Assessment Test Reading</p>	<p>Evaluation Tool Formative:</p> <ul style="list-style-type: none"> <li>• Benchmark Assessment Test (administered in November)</li> <li>• *Hampton Brown Edge Placement Assessment (administered in April 2010)</li> <li>• DAR (administered in September and April)</li> <li>• Oral Reading Fluency (administered in September, January, and April)</li> <li>• School Based Assessments</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>• 2010 Florida Comprehensive Assessment Test Reading</li> </ul>

<p>instructional focus calendar to address skills in need of improvement.</p> <p>5. Students in grade nine through twelve will participate in Silent Sustained Reading initiative and will complete a written response aligned to specific benchmarks.</p> <p>6. Students in grade nine through twelve will participate in "DO Now" warm up activities aligned to specific benchmarks.</p> <p>7. Students scoring level 1 and 2, including but not limited to demographics that did not meet AYP on the reading subtest, as well as students scoring in the lowest 25% on the FCAT assessment, will participate in a reading enrichment program for individual, differentiated, and small group instruction.</p> <p>8. The school will implement an FCAT Camp program on selected Saturdays from October through February. Students will receive both individual and group instruction from Nova staff members. Topics to include but will not be limited to reading in the content area, general reading skills, FCAT skills, study skills, test taking skills, and FCAT questioning techniques. The program is open to all 9th and 10th students as well as 11th and 12th grade students that have not successfully passed the FCAT reading assessment.</p> <p>9. ELL students in grades 9-12 will be placed in a Developing Language through ESOL class where they will receive assistance in acquiring the English language as well instruction in reading strategies through the Shining Star reading program.</p>	<p>5. Reading Teachers, Reading Coach (Mrs. Reyes), Administration</p> <p>6. Reading Teachers, Reading Coach (Mrs. Reyes), Administration</p> <p>7. Guidance Staff, Reading Teachers, Reading Coach (Mrs. Reyes), Administration</p> <p>8. Guidance Staff, Administration, Reading Coach (Mrs. Reyes)</p> <p>9. Guidance Staff, Administration, ESOL Curriculum Leader (Mr. Santana).</p>	<p>5. 2010 Florida Comprehensive Assessment Test Reading</p> <p>6. 2010 Florida Comprehensive Assessment Test Reading</p> <p>7. • DAR (administered in September, January, and May)</p> <ul style="list-style-type: none"> <li>• Oral Reading Fluency (administered in September, January, and May)</li> <li>• School Based Assessments</li> <li>• 2010 Florida Comprehensive Assessment Test Reading</li> </ul> <p>8. 2010 Florida Comprehensive Assessment Test Reading</p> <p>9. 2010 Florida Comprehensive Assessment Test Reading</p> <p>2010 Cella Test</p>	
---	---	---	--

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
<p>By June, 2010, 58% of all 10th grade students will score Level</p>	<p>1. All reading teachers will be trained in EDGE by the District Secondary Reading Department in June 2009.</p>	<p>1. District trainers</p>	<p>1. June 2009</p>	<p>1. School Based Assessments</p>	<p>1. Ms. Awofadeju; Ms. Reyes</p>

<p>3 or above on the FCAT Reading Assessment.</p> <ul style="list-style-type: none"> <li>By June, 2010, 72% of students in each AYP subgroup, including but not limited to African American, economically disadvantaged, English Language Learners, and the lowest 25% will score level 3 or higher on the FCAT Reading Assessment.</li> </ul>	<p>2. CAR-PD training for specific content area teachers</p>	<p>2. District trainers</p>	<p>2. August 2009-May 2010</p>	<p>2. Documentation of course completion, classroom visitations</p>	<p>2. Ms. Awofadeju</p>
	<p>3. Teachers will receive training as needed which includes, but is not limited to Reading in the Content Area, McREL strategies, CRISS strategies, Vocabulary development, differentiated instruction, and other applicable programs to enhance classroom instruction as needed.</p>	<p>3. District trainers, Reading Coach</p>	<p>3. August 2009-May 2010</p>	<p>3. Classroom walkthroughs and administrative visits</p>	<p>3. Ms. Awofadeju and Ms. Reyes</p>

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

Teachers will receive training as needed on early release days, pre planning, and planning days, and Professional Study Days which includes, but is not limited to Reading in the Content Area, McREL strategies, CRISS strategies, Vocabulary development, differentiated instruction, and other applicable programs to enhance classroom instruction as needed. Trainings are provided by reading coach

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
CAR-PD training	Perkins Grant	\$3,600.00
		<b>Total: \$3,600.00</b>
Other		
Description of Resources	Funding Source	Available Amount
Instructional Staff for FCAT Camp	Perkins Grant	\$7,500.00
		\$0.00
		<b>Total: \$7,500.00</b>
		<b>Final Total: \$11,100.00</b>

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?

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>	<b>Objective Linked to Area of Improvement</b>
--	--

Available Data from the 2009 Florida Comprehensive Assessment Test indicates that 88 % of students tested met high standards in mathematics, 81% of students demonstrated learning gains in mathematics, and 75% of the lowest 25% made demonstrated gains in Mathematics. All subgroups met the criteria Adequate Yearly Progress under the Federal No Child Left Behind Act.

By June 2010, 88% of 10th grade students will score level 3 or above on the FCAT Math Assessment

- By June 2010, 74% of students in each AYP subgroup will score Level 3 or above on the FCAT Math Assessment

	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	<p>1. Students identified as scoring in the lowest 25% on the grade 8 or 9 FCAT Math Assessment, or scoring below 300 on the FCAT Math Assessment, including but not limited to AYP subgroups, African American, Economically Disadvantaged and ELL students, will be scheduled into and receive differentiated instruction through the Intensive Math program.</p> <p>2. Students scoring level 1 or 2 on the FCAT Math Assessment, including but not limited to demographics AYP subgroups, as well as students scoring in the lowest 25%, will participate in a math pullout program for individual, differentiated, and small group instruction.</p> <p>3. All 9th and 10th grade students will participate in the Small Learning Community program.</p> <p>4. Using the interim measure, student deficiencies will be identified; curriculum and classroom instruction will be adjusted to address deficiencies.</p> <p>5. Students in grade nine through twelve will participate in "DO Now" warm up activities aligned to specific benchmarks.</p> <p>6. Technological material will be integrated into all math classrooms; this material will include calculators, classroom computers and software programs.</p>	<p>1.Administration (Ms. Boltz), Math Teachers (overseen by Curriculum Leader, Mr. Lederberg)</p> <p>2.Administration(Ms. Boltz), Math Teachers</p> <p>3.Administration (Ms. Boltz), Math Teachers</p> <p>4.Administration (Ms. Boltz), Math Teachers</p> <p>5.Administration (Ms. Boltz), Math Teachers</p> <p>6.Administration (Ms. Boltz), Math Teachers</p>	<p>1. Teacher Created Tests (ongoing) Targeted evaluation by strand</p> <p>2010 Florida Comprehensive Assessment Test Mathematics</p> <p>2. Teacher Created Tests (ongoing) Targeted evaluation by strand</p> <p>2010 Florida Comprehensive Assessment Test Mathematics</p> <p>3. Teacher Created Tests (ongoing) Targeted evaluation by strand</p> <p>4. Teacher Created Tests (ongoing) Targeted evaluation by strand</p> <p>2010 Florida Comprehensive Assessment Test Mathematics</p> <p>5. Teacher Created Tests (ongoing) Targeted evaluation by strand</p> <p>2010 Florida Comprehensive Assessment Test Mathematics</p> <p>6. Teacher Created Tests (ongoing) Targeted evaluation by strand</p> <p>2010 Florida Comprehensive Assessment Test Mathematics</p>	<p>Formative:</p> <ul style="list-style-type: none"> <li>• Benchmark Assessment Test</li> <li>• Teacher Created Tests (ongoing) Targeted evaluation by strand</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>• 2010 Florida Comprehensive Assessment Test Mathematics</li> </ul>

	<p>7. All 9th , 10th, 11th, and 12th grade students, including but not limited to AYP subgroups (African American, Hispanic, economically disadvantaged and LEP) will have the opportunity to participate in an after school tutoring program to accommodate their needs in math concepts and skills. Students, including NHS members and BCC students, will be used as tutors and mentors. Teachers will supervise these students and the tutoring program.</p> <p>8. The school will implement an FCAT Camp program on selected Saturdays from October through February. Students will receive both individual and group instruction from Nova staff members. The program is open to all 9th and 10th students as well as 11th and 12th grade students that have not successfully passed the FCAT Math assessment.</p>	<p>7.Administration (Ms. Boltz), Math Teachers</p> <p>8.Guidance Staff, Administration (Ms. Boltz), Reading Coach</p>	<p>7. Teacher Created Tests (ongoing) Targeted evaluation by strand</p> <p>2010 Florida Comprehensive Assessment Test Mathematics</p> <p>8. 2010 Florida Comprehensive Assessment Test Reading</p>	
--	--	---	--	--

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
<ul style="list-style-type: none"> <li>By June 2010, 88% of 10th grade students will score level 3 or above on the FCAT Math Assessment</li> <li>By June 2010, 68% of students in each AYP subgroup will score Level 3 or above on the FCAT Math Assessment.</li> </ul>	<p>1. The math department will integrate an effective math program through training activities including but not limited to; differentiated instruction, math manipulatives, inquiry, critical thinking skills, authentic assessment, integrating technology, authentic curriculum, discovery learning, continuous progress, cooperative learning, algebra readiness, algebra multi sensory approach, problem solving, estimation, real world applications.</p> <p>2. All math teachers will participate in staff development activities to enhance instruction, including; data gathering and classroom use, writing FCAT style questions, effective questioning techniques, differentiated instruction, Depth of Knowledge Levels; and other topics as needed.</p> <p>3. All new teachers will receive training on obtaining, interpreting, and analyzing data.</p>	<p>1. Math faculty</p> <p>2. Math faculty</p> <p>3. Math Faculty</p>	<p>1. August 2009-May 2010</p> <p>2. August 2009-May 2010</p> <p>3. August 2009-May 2010</p>	<p>1. Classroom walkthrough process/formal and informal classroom observations/curriculum leader visits</p> <p>2. Classroom walkthrough process/formal and informal classroom observations/curriculum leader visits</p> <p>3. Instructional Coach meetings to discuss data analysis</p>	<p>1.Administration, Math Curriculum Leader</p> <p>2. Administration, Math Curriculum Leader</p> <p>3. NESS Liaison</p>

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount

No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
<b>Technology</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
<b>Professional Development</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
<b>Other</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Instructional Staff for FCAT Camp	Perkins Grant	\$7,500.00
		<b>Total: \$7,500.00</b>
		<b>Final Total: \$7,500.00</b>

End of **Mathematics Goal**

## Science Goal

**Needs Assessment:** Based on School Grade Data:  
 Did the total percent proficient increase or was the percent proficient maintained?  
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Needs Assessment: Data from the Florida Comprehensive Assessment Test indicates that 49% of 11th grade students met high standards in science.		By June 2010, 55% of 11th grade students will score level 3 or above on the FCAT Science Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Science teachers will meet by quarterly subject, or as a member of a small learning community, or A.P. vertical team, to collaborate and share effective teaching practices and compare student work.</p> <p>2. All ninth and tenth grade science teachers will employ various strategies including differentiated instruction, to familiarize students with FCAT Science vocabulary.</p> <p>3. All ninth, tenth, and eleventh grade science students will complete daily FCAT "do now" warm up exercises aligned to specific benchmarks.</p> <p>4. Students will be placed into Intensive Science classes based on deficiencies identified by the FCAT Science diagnostic assessment.</p>	<p>1. Curriculum Leader (Mr. Roy), Science Teachers</p> <p>2. Administration (Ms. Boltz), Curriculum Leader (Mr. Roy), Science Teachers</p> <p>3. Administration (Ms. Boltz), Curriculum Leader (Mr. Roy), Science Teachers</p> <p>4. Administration (Ms. Boltz), Curriculum Leader (Mr. Roy), Science Teachers</p>	<p>1. Departmental Assessments</p> <p>2. Benchmark assessment will be administered to eleventh grade students in January.</p> <p>2010 Florida Comprehensive Assessment Test Science</p> <p>3. Benchmark assessment will be administered to eleventh grade students in January.</p> <p>2010 Florida Comprehensive Assessment Test Science</p> <p>4. Benchmark assessment will be administered to eleventh grade students in January.</p> <p>2010 Florida Comprehensive Assessment Test Science</p>	<p>Formative:</p> <ul style="list-style-type: none"> <li>A diagnostic FCAT Science assessment will be administered to all tenth grade students.</li> <li>Benchmark assessment will be administered to eleventh grade students in January.</li> </ul> <p>Summative:            2010 Florida Comprehensive Assessment Test Science</p>

<p>5. FCAT science simulation software will be utilized in the Intensive Science courses.</p>	<p>5. Administration (Ms. Boltz), Curriculum Leader (Mr. Roy), Science Teachers</p>	<p>5. Benchmark assessment will be administered to eleventh grade students in January.</p> <p>2010 Florida Comprehensive Assessment Test Science</p>
<p>6. The school will implement a Science FCAT Camp program on selected Saturdays from January through March. Students will receive both individual and group instruction from Nova staff members. Topics to include but will not be limited to reading in the content area, FCAT skills, study skills, test taking skills, and FCAT questioning techniques. The program is open to All 11th and 12th grade students , including but not limited to demographics that did not meet AYP,(African American, Hispanic, Economically disadvantaged and LEP) who have not successfully passed the FCAT, will have the opportunity to attend.</p>	<p>6. Administration (Ms. Boltz), Curriculum Leader (Mr. Roy), Science Teachers</p>	<p>6. Benchmark assessment will be administered to eleventh grade students in January.</p> <p>2010 Florida Comprehensive Assessment Test Science</p>
<p>7. Benchmark assessment will be administered to eleventh grade students in January. Results will be used to target instruction for students including, but not limited to demographics that did not meet AYP (African American, Hispanic, economically disadvantaged, and LEP), and those scoring in the lowest 25% on the FCAT assessment.</p>	<p>7. Administration (Ms. Boltz), Curriculum Leader (Mr. Roy), Science Teachers</p>	<p>7. Benchmark assessment will be administered to eleventh grade students in January.</p> <p>2010 Florida Comprehensive Assessment Test Science</p>

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, 52% of 11th grade students will score level three or above on the FCAT Science Assessment.	1. Advanced Placement Vertical Teams training for select content specific teachers – August 2009	1. District Trainers	1. August 2009	1.PGP Plans	1. Administration, Curriculum Leader
	2. Inquiry Based Learning Training for select teachers on Professional Study Days	2. Science Faculty	2. August 2009- May2010	2.PGP Plans	2. Administration, Curriculum Leader, Teachers

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

<b>Total: \$0.00</b>		
<b>Professional Development</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
<b>Other</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
<b>Final Total: \$0.00</b>		

*End of Science Goal*

## Writing Goal

<b>Needs Assessment:</b>	Based on School Grade Data:  Did the total percent proficient increase or was the percent proficient maintained?  What clusters/strands showed decrease in proficiency?
--------------------------	---

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Data from the 2009 Florida Comprehensive Assessment Test Writing indicates that 92% of 10th grade students met high standards for writing with 80% of 10th grade students scoring 4 or above. All subgroups met the criteria for Adequate Yearly Progress in Writing under the Federal No Child Left Behind Act.		By June 2010, 82% of 10th grade students will score above 4.0 on the FCAT Writing Assessment.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	1. The Language Arts department will teach the writing process as part of their curriculum, including the following steps: prewriting, first draft, revising, peer editing, proofreading and final draft as well as instruction in English grammar, mechanics, and usage to prepare for FCAT Writing, ACT and SAT tests.  2. Students will employ critical thinking, goal setting and organizational strategies through the use of a daily agenda in each class  3. English, Science, Social Studies teachers will implement FCAT Writing style questions in their tests and grade according to rubric.  4. All 9 and 10 grade teachers who have not previously attended the 6 Traits workshop or the FCAT Writes! Workshop will enroll in at least one of the county offered trainings.  5. All English teachers will	1. Language Arts Teachers, Curriculum Leader (Mrs. Miles), Administration (Mrs. Hubert)  2. Student, Parent, Language Arts Teacher  3. Language Arts Teachers, Curriculum Leaders (Mrs. Miles), Administration (Mrs. Hubert)  4. Curriculum Leader (Mrs. Miles), Administration (Mrs. Hubert)  5. Curriculum Leader	1. Monthly in class writings that will be assessed using the FCAT Writes! rubric and a 6 Traits checklist or the SAT essay rubric from the College Board  2. Quarterly grades  3. Course assessments  4. Use of 6 Traits checklist  5. Grammar sections on an	Formative: English teachers will conduct an in-house writing diagnostic with all students to formulate lessons that focus on students' weaknesses. This will be followed up by monthly in class writings that will be assessed using the FCAT Writes!/SAT rubric and a 6 Traits checklist. Assessment of these writings will determine focus of writing curriculum.  Summative: 2009 Florida Comprehensive Assessment Test Writing

attend training for instructing grammar.	(Mrs. Miles), Administration (Mrs. Hubert)	initial diagnostic, midterm, and final tests will be monitored for student progress.
6. All students' writing growth, including but not limited to AYP subgroups, (African American, Economically Disadvantaged, and ELL) and students scoring in the lowest 25% on the FCAT grade nine FCAT assessment will be monitored through school and District writing prompts. Teachers will use results to guide writing curriculum, construct differentiated lessons, and target specific areas in need of enrichment.	6. Curriculum Leader (Mrs. Miles), Administration (Mrs. Hubert)	6. Monitored through monthly school and District writing prompts that will be assessed using the FCAT Writes! or SAT rubric and a 6 Traits checklist.
7. All levels of Language Arts classes, including but not limited AYP subgroups, (African American, Economically disadvantaged and ELL specifically) will require a research paper 9th= introduction to reference materials, 10th= position paper, 11th = rhetorical analysis and 12th = literary analysis	7. Language Arts Teachers, Curriculum Leader (Mrs. Miles), Administration (Mrs. Hubert)	7. Assessment of research paper according to department standards
8. All students, grades 9 and 10, including but not limited to AYP subgroups (African American, Economically Disadvantaged and ELL specifically) and students scoring in the lowest 25% on the FCAT assessment, will have the opportunity to participate in an FCAT Camp program on selected Saturdays from October through February. Students will receive both individual and group instruction from Nova staff members. Topics to include but will not be limited to writing in the content areas, general writing skills, FCAT writing skills, study skills, test taking skills, FCAT questioning techniques, etc.	8. Administration (Mrs. Hubert)	8. 2009 Florida Comprehensive Assessment Test Writing
9. Teachers in the Language Arts department will focus on preparation for national standardized testing (SAT/ACT/CPT) in writing, both multiple choice and timed essay, as stipulated in the Nova Writing Plan.	9. Monitored through monthly school and district writing prompts that will be assessed using the FCAT Writes! rubric and a 6 Traits checklist.	9. Curriculum Leader, Administration

**Professional Development Aligned with Objective:**

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

By June 2010, 82% of 10th grade students will score above 4.0 on the FCAT Writing Assessment.	1. Writing Workshops: FCAT style essay and short answer prompts and developing valid and reliable essay and short answer assessments 2. Six Traits Workshop and District grammar training	1. In house Language Arts Teachers: Mrs. Miles, Ms. Reed, Mr. Judd 2. District Facilitators	1. August 2009-February 2010 2. August 2009-February 2010	1. Monthly in class writings that will be assessed using the FCAT Writes! rubric and a 6 Traits checklist 2. Monthly in class writings that will be assessed using the FCAT Writes! rubric and a 6 Traits checklist.	1. Curriculum Leader, Administration 2.1. Curriculum Leader, Administration
---	--	--	--	---	--

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
Six Traits Training	In-service funds	\$75.00
<b>Total: \$75.00</b>		
Other		
Description of Resources	Funding Source	Available Amount
Instructional Staff for FCAT Camp	A+ Funds	\$4,000.00
<b>Total: \$4,000.00</b>		
<b>Final Total: \$4,075.00</b>		

*End of Science Goal*

## Parent Involvement Goal

<b>Needs Assessment:</b>	<p>Based on information from School Grade and Adequate Yearly Progress Data:</p> <p>Were parent involvement activities and strategies targeted to areas of academic need?</p> <p>Based on information from surveys, evaluations, agendas, or sign-ins:</p> <p>Was the percent of parent participation in school activities maintained or increased from the prior year?</p> <p>Generally, what strategies or activities can be employed to increase parent involvement?</p>
--------------------------	---

**Professional Development Aligned with Objective:**

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

**Budget:**

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

<b>Total: \$0.00</b>		
<b>Technology</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
<b>Professional Development</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
<b>Other</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
<b>Final Total: \$0.00</b>		

*End of Parent Involvement Goal*

---

## Other Goals

### Increase Graduation rate Goal:

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Data from the 2007-2008 school year indicates that 87.5% of students successfully met graduation standards		. By June 2010, the graduation rate will increase to 90%  . By June 2010, the graduation rate will exceed the required 75% graduation rate for this year's "At Risk for Graduation Cohort"		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1. Place students in appropriate remediation courses based on most recent FCAT scores (as well as additional assessments)  2. Hold "FCAT Chats" (9th/10th grades) and/or other discussions to ensure that the students and parents are aware of programs to assist with improvement  3. Teachers will review and analyze their students' academic data and design instruction to meet the needs of their students	1.Administrators/Guidance Counselors  2.Administrators/Guidance Counselors  3.Administrators/9th & 10th Grade Teachers	1.Teacher created tests (ongoing) Targeted evaluation by strand  Analysis of graduation rates  2.Teacher created tests (ongoing) Targeted evaluation by strand  Analysis of graduation rates  3.Teacher created tests (ongoing) Targeted evaluation by strand  Analysis of graduation rates	Formative: . Benchmark Assessment . Teacher Created Tests (ongoing) Targeted evaluation by strand  Summative: . 2010 Florida Comprehensive Assessment Test	

#### Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, the graduation rate will increase to 90%.	ACT versus SAT	Princeton Review Representative	8/19/09	Return visit from Princeton Review Representative; Faculty Survey	Ms. Boltz

#### Budget:

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



## FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Total: \$0.00</b>
Technology			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Total: \$0.00</b>
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	CAR-PD training	Perkins Grant	\$3,600.00
Writing	Six Traits Training	In-service funds	\$75.00
			<b>Total: \$3,675.00</b>
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Instructional Staff for FCAT Camp	Perkins Grant	\$7,500.00
Reading			\$0.00
Mathematics	Instructional Staff for FCAT Camp	Perkins Grant	\$7,500.00
Writing	Instructional Staff for FCAT Camp	A+ Funds	\$4,000.00
			<b>Total: \$19,000.00</b>
			<b>Final Total: \$22,675.00</b>

## Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
  Correct II
  Prevent II
  Correct I
  Prevent I
  NA

[Show Attached school's Differentiated Accountability Checklist of Compliance](#)

## School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ **Yes. Agree with the above statement.**

Projected use of SAC Funds	Amount
Student Agenda Books	6500

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

The purpose of the School Advisory Council of Nova Center for applied research is to work collaboratively to ensure student achievement. The Council is responsible for preparing and evaluating the school improvement plan (SIP). The function of our SAC is to bring together all of the school's stakeholders and involve them in the decision making process which effects instruction and the delivery of programs. In the 2009-2010 school year, regular meetings will be held on the fourth Wednesday of every month and address a variety of achievement issues and concerns including but not limited to:

- Analyze data to modify the School Improvement Plan
- Analyze data from Benchmark Assessment Test and Florida Comprehensive Assessment Test to determine needs assessment
- Training in new school grading criteria.

## SAC Members

---

### **Members**

- 1) John Lacasse, , Principal
- 2) Christine Sexton, SAC Chair
- 3) Ricardo Santana, SAC Chair
- 4) Sara Saxner, Student
- 5) Carrie Waters, Teacher
- 6) Devon Morrison, Business Member
- 7) Christine Adler, Parent
- 8) Antoine Ayoub, Parent
- 9) Ericka Ricketts, Parent
- 10) Ralph Calatchi, Parent
- 11) Sharon Lawson, Parent
- 12) Juan-Carlos Llera, Parent
- 13) Elena starson, Parent
- 14) Timi Slotkin, Parent
- 15) Michelle Heyne, Parent
- 16) Jeff Hernandez, Parent
- 17) Michelle Rousseau, Parent
- 18) Peggy Nisbett, Parent
- 19) Natalie Walkinshaw, Community Member
- 20) Nicole Tuarez, School Support Personnel
- 21) Nicole Walkinshaw, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward NOVA HIGH SCHOOL 1281													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 1123 Math: 1120		2008-2009 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL <sup>4</sup>	99	Y	100	Y	56	N	86	Y			Y	84	88	Y	44	44	N	12	14	NA	57	N	87	NA			
WHITE	99	Y	99	Y	68	Y	94	Y			Y	85	93	Y	31	32	NA	6	6	NA	67	NA	94	NA			
BLACK	100	Y	100	Y	45	N	78	Y			Y	87	83	N	56	55	N	18	22	NA	47	N	80	NA			
HISPANIC	100	Y	100	Y	53	N	82	Y			Y	76	85	Y	49	47	N	12	18	NA	54	N	82	NA			
ASIAN	100	Y	100	Y		NA		NA	94		Y						NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA						NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	48	N	80	Y			Y	79	83	Y	56	52	N	16	20	NA	49	N	82	NA			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	30	N	74	Y	91		Y	74	74	Y	67	70	N	17	26	NA	34	N	77	NA			
STUDENTS WITH DISABILITIES	98	Y	98	Y		NA		NA			NA						NA			NA							

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward NOVA HIGH SCHOOL 1281													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 1049 Math: 1047		2007-2008 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL <sup>4</sup>	99	Y	99	Y	56	N	88	Y			Y	81	84	Y	50	44	Y	16	12	NA	61	NA	92	NA			
WHITE	99	Y	99	Y	69	Y	94	Y			Y	90	85	Y	40	31	NA	8	6	NA	71	NA	88	NA			
BLACK	99	Y	99	Y	44	N	82	Y			Y	72	87	Y	61	56	N	24	18	NA	47	N	88	NA			
HISPANIC	98	Y	98	Y	51	N	88	Y			Y	70	76	Y	51	49	N	15	12	NA	63	Y	92	NA			
ASIAN	100	Y	100	Y		NA		NA	94		Y						NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA						NA			NA							
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	44	N	84	Y			Y	68	79	Y	57	56	N	22	16	NA	51	N	91	NA			
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y	33	N	83	Y	91		Y	65	74	Y	71	67	N	25	17	NA		NA					
STUDENTS WITH DISABILITIES	97	Y	97	Y		NA		NA			NA						NA			NA							

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward NOVA HIGH SCHOOL 1281													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 1080 Math: 1077		2006-2007 School Grade <sup>1</sup> : A		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL <sup>4</sup>	99	Y	99	Y	50	N	84	Y			Y	83	81	N	48	50	NA	16	16	NA	56	NA	86	NA			
WHITE	99	Y	99	Y	60	Y	92	Y			Y	86	90	Y	35	40	NA	8	8	NA	60	NA	87	NA			
BLACK	99	Y	99	Y	39	N	76	Y			Y	80	72	N	62	61	NA	29	24	NA	49	NA	83	NA			
HISPANIC	99	Y	99	Y	49	N	85	Y			Y	78	70	N	56	51	NA	15	15	NA	59	NA	89	NA			
ASIAN	100	Y	100	Y		NA		NA	93		Y	85	81	N			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA						NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	99	Y	43	N	78	Y	94		Y	72	68	N	61	57	NA	24	22	NA	53	NA	82	NA			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	29	N	75	Y	91		Y	72	65	N	66	71	NA	20	25	NA	55	NA	86	NA			
STUDENTS WITH DISABILITIES	97	Y	98	Y		NA		NA	89		NA	67	50	NA			NA			NA							

## SCHOOL GRADE DATA

Broward School District NOVA HIGH SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	59%	88%	94%	49%	290
<b>% of Students Making Learning Gains</b>	59%	81%			140

**Writing and Science:** Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.

**3 ways to make gains:**

- Improve FCAT Levels
- Maintain Level 3, 4, or 5
- Improve more than one year within

					Level 1 or 2	
<b>Adequate Progress of Lowest 25% in the School?</b>	51% (YES)	75% (YES)			126	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.
<b>% of 11th and 12th graders meeting the graduation requirement on the FCAT retake</b>	73%	75%			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					566	
Percent Tested = 99%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District NOVA HIGH SCHOOL 2007-2008</b>						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	60%	90%	97%	47%	294	<b>Writing and Science:</b> 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.
<b>% of Students Making Learning Gains</b>	66%	85%			151	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	59% (YES)	86% (YES)			145	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.
<b>% of 11th and 12th graders meeting the graduation requirement on the FCAT retake</b>	64%	68%			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					600	
Percent Tested = 98%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District NOVA HIGH SCHOOL 2006-2007</b>						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	52%	86%	95%	50%	283	<b>Writing and Science:</b> 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.
<b>% of Students Making Learning Gains</b>	58%	79%			137	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	52% (YES)	72% (YES)			124	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.
<b>% of 11th and 12th graders meeting the graduation requirement on the FCAT retake</b>	58%	54%			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					554	
Percent Tested = 99%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested