

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: WILLIAM T. MCFATTER TECHNICAL CENTER

District Name: Broward

Principal: Mark A. Thomas

SAC Chair: Sheldon McCartney

Superintendent: James Notter

Date of School Board Approval:

Last Modified on: 09-14-2009

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

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

## VISION and MISSION STATEMENTS

The vision of McFatter Technical High School is to prepare students with technical competencies required for successful, emerging careers, while at the same time preparing all students for college admission and scholarship eligibility.

Our mission is to provide a safe and secure environment which fosters individualized intellectual focus, technical preparation, and successful transition into post secondary work or study. We strive to instill the attitudes and skills necessary to produce motivated, self-sufficient individuals who are able to function effectively in our ever-changing, complex society.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

McFatter Technical Center opened in 1985 as a public, tax-supported Postsecondary Vocational Technical Center to offer high-end technical education to both adults and secondary students in over 30 occupational areas. At the beginning of the 1998-99 school year, the newly constructed McFatter Technical High School opened for ninth graders. The high school accepts students meeting magnet criteria from areas south of Sunrise Blvd.

#### Unique School Strengths for Next Year

Unique School Strengths for Next Year – Ranked in top 2 of Broward County FCAT scores 2004-Present.  
Recognized as a New Millennium High School  
Blue Ribbon Nominated School  
Named Florida Model High School by the Chancellor of K-12 Education  
Member of the Coalition of Essential Schools  
NATEF/ASE Certification  
American Culinary Federation Certified  
US News and World Report – Silver Medal

#### Unique School Weaknesses for Next Year

Budget cuts have resulted in the elimination of some key staff positions. Budget cuts have eliminated Saturday school and Saturday operations.

#### Student Demographics

	2007	2008	2009
Female	%45.0	%46.7	%46.6
Male	%54.9	%53.2	%53.3
White	%46.6	%42.9	%40.9
Black	%15.7	%15.3	%16.0
Hispanic	%32.0	%36.1	%36.5
Asian	%2.77	%3.20	%3.53
Native	%0.17	%0.17	%0
Multi	%2.59	%2.13	%2.82
Free Reduced	%25.1	%25.3	%26.8
ELL	%2.94	%2.13	%2.12
ESE	%3.98	%3.20	%2.82

Student Attendance Rates

2007 - 95.10%  
 2008 - 95.40%  
 2009 - 96.70%

Student Mobility

2007 - 9.00%  
 2008 - 5.50%  
 2009 - 6.40%

Student Suspension Rates

**In-school suspension**  
 2007 - 7.50%  
 2008 - 3.70%  
 2009 - 2.30%

**Out of school suspension**  
 2007 - 4.90%  
 2008 - 2.80%  
 2009 - 0.50%

Student Retention Rates

2007 - 0.00%  
 2008 - 0.70%  
 2009 - 0.70%

Class Size

2007 - 18.84  
 2008 - 21.17  
 2009 - 19.92

Academic Performance of Feeder Pattern

McFatter Technical Center is a school wide magnet that accepts students from all schools south of Sunrise Blvd. Therefore, we do not have a specific feeder pattern from which data is available.

Partnerships and Grants

Carl Perkins Grant  
 Kovac Auto, BMW of South Florida, Davie Elementary

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	Mark Thomas	Masters in Counselor Education; Certified as School Principal and in Guidance and Counseling – Certified in ESOL	5	24	2008-A, AYP – Yes 2007- A, AYP – Yes 2006-A, AYP-Yes
Assis Principal	Larry Rothman	BA Criminology Masters in Educational Leadership; Certified Educational Leadership, Local Director Vocational, Retailing	1	4	2008-A, AYP – NA - Adult Tech Ctr. 2007- A, AYP – NA - No high school data available; 2006-A, AYP-not at Tech Ctr.
		AA Educational,			

Assis Principal	Mary Ellen Fowler	BAE in English Education, Masters in Education Leadership; Certified Principal, English 6-12, ESOL	5	11	2008-A, AYP – Yes 2007- A, AYP – Yes 2006-A, AYP-Yes
Assis Principal	Cara Daniel	BS – Business Ed 6-12 MA – Career/Tech Education; Certification-Educational Leadership Local Director of Vocational Programs	1	1	2008 – D AYP-No (classroom teacher at other site; did not meet AYP goals 2007 – C AYP-No (classroom teacher at other site; did not meet AYP goals 2006 – C AYP -No (classroom teacher at other site; did not meet AYP goal

\* 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	Elise M. Vivenzo	BA – Spanish MS - Reading ESOL Endorsement	19	13	2008- school grade A AYP – yes 2007 – school grade A AYP – Yes 2006 – school grade A AYP - Yes

\* 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. Professional Learning Community (PLC)	Elise Vivenzo/Sue Humeston	08/09-06/10	
2. NESS	Elise Vivenzo	08/09-06/10	

#### Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
0	0	0	0

#### 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
33	0	9.52	33.33	57.14	57.14	76.19	4.76	9.52	76.19

#### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Mary H. Smith	Stephen Gollan, Medical	Certification/Experience Dept. Chair	NESS, monthly group meeting, weekly contract
Elise Vivenzo	George Barnes	Experience/Background Instructional Coach	NESS, Reading endorsed
Roger Barnhart	Patti Lang, Culinary	Experience/Background Technical Certificate	NESS, monthly group meeting, weely contract

Melanie Fraser

Robert  
Lowery,  
Automotive

Experience/Background  
Technical  
Certificate

NESS, monthly group  
meeting, weekly contract

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Title I, Part A

SCHOOL MET AYP; NOT TITLE I

Title I, Part C- Migrant

SCHOOL MET AYP; NOT TITLE I

Title I, Part D

SCHOOL MET AYP; NOT TITLE I

Title II

SCHOOL MET AYP; NOT TITLE II

Title III

SCHOOL MET AYP; NOT TITLE III

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

Workforce Funding will be used to increase training opportunities for Blackboard, Camtasia, Illumina

Career and Technical Education

Carl Perkins Grant – Salaries for Post Secondary Instructors and student support services,  
Testing Coordinator/Transition Services Provider  
Materials, supplies and equipment for post-secondary and high school career and technical programs and students.

Job Training

Consultant services and travel expenses for students and staff such as SKILLS USA

Other

N/A

### Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Virginia Scheppa, ESE Specialist  
Alvin Ranzy, HS Guidance, Family Counselor  
Mary Ellen Fowler, Assistant Director  
Dawn Scalfani, Psychologist  
Gary Zolton, Lead Counselor  
Elise Vivenzo, Reading Coach  
Counselors and teachers as needed

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

Regularly scheduled meetings will be held to identify, evaluate, monitor, and make relevant educational decisions for all students with needs.

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

Involvement with SIP: Members serve as collaborative team members for each objective and aid in the development of the strategies to be employed.

#### RtI Implementation

Describe the data management system used to summarize tiered data.

County forms for progress monitoring will be employed at 4/6 week intervals; in-house team/block meetings will be held to review data with team members.

Describe the plan to train staff on RtI.

Faculty meeting/training session 8am, August 20, 2009.

### 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?

With only preliminary data available the areas of concern are as follows: 9th grade reading-Reference and Research, 10th grade reading – Reference and Research, and Comparisons, 9th grade Math – Number Sense, 10th grade Math – Geometry and Algebraic Thinking. 11th Grade Science – Physical and Chemical Sciences and Life and Environmental Science.

Instructional Calendar Development

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

Using the ranked results from the content cluster performance at each grade level to identify areas of curricular need, an instructional focus calendar will be based on scope and sequence or pacing guide that aligns the curriculum delivered: create a schedule for each intervention/enrichment program to ensure a circular approach to instruction that aligns to the benchmarks taught as indicated by the school-wide instructional focus calendar; map the school-level science curriculum to ensure all assessed benchmarks and access points are included in the instruction for each of the strands; map the school-level writing curriculum to ensure appropriate exposure to narrative and expository writing styles.

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

9th grade reading: Reference and Research; 10th grade reading: Reference and Research and Comparisons; 9th grade Math: Number Sense; 10th grade Math: Geometry and Algebraic Thinking; 11th Grade Science: Physical, Chemical, Life, and Environmental Science.

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

A School Improvement Plan will be implemented that will drive the instructional programs at the school and effectively meet the needs of all students. The Broward Comprehensive Reading Plan will be implemented. Establish a Reading Leadership/Literacy Team to build capacity of reading knowledge within the school building and to focus on areas of literacy

concern across the school. Establish math, writing, science leadership capacity; and encourage teacher focused interactions.

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

All students are enrolled in Computers for College and Careers and Tech II during their freshman and sophomore years prior to making decisions regarding which technical program to join. Students are prepared with technical competencies required for successful, emerging careers, while at the same time prepared for college admission and scholarship eligibility. The students are enrolled in a schedule of courses which combine the academic with the technical.

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?

Students enroll in a predetermined set of academic and elective courses necessary for high school graduation, college admissions and scholarship eligibility during their freshman and sophomore years. During the junior and senior years, students pursue a schedule that continues those courses necessary for college admissions, while adding a set of elective courses focused around a technical area of the student's choice. Such technical areas include: Medical Technology, Automotive Technology, Marine Science, Communication Arts, Practical Nursing, Culinary Arts and Architecture and Engineering. In addition, a post-secondary conference is held with each senior, parent, counselor and BRACE advisor to plan for their future after high school.

DO

Direct the Instructional Focus

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

Teachers meet regularly in their Professional Learning Communities to align curriculum and lesson plans across grade levels and subject areas.  
Department chairpersons for each curricular area work with teachers to ensure that lessons and instructional delivery is aligned across the curricular areas and grade levels.  
The Assistant Director facilitates discussions between faculty members regarding curriculum decisions.

How are instructional focus lessons developed and delivered?

Instructional focus calendars are developed by the reading coach with input from all instructional personnel. Teachers use the calendar as a guide to develop lessons that focus on areas of concern and a variety of delivery methods based on the learning strengths and styles of their students.  
The Reading Coach works with teachers to implement and maintain the comprehensive and supplemental core reading programs, model effective strategies for teachers, provide professional development, differentiated instruction, monitor student progress, and analyze student data.  
All teachers are given copies of the instructional focus calendars and are trained in the delivery of instruction.  
All appropriate curricular areas administer mini-assessments found in BEEP to evaluate and monitor the progress of the content focus benchmarks.

How will instructional focus lessons be revised and monitored?

Teachers will collect assessment data and monitor the progress of their students. When the data shows that students need additional help, or that the instructional strategy needs to be revised, the teacher will review the lesson and monitor its effectiveness with additional data checks.  
Teachers will conduct data chats with students periodically to discuss their progress on mini-assessments and other classroom evaluations to determine the effectiveness of instructional focus lessons. This information will then be used to revise the instruction.

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.

Semester Midterms and Final Exams, Teacher made tests, BEEP mini-assessments, Projects and research papers, Writing assessments, Senior Exhibitions and portfolios.

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

Ongoing assessments, including Benchmark Assessment Tests, and teacher developed tests are analyzed to determine mastery. If mastery is not evident, reteaching opportunities are established after which the students are retested.

#### Maintenance

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

The instructional focus calendar is constantly evolving as needs arise. As the data indicates a need for additional instruction for mastery of a subject/strand, etc., the instructional focus calendar is adjusted to meet those needs.

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.

4 Professional Study Days will be utilized to meet and review the data to identify that instructional modifications are being made and that those same modifications align with desired outcomes.

#### Monitoring

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

The Principal and Leadership Team meet monthly to discuss instructional concerns, needs and to formulate group based decisions of the handling of situations concerning curriculum, personnel, and instruction.  
The Principal and Leadership Team perform classroom walkthrough visits (CWT) to monitor the effectiveness of instruction and learning.  
The Principal ensures that the school mission and vision is carried out throughout the facility and that the faculty is motivated and holds high standards of instruction in all classrooms.

#### ACT

##### Supplemental and Intensive Instruction/Interventions

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

9-12 grade tutoring is offered for all academic areas; FCAT camp Saturdays prior to the FCAT test; FCAT tutoring before and after school; AP Prep prior to the AP tests; SAT/ACT classes offered.

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

9-12 grade Intensive Reading for students who scored level I and II on FCAT\* Math, Reading, Science tutoring offered on scheduled mornings, FCAT camp is offered on Saturdays prior to the FCAT test, FCAT tutoring is offered before and after school, AP Prep is offered on Saturdays prior to the AP tests, and SAT/ACT classes are offered before and after school.

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

Staff surveys are used to identify professional development needs. Administrative suggestions are used to determine specific staff development needs. Instructional Council input and Professional Development Committee input are considered when developing a staff development plan for the faculty.

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

Supplemental and intensive instruction and interventions are available to all students. Students, whose grades and test scores require additional interventions and services, will be specifically targeted.

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

The effectiveness of the interventions will be measure using pre and post tests, BAT data, mini-assessment data and classroom observations.

#### Enrichment

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

The staff has been trained to the use of "Instructional Strategies, How to Teach for Rigor and Relevance" from the

International Center for Leadership in Education, Inc. The staff uses these instructional strategies to support acceleration and enrichment in all curricular areas. In addition, they center PLC discussions around the use of these strategies and share best practices. Classrooms use authentic assessments through the use of projects, exhibitions and other activities. Students are encouraged to participate in competitions regularly both technical and academic.

Describe how students are identified for enrichment strategies.

All students will have access to enrichment strategies through classroom instruction and additional 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)
E-learning Phase I	Debra Shotwell	Monthly; 2 hours	Before/After School	Instructors will learn to maximize their usage of Blackboard as a method of educational delivery, i.e., eLearning.
HS-Technology	Fred Williams	Monthly; 2 hours	Before/After School	HS teachers will learn and use Adobe CS3 Suite and MS Office 07 suite to enhance their Instructional techniques
Medical E-Learning	Sally Wilhelm	Monthly; 2 hours	Before/After School	Medical ELearning Instructors will collaborate on specific, effective methods of delivering various Medical curriculum in an eLearning environment
PS and HS Blackboard	Melanie Fraser	Monthly; 3 hours	Before/After School	Instructors & counselors will learn basic skills in use of Blackboard as a method of educational delivery to their students, (i.e., e-Learning and mass distribution of information).
Culinary E-Learning	Paul Citrullo	Monthly; 2 hours	Before/After School	Culinary Arts eLearning instructors will collaborate on specific, effective methods of delivering Culinary Arts curriculum in an eLearning environment. Developing and determining material to be entered into the content system. Movement of standard videos and DVD's into the eLearning environment
PS-Inc in Basic Academic Skills learning to program completion	Barbara Farrell and Sharon Cohen	Monthly	PSD/After School	To study and share teaching methods geared to increase student's Basic Academic Skills that will then lead to their ability to complete programs
HS RRR	Elise Vivenzo	Weekly; 1 hour	Wednesday mornings; PSD waiver 4 times per year 3 hours each	Rigor, Relevance, Relationships and Reflection. The 9th and 10th grade teachers will participate in a collaborative relationship to exchange and gain knowledge in the reading, math, writing and science areas. New skills and strategies will be discussed, demonstrated and practiced for confident implementation in the content classrooms. The sharing of teachers' best practices fused with the addition of new practices will give them the tools to improve the students' scores on the FCAT exams.

### 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.

The 2007 High School Reading Report revealed high numbers of students who successfully planned for their post secondary role. This is a testament to the guidance staff; students are counseled into appropriate programs; post secondary conferences are held with the Brace Advisor and senior class guidance counselor. Dual enrollment and AP courses are encouraged, with 95.5% of the students successfully completing a minimum of one class. These same strategies will continue, have continued, and have produced \$1.8 million dollars in scholarships to the 128 graduates of the class of 2009. AP classes

have expanded; test scores are higher, CPT tests are now given to all juniors, as is the Florida Ready to Work certification tests. 100% of the class of 2009 will have graduated by August 2009.

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

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

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

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

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

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

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The percentage of Hispanic students reaching all achievement levels in reading remain static, 2007-08 to 2008-09, while the Hispanic population of the school has grown from 43% to 46%.		By June of 2010, 75% of McFatter High School Hispanic students will score level 3.5 on the FCAT Reading test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Grade 9 & 10 students will complete timed Reading exercises electronically in the content areas to improve fluency and comprehension. 2. Students to employ Camista software in Spanish language classes 1,2,3 & 4 AP to enhance reading comprehension skills.	Elise Vivenco - Reading Coach  Robert Brito - Spanish teacher	Classroom teachers will review exercises, score appropriately & discuss, review final outcomes with students. Written exercises and comprehension checks to be given, evaluated, reviewed with students; remediation as needed.	1. Teacher knowledge; text guides  2. Same

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The % of students as the lowest 25% of reading has been inconsistent; 53% 2006-07 63% 2007-08 59% 2008-09		By June 2010, 63% of students in the lowest 25% will show gains in reading as reported on the FCAT reading test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will have the opportunity to attend FCAT reading enhancement programs, before and after school and Saturday throughout the school year.	Elise Vivenco and appropriate high school teachers.	Reading & Language Arts teachers to review written and oral work; grade, return, review, as appropriate	Teacher reading practice guides.
2	All 9th and 10th grade content teachers will present and develop high yield strategies, share research based best practices, and address multiple learning styles to increase student achievement in reading.	Elise Vivenco and appropriate high school teachers	2. Same as above	2. Collaboration of staff.
3	Students' reading fluency and comprehension will be enforced through performances and presentations in their classrooms.	Elise Vivenco and appropriate high school teachers	3. Evaluated thru standardized tests, such as the DAR, as well as classroom rubrics.	3. Teacher guides & classroom exercises.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
thru Rigor Relevance and Relationships	All academic areas	Elise Vivenco	8/24, 2009-03/05,2010	Student/ teacher evaluation review of product	Mary Ellen Fowler
thru Rigor Relevance and Relationships	All academic areas	Elise Vivenco	8/24, 2009-03/05,2010	Student/ teacher evaluation review of product	Mary Ellen Fowler

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

Rigor, Relevance, Relationships and Reflection. The 9th and 10th grade teachers will participate in a collaborative relationship to exchange and gain knowledge in the reading, math, writing and science areas. New skills and strategies will be discussed, demonstrated and practiced for confident implementation in the content classrooms. The sharing of teachers' best practices fused with the addition of new practices will give them the tools to improve the students' scores on the FCAT exams.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
		\$0.00
Tutoring and FCAT Camp	Perkins Budget	\$1,000.00
		Total: \$1,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Camista Software	Magnet Budget	\$2,000.00
		Total: \$2,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Professional Study Days Waiver	School Budget	\$0.00
SLC	School Budget	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$3,000.00

End of Reading Goal

## Mathematics Goal

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

- Did the total percent proficient increase or decrease? What is the percent change?
- What clusters/strands, by grade level, showed decrease in proficiency?
- Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
- Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
- Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
Based on SSS, and other testing materials, all subgroups have met AYP targets for past 3 years. Data for Spring 2009 reveals 88% grade 10 lowest quartile students	By June 2010, 90% of lowest quartile of 10th graders will demonstrate learning gains (as defined by the Florida D.O.E.) on their FCAT math scores.

made learning gains.				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	A free, Math tutorial program will be available for all math classes on a daily basis, before school, in select classrooms.	Andrew Jauch & Debra Shotwell - Math Instructors	Evaluation is included in all activities. Student grades will be monitored and charted to prove growth. Teachers to evaluate trainings.	Teacher guides; teacher made tests
2	All students will be given opportunities for success in each course by reinforcing math skills. Strategies will include teacher assistance, test retakes, peer tutoring, miscellaneous lessons given after a lecture for review purposes.	Andrew Jauch, Debra Shotwell & Lori Borrelli - Math Instructors	Evaluation is included in all activities. Student grades will be monitored and charted to prove growth. Teachers to evaluate trainings.	Teacher guides; teacher made tests
3	Instruction in test taking and study skills strategies will be provided to enhance knowledge of standardized test taking skills, emphasis on Math.	Andrew Jauch - Lead Math Instructor	Evaluation is included in all activities. Student grades will be monitored and charted to prove growth. Teachers to evaluate trainings.	Teacher guides; teacher made tests

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 90% of lowest quartile 10th graders will demonstrate learning gains (as defined by the Florida DOE) on their FCAT Math scores.	All grades 9/10 teachers to participate once per week in RRR training, emphasizing critical thinking/logic activities. All 9-12 teachers to participate in same structure/vertical teaming training on waiver days/professional development days.	Lori Borrelli - Math Instructor	Ongoing 2009-10 school year	Test scores, teacher evaluation	Mary Ellen Fowler

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Supplies listed in all activities	Instructional/accountability budget	\$1,500.00
		Total: \$1,500.00
Technology		
Description of Resources	Funding Source	Available Amount
Teacher, 4-20 per class; computer tech carts	Refresh and tech budgets	\$1,250.00
		Total: \$1,250.00
Professional Development		
Description of Resources	Funding Source	Available Amount
In-house staff to deliver; math coach	Instructional salary; math coach funded thru Perkins	\$2,000.00
		Total: \$2,000.00
Other		
Description of Resources	Funding Source	Available Amount
Math coach	Perkins	\$6,500.00
		Total: \$6,500.00
		Final Total: \$11,250.00

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		
Students' scores: 2006 - 62% scoring level 3 and above; 2007 - 65% scoring level 3 and above; 2008 - 53% scoring level 3 and above; 2009 - 65% scoring level 3 and above.		By June 2010, 68% of the 11th grade students will score level 3 or above 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	Utilize district developed curriculum maps which identify specific grade level skills with accompanying lessons for daily instruction.	All Science teachers	Evaluation is included in all activities. Student grades will be monitored and charted to prove growth. Teachers to evaluate training.	Teacher guides; teacher made tests; BAT2; Instructional focus calendar.
2	Integrate essential FCAT concepts into the science curriculum; reviews test accordingly. Technology infused.	All Science teachers	Evaluation is included in all activities. Student grades will be monitored and charted to prove growth. Teachers to evaluate training.	Teacher guides; teacher made tests, BEEP, Atomic Learning.
3	Students will utilize math skills to graph and analyze scientific data and use computer applications to solve scientific problems.	All Science teachers	Evaluation is included in all activities. Student grades will be monitored and charted to prove growth. Teachers to evaluate training.	Teacher guides; teacher made tests; FCAT Explorer.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 68% of the 11th grade students will score level 3 or above on the FCAT Science Test.	All grades 9/10 teachers to participate once per week in RRR training, emphasizing critical thinking/logic activities. All 9-12 teachers to participate in same structure/vertical teaming training on waiver days/professional development days.	JP Keener, science coordinator; science teachers	Ongoing school year 2009 - 2010	Test scores, teacher evaluation	Mary Ellen Fowler

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Rigor, Relevance & Relationships (RRR) training; Riverdeep; PHET; Beyond Books.com	Technology, Perkins, Accountability	\$2,500.00
Total: \$2,500.00		
Technology		
Description of Resources	Funding Source	Available Amount
In class models; McPhysics site	Refresh, Tech Budget	\$1,000.00
Total: \$1,000.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
As available; Rigor, Relevance & Relationships (RRR), monthly county based meetings	Accountability, inservice	\$1,500.00
Total: \$1,500.00		
Other		
Description of Resources	Funding Source	Available Amount
Materials and supplies; tutoring	Accountability	\$2,500.00
Total: \$2,500.00		
Final Total: \$7,500.00		

## Writing Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The percentage of students meeting high standards (3.5% or above) decreased from 99% in 2007-2008 to 95% in 2008-2009.		By June 2010, 86% of McFatter Technical High School's students, meeting the DOE rule, will score 4.0 or above on Florida Writes		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Writing strategies and skills will be incorporated into and employed across the curriculum to enhance FCAT writing skills.	1. Mary Ellen Fowler- Assistant Director	1. Selected writing prompts to be reviewed by groups of teachers using statewide rubric; student revision and rewriting	1. Florida Writes
2	2. All grade 9-10 teachers will be trained in and will use Florida Writes rubrics to score	2. Judy Banko, Technical Writing Coach	2. Instructor and peer review and collaboration of use of writing prompts and rubric scoring	2. Previous Florida Write Prompts and Rubric Scores
3	3. Students will be offered writing camps and intensive writing remediation prior to the administration of Florida Writes.	3. Judy Banko, Technical Writing Coach	3. Instructor analyzed camp and remedial writings	3. Previous Florida Write Prompts will be used and graded using the Florida Writes Rubric

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The percentage of students meeting high standards (3.5% or above) decreased from 99% in 2007-2008 to 95% in 2008-2009.		By June 2010, 86% of McFatter Technical High School's students, meeting the DOE rule, will score 4.0 or above on Florida Writes		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Writing strategies and skills will be incorporated into and employed across the curriculum to enhance FCAT writing skills.	1. Mary Ellen Fowler- Assistant Director	1. Selected writing prompts to be reviewed by groups of teachers using statewide rubric; student revision and rewriting	1. Florida Writes
2	2. All grade 9-10 teachers will be trained in and will use Florida Writes rubrics to score writing assignments in all curricular areas.	2. Judy Banko, Technical Writing Coach	2. Instructor and peer review and collaboration of use of writing prompts and rubric scoring	2. Previous Florida Write Prompts and Rubric Scores
3	3. Students will be offered writing camps and intensive writing remediation prior to the administration of Florida Writes.	3. Judy Banko, Technical Writing Coach	3. Instructor analyzed camp and remedial writings	3. Previous Florida Write Prompts will be used and graded using the Florida Writes 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, 86% of McFatter Technical High School's students, meeting the DOE rule, will score 4.0 or above on Florida Writes	1. Use of Rubrics in classroom writing instruction and evaluation. 2. Instructional Strategies - through the use of Small Learning Communities/PSD Waiver	Elise Vivenco	1. Completed by February 1, 2010 2. Year long - Every Thursday morning throughout the year.	1. Classroom Visits and review of selected writing 2. Student writing progression comparison by SLD participants.	Mary Ellen Fowler, Assistant Director, Judy Banko, Technical Writing Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
County programs: Optional purchased programs, enhancements	Accountability	\$3,500.00
Model Schools Gold Seal programs; RRR, Websites; practice prompts; Grade 9 to test when 10th tests	Accountability, Instructional budget accountability	\$3,500.00
		Total: \$7,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Computer carts, Blackboard programs	Technology Budget	\$15,000.00
		Total: \$15,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
County/state/school workshops	Inservice/accountability	\$1,000.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
Materials as needed; FCAT camp	Accountability	\$2,500.00
		Total: \$2,500.00
		Final Total: \$25,500.00

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		
As a magnet school, students are drawn from throughout the South and Central areas. With no boundaries, parent attendance varies as per activity. In 2008-09, 58% of parents attended tech nite programs, as revealed by sign-in sheet responses to teachers. McFatter is not a Title I school.		By May 2010, 75% of all grade 10 parents will participate in Tech Nite Programs, to review technical areas open for enrollment for incoming 11th grade students.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Tech 2 teacher to plan Tech nites 2 times per year; student based program with formal parental invitations. 2. Attendance taken pre-event and at event. 3. Students lead tours to acquaint parents with programs, needs, etc. 4. Student/parent signed contract as post-event report.	Scott Kinghorn - Instructor	Q and A at event; follow up debriefing.	Sign in sheets Student contracts

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By May 2010, 75% of all grade 10 parents will participate in Tech Nite Programs, to review technical areas open for enrollment for incoming 11th grade students.	Early Release day presentations of teachers. Vertical teaming activities to highlight all tech areas.	Tech Team (Kinghorn, Henley, Rosenthal)	Dec. '09, May '10	Review of student file/folder/info	Scott Kinghorn - Lead Instructor

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Evidence Based Program		\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Rhino, FileMaker, PhotoShop programs	Tech Budget	\$1,000.00
		Total: \$1,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
During Professional Study Days Training/Early Release day program	Accountability budget, if needed	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
N/A	N/A	\$0.00
		Total: \$0.00
		Final Total: \$1,000.00

*End of Parent Involvement Goal*

## Other Goals

### Workforce Development Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on WDIS data as of March 2009, the need was identified to increase the rate of incremental gains through the attainment of completion point codes.		By March 2010, the rate of CPC (completion point codes) attainment by enrolled students will increase by 5%, as measured by WDIS, from 2009 figures.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Teachers will construct a syllabus for each class taught. 2. Articulation with local universities and colleges will be conducted 3. Post-Secondary instructors will maintain the Technical Advisory Committee 4. Learning communities will be maintained to reflect on and formulate a plan for refining instructional strategies.	1. All Tech Department heads  2. Assistant Director  3. Assistant Director  4. Assistant Director	1. Collection and review of all syllabi by department chair  2. Committee minutes; posted on CTACE website.  3. Committee minutes  4. PLC surveys	Workforce Development Information System (WDIS) for all 4 action steps

### Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By March 2010, the rate of CPC (completion point codes) attainment by enrolled students will increase by 5%, as measured by WDIS, from 2009 figures.	1. Syllabi 2. Articulation of agreement 3. Meetings schedule 4. Professional Learning Communities	Cara Daniel & Larry Rothman, Asst. Directors.	March 2010	Review materials Reports from CTACE minutes Instructional strategies report	Department chairs Assistant Director Cara Daniel Assistant Director Larry Rothman

### Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Blackboard, Camista Programs	Workforce	\$1,000.00
		Total: \$1,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Software required by tech dept.	Tech budget per area	\$2,000.00
		Total: \$2,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
ACTE, FACTE, CTACE; all technical	Perkins, Inservice	\$2,000.00
		Total: \$2,000.00
Other		
Description of Resources	Funding Source	Available Amount
N/A	N/A	\$0.00
		Total: \$0.00
		Final Total: \$5,000.00



# FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading			\$0.00
Reading	Tutoring and FCAT Camp	Perkins Budget	\$1,000.00
Mathematics	Supplies listed in all activities	Instructional/accountability budget	\$1,500.00
Writing	County programs: Optional purchased programs, enhancements	Accountability	\$3,500.00
Writing	Model Schools Gold Seal programs; RRR, Websites; practice prompts; Grade 9 to test when 10th tests	Accountability, Instructional budeget accountability	\$3,500.00
Science	Rigor, Relevance & Relationships (RRR) training; Riverdeep; PHET; Beyond Books.com	Technology, Perkins, Accountability	\$2,500.00
Parental Involvement	Evidence Based Program		\$0.00
Workforce Development	Blackboard, Camista Programs	Workforce	\$1,000.00
			Total: \$13,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Camista Software	Magnet Budget	\$2,000.00
Mathematics	Teacher, 4-20 per class; computer tech carts	Refresh and tech budgets	\$1,250.00
Writing	Computer carts, Blackboard programs	Technology Budget	\$15,000.00
Science	In class models; McPhysics site	Refresh, Tech Budget	\$1,000.00
Parental Involvement	Rhino, FileMaker, PhotoShop programs	Tech Budget	\$1,000.00
Workforce Development	Software required by tech dept.	Tech budget per area	\$2,000.00
			Total: \$22,250.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Professional Study Days Waiver	School Budget	\$0.00
Reading	SLC	School Budget	\$0.00
Mathematics	In-house staff to deliver; math coach	Instructional salary; math coach funded thru Perkins	\$2,000.00
Writing	County/state/school workshops	Inservice/accountability	\$1,000.00
Science	As available; Rigor, Relevance & Relationships (RRR), monthly county based meetings	Accountability, inservice	\$1,500.00
Parental Involvement	During Professional Study Days Training/Early Release day program	Accountability budget, if needed	\$0.00
Workforce Development	ACTE, FACTE, CTACE; all technical	Perkins, Inservice	\$2,000.00
			Total: \$6,500.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	Math coach	Perkins	\$6,500.00
Writing	Materials as needed; FCAT camp	Accountability	\$2,500.00
Science	Materials and supplies; tutoring	Accountability	\$2,500.00
Parental Involvement	N/A	N/A	\$0.00
Workforce Development	N/A	N/A	\$0.00
			Total: \$11,500.00
			Final Total: \$53,250.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

Intervene
  Correct II
  Prevent II
  Correct I
  Prevent I
  NA

No 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
Funds to be used to provide FCAT camps, tutoring and extraneous materials for all objectives	10000

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

Monitor the implementation of the School Improvement Plan by monthly meetings with a cross section of stakeholders attending each meeting. Sub committees are established and report on the progress of the School Improvement Goals. The School Advisory Council makes changes and decisions as they deem necessary.

## SAC Members

### Members

- 1) Mark Thomas, Principal
- 2) Sheldon McCartney, SAC Chair
- 3) Daniela Avila, Student
- 4) Noemi Bermudez, Student
- 5) Carmen Briceno, Student
- 6) Jenna Shankman, Student
- 7) Pablo Lapetina, Student
- 8) Jessica Major, Student
- 9) Elise Vivenco, Teacher
- 10) Debbie Shotwell, Teacher
- 11) Sue Miller, Teacher
- 12) Barrett Goldman, Teacher
- 13) Jill Holste, Teacher
- 14) Don Feiner, Business Member
- 15) Darrell Forte, Business Member
- 16) Joan Kovac, Business Member
- 17) Kenny Dunoski, Parent
- 18) Lesli Heyser, Parent
- 19) David Navarro, Parent
- 20) Elizabeth Peralta, Parent
- 21) Kevin Read, Parent
- 22) Sheree Rosenbloom, Parent
- 23) Gene Sorosky, Parent

- 24) Jeri Sorosky, Parent
- 25) Micki Mallinson, Parent
- 26) Alan Shanksman, Parent
- 27) Margaret Wu, Community Member
- 28) Cara Pasquale, Community Member
- 29) Teresa Pate, Community Member
- 30) Dr. Jose LaVerde, Community Member
- 31) David Gonsalves, Community Member
- 32) Beverly Feldkamp, Community Member
- 33) Margarita Castellon, Community Member
- 34) Joann Santana, School Support Personnel
- 35) Liz Shurak, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Broward WILLIAM T. MCFATTER TECHNICAL CENTER 1291													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>													Read: 285 Math: 285			2008-2009 School Grade <sup>1</sup> : A			Did the School make Adequate Yearly Progress? YES							
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	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL <sup>4</sup>	100	Y	100	Y	79	Y		Y			Y	93	89	Y	21	21	NA			NA	79	NA			NA	
WHITE	100	Y	100	Y	77	Y		Y			Y	91	89	Y	21	23	NA			NA	78	NA			NA	
BLACK	100	Y	100	Y	85	Y		Y			NA			NA	29	15	NA	9		NA	85	NA			NA	
HISPANIC	100	Y	100	Y	73	Y		Y			Y			87	Y	19	27	NA			NA	73	NA			NA
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	79	Y		Y			Y			87	Y	19	21	NA			NA	78	NA			NA
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA						

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Broward WILLIAM T. MCFATTER TECHNICAL CENTER 1291													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>													Read: 294 Math: 294			2007-2008 School Grade <sup>1</sup> : A			Did the School make Adequate Yearly Progress? YES							
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>	100	Y	99	Y	79	Y		Y			Y	94	93	Y	24	21	NA			NA	76	NA			NA	
WHITE	99	Y	99	Y	79	Y		Y			Y	92	91	Y	24	21	NA			NA	81	NA			NA	
BLACK	100	Y	100	Y	71	Y	91	Y			NA			NA	28	29	NA	8	9	NA	69	NA			NA	
HISPANIC	100	Y	100	Y	81	Y		Y			Y			Y	25	19	NA			NA	73	NA			NA	
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	81	Y		Y			Y			NA	23	19	NA	6		NA	74	NA			NA	
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA						

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Broward WILLIAM T. MCFATTER TECHNICAL CENTER 1291													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>													Read: 294 Math: 294			2006-2007 School Grade <sup>1</sup> : A			Did the School make Adequate Yearly Progress? YES							
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>	100	Y	100	Y	76	Y		Y			Y	87	94	Y	29	24	NA	8		NA	70	NA			90	NA
WHITE	100	Y	100	Y	76	Y		Y			Y	88	92	Y	27	24	NA	7		NA	68	NA			93	NA
BLACK	100	Y	100	Y	72	Y	92	Y			NA	90	88	NA	34	28	NA	9	8	NA	65	NA			92	NA
HISPANIC	100	Y	100	Y	75	Y		Y			Y	76		Y	30	25	NA	8		NA	75	NA			88	NA
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	77	Y	94	Y			NA	85	92	NA	27	23	NA	6	6	NA	69	NA			86	NA
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA	56	88	NA			NA			NA						
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA	75	90	NA			NA			NA						

## SCHOOL GRADE DATA

Broward School District WILLIAM T. MCFATTER TECHNICAL CENTER 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	97%	95%	65%	336	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	65%	82%			147	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5

Gains							<ul style="list-style-type: none"> <li>Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	59% (YES)	88% (YES)				147	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						NA	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						630	
Percent Tested = 100%							Percent of eligible students tested
School Grade						A	Grade based on total points, adequate progress, and % of students tested

Broward School District WILLIAM T. MCFATTER TECHNICAL CENTER 2007-2008							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	79%	97%	99%	53%	328		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	71%	80%			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>
Adequate Progress of Lowest 25% in the School?	63% (YES)	93% (YES)			156		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					NA		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					635		
Percent Tested = 99%							Percent of eligible students tested
School Grade						A	Grade based on total points, adequate progress, and % of students tested

Broward School District WILLIAM T. MCFATTER TECHNICAL CENTER 2006-2007							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	76%	96%	96%	65%	333		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	69%	79%			148		3 ways to make gains: <ul style="list-style-type: none"> <li>Improve FCAT Levels</li> <li>Maintain Level 3, 4, or 5</li> <li>Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	53% (YES)	90% (YES)			143		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	33%	9%			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					624		
Percent Tested = 100%							Percent of eligible students tested
School Grade						A	Grade based on total points, adequate progress, and % of students tested