

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: COCONUT CREEK HIGH SCHOOL

District Name: Broward

Principal: DAVID K. JONES

SAC Chair: SHOTA LOMIDZE

Superintendent: JAMES NOTTER

Date of School Board Approval: December 1, 2009

Last Modified on: 09-15-2009

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

To ensure the safe and secure teaching and learning environment which sets high expectations and enables all students of any and all cultural backgrounds to reach their maximum potential. Through a joint community-wide commitment, we will meet the diverse needs of our students and the challenges of a rapidly changing multiethnic population and the 21st century.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Brief History and Background of the School

Coconut Creek High School facility was built in 1971 with an auditorium addition in 1982 and the science building addition in 1994. School draws students from the cities of Pompano Beach, Margate, North Lauderdale and Coconut Creek. Initially the school was the only high school in the city with the population demographics of 99% white Caucasian. Today, the school population is – 3% Asian/Pacific, 61% Black non-Hispanic, 14% White, 2% Multiracial, 20% Hispanic.

Unique School Strengths for Next Year

The major strength of Coconut Creek High School is our great diversity. There are 55 countries represented and 19 languages spoken at Coconut Creek High School.

Coconut Creek High School increased enrollment in Advanced Placement courses by 91%.

Coconut Creek High School will offer course and credit recovery opportunities for students after school, and during Summer Camp using APEX.

Coconut Creek High School will continue partnering with local organizations to offer scholarships to students.

Our additional strengths are: school pride and the desire to change our school's image in the community.

Unique School Weaknesses for Next Year

Coconut Creek High School currently loses students to magnet programs at other schools. Additionally students are lost to competition from Monarch High School, Atlantic Technical Center and Dave Thomas Center.

Additional weaknesses deal with lack of technology; inability to broadcast within our facility.

Maintenance in the facility has been lacking and is being addressed.

Student Demographics

School Improvement Indicator report 2007 - 2009:

SCHOOL YEAR 2007: 2008: 2009:

Female % 49.3; 48.8; 48.6;

Male % 50.6; 51.3; 51.3;

White% 17.8; 14.8; 13.6;
Black% 56.6; 61.2; 63.0;
Hispanic% 20.3; 19.0; 18.3;
Asian% 3.23; 2.76; 2.43;
Native% 0.19; 0.28; 0.31;
Multi% 1.73; 1.81; 2.11;
Free Reduced % 56.0; 59.9; 61.4;
ELL% 11.8; 13.9; 14.4;
ESE% 10.8; 10.6; 10.4;

Student Attendance Rates

2007 - 88.40; 2008 - 87.90; 2009 - 88.90

Student Mobility

SIP Indicator Report 2007 - 2009:

SCHOOL YEAR 2007: 2008: 2009:

Mobility Rate 34.60; 32.80; 31.70;

Student Suspension Rates

SIP Indicator Report 2007 - 2009:

SCHOOL YEAR 2007: 2008: 2009:

In-School Suspension 22.10; 15.10; 19.60;

Out-of School Suspension 20.20; 16.90; 13.10;

Student Retention Rates

SIP Indicator Report 2007 - 2009:

SCHOOL YEAR 2007: 2008: 2009:

Retention Rate 11.06; 12.03; 2.80

Class Size

SIP Indicator Report 2007 - 2009:

SCHOOL YEAR 2007: 2008: 2009:

9 -12 Average 24.25; 23.95; 22.11;

Academic Performance of Feeder Pattern

Lyons Creek Middle– A (561 points), Silver Lakes Middle – C (491 points), Margate Middle – A (555 points).

Partnerships and Grants

21st Century
City of Coconut Creek
Coconut Creek Chamber
SLC
YMCA
Vista
Citi Group
Bank of America
Gillys
Apricot

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	David K. Jones	Principalship all levels, BA and MA Counseling Special Education and Rehabilitation	1	14	Moved Coral Glades High School from C to A. Also moved Coconut Creek High School from F to D
Assis Principal	Angel Gomez	Educational Leadership (all levels). Mathematics (6-12)	2	2	Moved graduation rate for ELL students from 33% in 2006-07 to 42% in 2007-08. Moved Coconut Creek High School grade from F to D.
Assis Principal	Marsha Artis Fuller	MBA, BBA, Ed. Leadership (all levels)	21	2	Moved Coconut Creek High School from F to D.
Assis Principal	Missy Jones	Ed Leadership Art K-12	9	6	Moved Coconut Creek High School from F to D Science scores moved from 15% to 23%.
Assis Principal	KennethMay	Ed Leadership Science/Math	5	3	Moved Coconut Creek High School from F to D grade. Percentage of students proficient in Math went up from 57% to 61%.
Assis Principal	Judith Segesta	Ed Leadership, Elem. Ed Masters degree in Reading (K-12)	1	1	2008, 93% of students at Deerfield Beach High School met high standards in writing and 91% in 2007. 2009 Coconut Creek High School students improved from 75% students meeting high standards in writing to 88% yielding a 13 point gain. In Deerfield Beach High School students meeting high standards in reading increased 11 points. Students of lower 25% making learning gains in Reading increased by 8 points. In 2009, Coconut Creek High School students improved in reading by 1%. 2% of the lowest 25% made learning gains in Reading.

* 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	Ricki Kasse	Elementary Ed., Reading endorsed, ESOL endorsed	2	12	Moved Coral Glades High School from C to an A. from years 06/07 to 07/08. Students at level 3 and above went from 47 to 55% in reading. Students demonstrating learning gains went up from 53 to 62%. For the lowest quartile, student scores increased from 46 to 55%.
Math	Marjorie Johnson	MS in Math Education Math 5-9	9	1	Moved Coconut Creek High School from F to D. Percentage of students proficient in Math went up from 57% to 61%.
Reading	Alicia Olsen	ESOL and Reading endorsement MS Physical Ed and Recreation.	2	5	Moved Coral Glades High School from C to an A. Moved Coconut Creek High School from F to D.
Science	Hassan Sabere	Science	1	1	Moved Coral Glades High School from C to an A.

* 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)
Teacher support through conferencing.	Administrator	Ongoing	
	Administrator		

NESS	and Department Chair	Ongoing	
Buddy system for new teachers with veteran teachers	Designated veteran educators	Ongoing	
Common Planning-weekly	Department Heads	May 2010	
Cougar Collegiality- twice a month	Judith Segesta	May 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
125	1	29	29	42	46	100	12	16	40

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Marjorie Johnson	Denise Lafaman	Mrs. Johnson is a Math coach who will be able to help make this teacher be successful	Bi-weekly collegial conversations.
Janice Williams Henry	Melissa Rawsky	Ms. Henry is a veteran science teacher who will assist this teacher with perfecting her skills.	same as above
Mike McMillan	Steve Jeck	Mr. McMillan is a veteran CRISS trained teacher who will assist this teacher with perfecting his skills	Same as above
Marcia Blake	Larry James	Ms. Blake is a veteran teacher who will assist this teacher with perfecting his skills in Language Arts.	Same as above
Maria Voyles	Maria Cassanova	Ms. Blake is a veteran Foreign Language teacher who will assist this teacher with perfecting her skills.	Same as above
Ricki Kasse	Solethia Sparkes	Ms. Kasse is a reading coach who will assist this teacher with perfecting her skills.	Same as above
Sonia Wilcox	Georgie Bellamy	Ms. Wilcox is the Guidance Department Head and will provide scheduling	Daily

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Will assist in enhancing instruction by designating curriculum coaches, extra period support for students. Professional Development to enhance educator capacity.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

Will assist in enhancing instruction for ESOL program or after school enrichment program by designating support coordinator and offer extra period pull out and push in services. Purchase of instructional materials.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Violence Prevention Programs- Crime Watch, SRO outreach and information sessions.

Nutrition Programs

Free/Reduced lunch/breakfast program.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Academy of Finance, Web Design, Engineering, Automotive Technology, Culinary Operations, Marketing Essentials, Nurse Assistant Program, Information System Technology, Technical Studies. (All CTACE programs are eligible for certification in respective fields).

Job Training

N/A

Other

N/A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

School-wide Leadership: David K. Jones, Sonia M. Wilcox, Missy Jones, Judith A. Segesta, Kenneth May, Marsha Artis Fuller,

Edward Rokos, Perry Smith, Marjorie E. Johnson, Alicia A. Olson, Scott Miller, Shota Lomidze, Maria Voyles, Angel Gomez, Bob Hurley, Hassan Sabere, Ricki L. Kasse, Robyn L. Trainer
Student-Centered: Bob Hurley, Susie Bennett, Karen Davis, Darryl Wilson, Pierre Ceinor

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

The Leadership Team designs and implements the action plan school-wide. The Student Centered Team will see students with issues dealing with attendance, discipline and academic needs.

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

The Leadership team assists in development and implementation of the SIP through analysis of data based on the given standardized assessments. The team designs parameters to implement change to meet the goal expectation set within the SIP.

RTI Implementation

Describe the data management system used to summarize tiered data.

RTI team will utilize data to monitor progress of AYP groups and implement needed adjustments.

Describe the plan to train staff on RTI.

Staff will be trained on use of data cluster, strands for data chats and modification of instruction where necessary - accomplished via professional study periods and days.

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?

Overall Strengths: 13% increase in Writing. 8% gain in Science. 2% gain in Reading in the lowest 25%. A 1% increase in students making learning gains in Reading. The number of students meeting graduation requirements in 11th and 12th grade increased 9% in Reading and 7% in Math. In addition, Economically Disadvantaged students improved in Writing from 83% to 91% in 2009. They also improved in graduation rate from 51% to 58% in 2008. ELL students improved in Writing scores from 59% to 73% in 2009 and improved their graduation rate from 33% to 42% in 2008.

Weakness in Reading - all clusters in reading are identified as areas of focus for both 9th and 10th grade. A 4% drop in students meeting high standards in reading.

Strengths in Math: Grade 9 Strand C Geometry and Spatial Sense, Strand E Data Analysis, Grade 10 Strand D Algebraic Thinking and Strand A Number Sense.

Weakness in Math: Grade 9 Strand B Measurement, Strand A Number Sense, Strand D Algebraic Thinking, Grade 10 Strand B Measurement, Strand C Geometry and Spatial Sense and Strand E Data Analysis. 1% drop in students meeting high standards in math, a 2% drop in the percentage of students making learning gains in math, and an 8% drop in the percentage of students in the lowest 25th percentile making adequate progress in math.

Science: No one area was weaker/stronger in science. All benchmarks will be addressed throughout the year and retaught, as needed.

Instructional Calendar Development

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

As per the 2009-10 Differentiated Accountability Plan, Coconut Creek High School will use the District developed Instructional Focus Calendars, in all content areas as the primary tool to drive instruction. These calendars are aligned to the next generation Sunshine State Standards in reading, mathematics, and science. A comprehensive instructional monitoring process as well as follow up conversations with administration will ensure that quality and effective instruction is implemented. CWT, class visits and data collection tools will serve as weekly monitoring process checks. Department heads will collaborate with administration to insure integration of benchmarks with content area curriculum. A school wide instructional calendar will focus on specific reading benchmarks to meet the diverse needs of our students. Every class will incorporate this specific reading initiative for our school wide literacy program. A comprehensive reading question, book log

and incentive plans will assist teachers to motivate and instill a love for reading. Mini bat data will be entered on Virtual Counselor followed by the assessments given in the English and Reading classes. This data will drive the teaching and reteaching lesson development to meet the needs of all learners. The reading coach will monitor the data base to ensure accurate implementation of mini assessments and assess the need to refine the school wide Instructional Focus Calendar. Secondary IFC's are developed for both math and science to address identified weaknesses.

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

Math: Grade 9 Strand B Measurement, Strand A Number Sense, Strand D Algebraic Thinking.
Math: Grade 10 Strand B Measurement, Strand C Geometry and Spatial Sense and Strand E Data Analysis.
Reading: The 9 benchmarks tested on the Reading SSS will be part of the priority focus. They will be grouped in clusters: Vocabulary, Reference and Research, Cause and Effect and Comparison Contrast, and Author's Purpose and Main Idea.
There will be a school-wide emphasis on reading benchmarks in all content areas. A Reading Instructional Focus Calendar will be given to all teachers to integrate the reading benchmarks into their content areas.
Science: No one area was weaker/stronger in science. All benchmarks will be addressed throughout the year and retaught, as needed.

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

Monitoring will be an ongoing process to ensure mastery of the reading clusters. This will include BAT data, mini assessments (pre and post) and observation of lessons (through CWT) to assure integration of the reading benchmarks.
Students are scheduled for math courses based on academic data, test data and graduation requirements. Students are scheduled for reading courses based on DAR, fluency scores as well as FCAT results.
Master schedule is designed to meet individual students' needs. Common planning will serve as a vehicle to hold instructional conversations for core content teachers. During the specific time an identified teacher will keep minutes. Teachers are expected to collaborate lesson plans, align content within horizontal teams, incorporate benchmarks, utilize reading strategies and develop essential questions to best meet the needs of our student population.

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

Teachers are encouraged to use real world experiences in their teaching for students to see the validity in what they are learning. Coaches and AP's model this process with their teachers and throughout the classrooms. Rigor, relevance and relationships are key components to the design of curriculum development and alignment across all content areas.

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?

Mentoring programs, Media Center activities and teacher data chats with students help to refine student course selections. Academic and report card nights provide students with opportunities to meet their guidance counselor and assistant principal for personal conferences. Students meet with counselors to facilitate course selections for career interest. Additional elective classes have been added to increase student selections.

DO
Direct the Instructional Focus

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

A lesson plan format will be used across the content areas. Common planning periods will help to ensure curriculum alignment as well as monitoring in classroom through classroom walk throughs. Period 2 - Geometry and Algebra, Period 3 - English III and 11th grade science, Period 4 - English I world Geography, Period 5 English II and World History, Period 6 - Algebra I and Informal Geometry, Period 7 Reading. Instructional Coaches will meet weekly with the common planning PLC's. CWT observations will be shared, expectations presented and follow-up activities planned when further improvement is warranted. Additional materials will be provided for reteaching and differentiation.

How are instructional focus lessons developed and delivered?

Math instructional focus lessons are provided by Core Curriculum and delivered through BEEP. The Reading Coach will provide weekly information from "Test specifications". This will include : sample test questions, distracters, strategies that are aligned to the benchmark and sample ideas to be used with content area curriculum. Power points will also be provided for examples of the benchmark for clarification. Science uses supplementary materials provided by core curriculum.

How will instructional focus lessons be revised and monitored?

Lessons will be revised based on student progress. Lessons will be revisited as needed for review of material not mastered

by the majority of the class. Instructional focus lessons will be monitored by CWT of department heads, coaches and administrators. An open door policy has been established for teachers to come seek assistance from coaches for support. There is a school-wide lesson plan template. Lesson plans are available for daily monitoring. Teachers of the same subject plan together (common planning) to complete relevant lesson plan.

The school-wide Reading Instructional Focus Calendar as well as the Math Instructional Focus Calendars will be adjusted based on the results of the BAT and mini assessments to meet the needs of the student population.

Based on FAIR Assessment additional instructional material will be used from the Instructional Tool Kit for differentiated 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.

BAT I, BAT II, and Sunshine State Standards are used to measure progress in core subject areas. Mini assessments from DWH for pre and post tests will be used and monitored school wide throughout the year. An Assessment calendar will be distributed the first week of school for the mini assessments.

In English classes two prompts will be given to each 10th grade student a month. One prompt is scored by the teacher and the second prompt is score by the teacher and the AP. Conferences with students follow graded prompts to assure understand of weak areas.

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

Based on the assessment data, students that have not reached mastery are identified. Students must achieve 80% on assessments for mastery.

Students not meeting mastery will be provided with additional opportunities to obtain relevant knowledge through differentiated instruction. Data chats with administrators, teachers and teacher-students are provided for students.

Maintenance

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

Assessments follow the Instructional Focus Calendar and are built into it. The Instructional Focus Calendar and Mini Assessment dates are given to teachers during planning in August.

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.

Through Mini-Assessments and Virtual Counselor teachers are to monitor student progress by IFC subject areas strands, and re-teach strands as needed.

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 Leadership Team will be responsible for setting goals and expectations and conducting regular classroom visits to monitor progress. The Leadership Team will be meeting weekly to review progress in the core curriculum classes.

ACT

Supplemental and Intensive Instruction/Interventions

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

Reading is integrated throughout core instruction. More than 50% of the faculty has received training in either CRISS and/or McRel and are encouraged to use the strategies in their classes through their content areas. Additional information is delivered weekly through CAB regarding the benchmark being highlighted on the IFC including lessons learned and items specification information. CWT's are done regularly by Leadership to assure that procedures are implemented. All students who have not passed the 10th grade reading test are in reading classes as well as all 9th graders who received a level 2 or lower. These classes will be using county reading materials with fidelity as well as following the IFC for the school. Retake

classes will be administering mini assessments to monitor master of skills. All reading classes will be administering FAIR tests to monitor students' strengths and weaknesses as well. Supplemental instructions will be offered after school as well as on Saturdays for test preparation prior to the FCAT and FCAT retake tests.

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

A scaffold approach will be implemented to ensure that there is an understanding of the concept before applying the information to actual FCAT styled reading questions. Teachers will teach with an I Do, We Do, You Do approach to ensure that all students have understanding prior to independent practice.

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

Classroom Walk Through (CWT) data, district initiatives, and student data are used to develop Professional Development Plans.

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

In addition to those who achieved Level 1 and Level 2, students who demonstrated a loss in learning gains will be targeted for interventions. In addition, there will be interventions for continued growth for students achieving Levels 3, 4, and 5.

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

BAT assessments, mini assessments and FAIR Testing will be used to measure student progress.

Enrichment

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

Classes will be designed to promote activity centered instruction/hands-on instruction incorporating cooperative learning strategies.

Describe how students are identified for enrichment strategies.

BAT testing, mini assessments and FAIR Testing are used to identify students for enrichment activities.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Reading	Judith Segesta	1 time a week	Common Planning	Lesson Study, Cross Curricular Integration
English I	Judith Segesta	1 time a week	Common Planning	Lesson Study, Cross Curricular Integration
English II	Judith Segesta	1 time a week	Common Planning	Lesson Study, Cross Curricular Integration
World Geography	Marsha Artis Fuller	1 time a week	Common Planning	Lesson Study, Cross Curricular Integration
World History	Marsha Artis Fuller	1 time a week	Common Planning	Lesson Study, Cross Curricular Integration
Algebra I	Kenneth May	1 time a week	Common Planning	Lesson Study, Cross Curricular Integration
Informal Geometry	Kenneth May	1 time a week	Common Planning	Lesson Study, Cross Curricular Integration
Geometry	Kenneth May	1 time a week	Common Planning	Lesson Study, Cross Curricular Integration
Algebra II	Kenneth May	1 time a week	Common Planning	Lesson Study, Cross Curricular Integration
Biology	Missy Jones	1 time a week	Common Planning	Lesson Study, Cross Curricular Integration
Integrated Science	Missy Jones	1 time a week	Common Planning	Lesson Study, Cross Curricular Integration
Chemistry	Missy Jones	1 time a week	Common Planning	Lesson Study, Cross Curricular Integration

- 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.

Based on trend data from 2005, 2006, and 2007, 41% of our students were enrolled in a state postsecondary institute in 2007, a drop from 45.6% in 2005. With the addition of private and out of state colleges, the percentage drops from 49.95% to 48.62%. The school is making a concerted effort to increase the college enrollment, either in state or out-of-state enrollment, through early scheduled college nights (Get Ahead, Stay Ahead), early registration for the SAT, and frequent monitoring of the application process.

The percentage of students successfully completing an entry-level math course in 2007 was 78.2%, well above the district average of 61.6%. Students successfully completing Freshman Composition I or II was 76.3%, just below the district average of 80.9%. All students are scheduled in English classes for all 4 years, math for at least 3. Co-enrolled is offered on campus (after school) for most of the year. A scheduled credit recovery program is scheduled for 4 periods a day for students to gain much needed skills.

2009-2010 Coconut Creek has implemented a mentoring program for incoming 9th graders will be in place. 9th grade students are paired with 12th grade students to provide a smooth transition into high school. Also, we will have a New Cougar orientation at night for parents and students so that they can received valuable information and be successful to be successful in high school.

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	<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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009, 37% made learning gains in reading. This represents a 1% increase from 2008.		50% of students will make learning gains in reading on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implementation of the K-12 Reading Plan by means of the District IFC's will occur. A school-wide IFC will be implemented across the curriculum. Resource support will be provided by the Reading Coaches.	Ricki Kasse and Alicia Olsen (Reading Coaches)	Common Planning, PLCs, and CWTs	BAT I and BAT II, Mini Assessment Tests, FCAT.
2	The Florida Assessment for Instruction in Reading will be administered to all 9th and 10th graders.	Ricki Kasse and Alicia Olsen (Reading Coaches)	Based on FAIR results materials from the Instructional Tool Kit will be used for differentiation in the classroom.	Ongoing Assessments including FAIR.
3	Teachers will analyze formative assessment data (FAIR, mini assessments, BAT) to determine strengths and weaknesses of individual students.	Judith Segesta (AP), Ricki Kasse, Alicia Olsen (Reading Coaches)	PLCs for data analysis, curriculum alignment and lesson development.	BAT I and BAT II, Mini Assessment Tests, FCAT.
4	All Departments will support the implementation of the instructional focus calendar for reading.	Ricki Kasse, Alicia Olsen (Reading Coaches) and Administration	Subject area PLCs will develop lessons integrating reading strategies.	CWTs
5	All teachers will implement active reading strategies. (Before, During and After reading).	Ricki Kasse, Alicia Olsen (Reading Coaches)	PLCs, CWTs	BAT I and BAT II, Mini Assessment Tests, FCAT.
6	Implementation of research based High Yield Strategies across the curriculum	Ricki Kasse, Alicia Olsen (Reading Coaches) and Department Heads	PLCs for lesson development and reflection	BAT I and BAT II, Mini Assessment Tests and CWT's
7	Data Chats to include administrator- teacher and teacher-student to identify strengths and weakness and support student ownership	Administration, coaches, teachers and students	Process will be modeled at Cougar Collegiality during planning periods and implemented by administration, leadership and teachers.	Teachers submit data analysis to administration. Students set goals and monitor their progress with mini assessments, FAIR results and BATs.
8	9th and 10th grade bubble students will be enrolled in a CATT program for additional support and reinforcement of reading/learning strategies.	Missy Jones (Master Scheduler)	Classroom Walk Throughs and ongoing assessments. Data will be reviewed for mastery. Direct instruction and re-teaching will be used for areas of deficiency. Teachers will provide constructive feedback for more effective	BAT I and BAT II, Mini Assessment Tests, FCAT.

			instruction.	
9	All students will be given an opportunity to participate in tutorial programs either before/after school or Saturdays.	Ricki Kasse and Alicia Olsen (Reading Coaches)	Review data to compare with previous years' scores.	FCAT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009, 44% of students in the lowest 25% made Learning Gains. This represents a 2% increase from the year 2008.		50% of students in the lowest quartile will demonstrate learning gains on 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implementation of the K-12 Reading Plan by means of the District IFC's will occur. A school-wide IFC will be implemented across the curriculum. Resource support will be provided by the Reading Coaches.	Ricki Kasse and Alicia Olsen (Reading Coaches)	Common Planning, PLCs, and CWTs	BAT I and BAT II, Mini Assessment Tests, FCAT.
2	The Florida Assessment for Instruction in Reading will be administered to all 9th and 10th graders.	Ricki Kasse and Alicia Olsen (Reading Coaches)	Based on FAIR results materials from the Instructional Tool Kit will be used for differentiation in the classroom.	Ongoing Assessments including FAIR.
3	Teachers will analyze formative assessment data (FAIR, mini assessments, BAT) to determine strengths and weaknesses of individual students.	Judith Segesta (AP), Ricki Kasse, Alicia Olsen (Reading Coaches)	PLC's for data analysis, curriculum alignment and lesson development.	BAT I and BAT II, Mini Assessment Tests, FCAT.
4	All Departments will support the implementation of the instructional focus calendar for reading.	Ricki Kasse, Alicia Olsen (Reading Coaches) and Administration	Subject area PLCs will develop lessons integrating reading strategies.	CWTs
5	All teachers will implement active reading strategies. (Before, During and After reading).	Ricki Kasse, Alicia Olsen (Reading Coaches)	PLCs, CWTs	BAT I and BAT II, Mini Assessment Tests, FCAT.
6	Implementation of research based High Yield Strategies across the curriculum.	Ricki Kasse, Alicia Olsen (Reading Coaches) and Department Heads	PLCs for lesson development and reflection	BAT I and BAT II, Mini Assessment Tests and CWT's
7	Data Chats to include administrator- teacher and teacher-student to identify strengths and weakness and support student ownership.	Administration, coaches, teachers and students	Process will be modeled at Cougar Collegiality during planning periods and implemented by administration, leadership and teachers.	Teachers submit data analysis to administration. Students set goals and monitor their progress with mini assessments, FAIR results and BATs.
8	9th and 10th grade bubble students will be enrolled in a CATT program for additional support and reinforcement of reading/learning strategies.	Missy Jones (Master Scheduler)	Classroom Walk Throughs and ongoing assessments. Data will be reviewed for mastery. Direct instruction and re-teaching will be used for areas of deficiency. Teachers will provide constructive feedback for more effective instruction.	BAT I and BAT II, Mini Assessment Tests, FCAT
9	All students will be given an opportunity to participate in tutorial programs either before/after school or Saturdays. Ricki Kasse and Alicia Olsen (Reading Coaches) Review data to compare with previous years' scores. FCAT	Ricki Kasse and Alicia Olsen (Reading Coaches)	Review data to compare with previous years' scores.	FCAT
10	Teachers will identify students of multiple subgroups for targetted instruction (differentiation).	Ricki Kasse and Alicia Olsen (Reading Coaches), Judy Segesta (A.P.)	CWTs and review of data from pre and post assessments.	FCAT, BAT 1 and BAT 2, and FAIR

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
17% of students scored 3 or higher in Reading in 2009. This represents a 4% decline from 2008.		22% of students will score 3 or above on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implementation of the K-12 Reading Plan by means of the District IFC's will occur. A school-wide IFC will be implemented across the curriculum. Resource support will be provided by the Reading Coaches.	Ricki Kasse and Alicia Olsen (Reading Coaches)	Common Planning, PLCs, and CWTs	BAT I and BAT II, Mini Assessment Tests, FCAT.
2	The Florida Assessment for Instruction in Reading will be administered to all 9th and 10th graders.	Ricki Kasse and Alicia Olsen (Reading Coaches)	Based on FAIR results materials from the Instructional Tool Kit will be used for differentiation in the classroom.	Ongoing Assessments including FAIR.
3	Teachers will analyze formative assessment data (FAIR, mini assessments, BAT) to determine strengths and weaknesses of individual students.	Judith Segesta (AP), Ricki Kasse, Alicia Olsen (Reading Coaches)	PLC's for data analysis, curriculum alignment and lesson development.	BAT I and BAT II, Mini Assessment Tests, FCAT.
4	All Departments will support the implementation of the instructional focus calendar for reading.	Ricki Kasse, Alicia Olsen (Reading Coaches) and Administration	Subject area PLCs will develop lessons integrating reading strategies.	CWTs
5	All teachers will implement active reading strategies. (Before, During and After reading).	Ricki Kasse, Alicia Olsen (Reading Coaches)	PLCs, CWTs	BAT I and BAT II, Mini Assessment Tests, FCAT
6	Implementation of research based High Yield Strategies across the curriculum.	Ricki Kasse, Alicia Olsen (Reading Coaches) and Department Heads	PLC's for lesson development and reflection	BAT I and BAT II, Mini Assessment Tests and CWT's
7	Data Chats to include administrator- teacher and teacher-student to identify strengths and weakness and support student ownership.	Administration, coaches, teachers and students	Process will be modeled at Cougar Collegiality during planning periods and implemented by administration, leadership and teachers.	Teachers submit data analysis to administration. Students set goals and monitor their progress with mini assessments, FAIR results and BATs.
8	9th and 10th grade bubble students will be enrolled in a CATT program for additional support and reinforcement of reading/learning strategies.	Missy Jones (Master Scheduler)	Classroom Walk Throughs and ongoing assessments. Data will be reviewed for mastery. Direct instruction and re-teaching will be used for areas of deficiency. Teachers will provide constructive feedback for more effective instruction.	BAT I and BAT II, Mini Assessment Tests, FCAT
9	All students will be given an opportunity to participate in tutorial programs either before/after school or Saturdays.	Ricki Kasse and Alicia Olsen (Reading Coaches)	Review data to compare with previous years' scores.	FCAT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009%, 54% of 11th and 12th retakes met the graduation requirement of the FCAT.		57% of all 11th and 12th retakes will meet the graduation requirement of the FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implementation of the K-12 Reading Plan by means of the District IFC's will occur. A school-wide IFC will be implemented across the curriculum. Resource support will be provided by	Ricki Kasse and Alicia Olsen (Reading Coaches)	Common Planning, PLCs, and CWTs	Mini Assessment Tests, FCAT.

	the Reading Coaches.			
2	The Florida Assessment for Instruction in Reading will be administered to all 11th and 12th graders who have not passed the FCAT or a Concordant Assessment.	Ricki Kasse and Alicia Olsen (Reading Coaches)	Based on FAIR results materials from the Instructional Tool Kit will be used for differentiation in the classroom.	Ongoing Assessments including FAIR.
3	Teachers will analyze formative assessment data (FAIR and mini assessments) to determine strengths and weaknesses of individual students.	Judith Segesta (AP), Ricki Kasse, Alicia Olsen (Reading Coaches)	PLCs for data analysis, curriculum alignment and lesson development.	Mini Assessment Tests, FCAT.
4	All Departments will support the implementation of the instructional focus calendar for reading.	Ricki Kasse, Alicia Olsen (Reading Coaches) and Administration	Subject area PLCs will develop lessons integrating reading strategies.	CWTs
5	All teachers will implement active reading strategies. (Before, During and After reading).	Ricki Kasse, Alicia Olsen (Reading Coaches)	PLCs, CWTs	Mini Assessment Tests and FCAT.
6	Implementation of research based High Yield Strategies across the curriculum.	Ricki Kasse, Alicia Olsen (Reading Coaches) and Department Heads	PLC's for lesson development and reflection	Mini Assessment Tests and CWTs
7	Data Chats to include administrator- teacher and teacher-student to identify strengths and weakness and support student ownership	Administration, coaches, teachers and students	Process will be modeled at Cougar Collegiality during planning periods and implemented by administration, leadership and teachers.	Teachers submit data analysis to administration. Students set goals and monitor their progress with mini assessments and FAIR results.
8	All students will be given an opportunity to participate in tutorial programs either before/after school or Saturdays.	Ricki Kasse and Alicia Olsen (Reading Coaches)	Review data to compare with previous years' scores.	FCAT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009, 41% of White students showed proficiency in Reading . This represents a 4% decline from the previous year.		50% of White students will show proficiency in Reading		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implementation of the K-12 Reading Plan by means of the District IFC's will occur. A school-wide IFC will be implemented across the curriculum. Resource support will be provided by the Reading Coaches.	Ricki Kasse and Alicia Olsen (Reading Coaches)	Common Planning, PLCs and CWTs	BAT I and BAT II Mini Assessment Tests, FCAT
2	Teachers will analyze formative assessment data (FAIR, mini assessments, BAT) to determine strengths and weaknesses of subgroup.	Judith Segesta (AP), Ricki Kasse, Alicia Olsen (Reading Coaches)	PLCs for data analysis, curriculum alignment and lesson development.	BAT I and BAT II, Mini Assessment Test, FCAT
3	Implementation of research based High Yield Strategies across the curriculum.	Ricki Kasse and Alicia Olsen (Reading Coaches), Department Heads	PLCs for lesson development and reflection.	CWTs
4	All teachers will implement active reading strategies. (Before, During and After reading)	Ricki Kasse, Alicia Olsen (Reading Coaches)	PLCs, CWTs	CWTs
5	Data Chats- teachers to students to identify strengths and weaknesses and support student ownership	Administration, coaches, teachers and students	Process will be modeled at Cougar Collegiality during planning periods and implemented by teachers	Teachers submit data analysis to administration. Students set goals and monitor their progress with mini assessments and BATs.
6	Students will be given an opportunity to participate in tutorial programs either before/after school or Saturdays.	Ricki Kasse and Alicia Olsen (Reading Coaches)	Review data to compare with previous years' scores.	FCAT
7	Use of the technology	Ricki Kasse and Alicia Olsen (Reading Coaches)	Review data to determine	Ongoing Progress

	program "Teen Biz" will allow for students to be individualized in their work.	Olsen (Reading Coaches) and reading teachers	increased comprehension and lexile scores.	Monitoring within the program.
8	All Reading teachers will use the FAIR Instructional Tool Kit for differentiation in the classroom.	Ricki Kasse, Alicia Olsen (Reading Coaches)	PLCs, CWTs	FAIR Assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009, 12% of Black students showed proficiency in Reading . This represents a 4% decline from the previous year.		21% of Black students will show proficiency in Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implementation of the K-12 Reading Plan by means of the District IFC's will occur. A school-wide IFC will be implemented across the curriculum. Resource support will be provided by the Reading Coaches.	Ricki Kasse and Alicia Olsen (Reading Coaches)	Common Planning, PLCs and CWTs	BAT I and BAT II Mini Assessment Tests, FCAT
2	Teachers will analyze formative assessment data (FAIR, mini assessments, BAT) to determine strengths and weaknesses of subgroup.	Judith Segesta (AP), Ricki Kasse, Alicia Olsen (Reading Coaches)	PLCs for data analysis, curriculum alignment and lesson development.	BAT I and BAT II, Mini Assessment Test, FCAT
3	Implementation of research based High Yield Strategies across the curriculum.	Ricki Kasse and Alicia Olsen (Reading Coaches), Department Heads	PLCs for lesson development and reflection	CWTs
4	All teachers will implement active reading strategies. (Before, During and After reading)	Ricki Kasse, Alicia Olsen (Reading Coaches)	PLCs, CWTs	CWTs
5	Data Chats- teachers to students to identify strengths and weaknesses and support student ownership	Administration, coaches, teachers and students	Process will be modeled at Cougar Collegiality during planning periods and implemented by teachers	Teachers submit data analysis to administration. Students set goals and monitor their progress with mini assessments and BATs.
6	Students will be given an opportunity to participate in tutorial programs either before/after school or Saturdays.	Ricki Kasse and Alicia Olsen (Reading Coaches)	Review data to compare with previous years' scores.	FCAT
7	Use of the technology program "Teen Biz" will allow for students to be individualized in their work.	Ricki Kasse and Alicia Olsen (Reading Coaches) and reading teachers	Review data to determine increased comprehension and lexile scores.	Ongoing Progress Monitoring within the program.
8	All Reading teachers will use the FAIR Instructional Tool Kit for differentiation in the classroom.	Ricki Kasse, Alicia Olsen (Reading Coaches)	PLCs, CWTs	FAIR Assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009, 15% of Hispanic students showed proficiency in Reading . This represents no change from the previous year.		25% of Hispanic students will show proficiency in Reading		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implementation of the K-12 Reading Plan by means of the District IFC's will occur. A school-wide IFC will be implemented across the curriculum. Resource support will be provided by the Reading Coaches.	Ricki Kasse and Alicia Olsen (Reading Coaches)	Common Planning, PLCs and CWTs	BAT I and BAT II Mini Assessment Tests, FCAT
2	Teachers will analyze formative assessment data (FAIR, mini assessments,	Judith Segesta (AP), Ricki Kasse, Alicia Olsen (Reading	PLCs for data analysis, curriculum alignment and lesson development.	BAT I and BAT II, Mini Assessment Test, FCAT

	BAT) to determine strengths and weaknesses of subgroup.	Coaches)		
3	Implementation of research based High Yield Strategies across the curriculum.	Ricki Kasse and Alicia Olsen (Reading Coaches), Department Heads	PLCs for lesson development and reflection.	CWTs
4	All teachers will implement active reading strategies. (Before, During and After reading)	Ricki Kasse, Alicia Olsen (Reading Coaches)	PLCs, CWTs	CWTs
5	Data Chats- teachers to students to identify strengths and weaknesses and support student ownership.	Administration, coaches, teachers and students	Process will be modeled at Cougar Collegiality during planning periods and implemented by teachers. Teachers submit data analysis to administration.	Students set goals and monitor their progress with mini assessments and BATs.
6	Students will be given an opportunity to participate in tutorial programs either before/after school or Saturdays.	Ricki Kasse and Alicia Olsen (Reading Coaches)	Review data to compare with previous years' scores.	FCAT
7	Use of the technology program "Teen Biz" or "Compas Learning" will allow for students to be individualized in their work.	Ricki Kasse and Alicia Olsen (Reading Coaches) and reading teachers.	Review data to determine increased comprehension and lexile scores.	Ongoing Progress Monitoring within the program.
8	All Reading teachers will use the FAIR Instructional Tool Kit for differentiation in the classroom.	Ricki Kasse, Alicia Olsen (Reading Coaches)	PLCs, CWTs	FAIR Assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009, 13% of Economically Disadvantaged students showed proficiency in Reading . This represents a 6% decline from the previous year.		23% of Economically Disadvantaged students will show proficiency in Reading		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implementation of the K-12 Reading Plan by means of the District IFC's will occur. A school-wide IFC will be implemented across the curriculum. Resource support will be provided by the Reading Coaches.	Ricki Kasse and Alicia Olsen (Reading Coaches)	Common Planning, PLCs and CWTs	BAT I and BAT II Mini Assessment Tests, FCAT
2	Teachers will analyze formative assessment data (FAIR, mini assessments, BAT) to determine strengths and weaknesses of subgroup.	Judith Segesta (AP), Ricki Kasse, Alicia Olsen (Reading Coaches)	PLCs for data analysis, curriculum alignment and lesson development.	BAT I and BAT II, Mini Assessment Test, FCAT
3	Implementation of research based High Yield Strategies across the curriculum.	Ricki Kasse and Alicia Olsen (Reading Coaches), Department Heads	PLCs for lesson development and reflection	CWTs
4	All teachers will implement active reading strategies. (Before, During and After reading)	Ricki Kasse, Alicia Olsen (Reading Coaches)	PLCs, CWTs	CWTs
5	Data Chats- teachers to students to identify strengths and weaknesses and support student ownership	Administration, coaches, teachers and students	Process will be modeled at Cougar Collegiality during planning periods and implemented by teachers	Teachers submit data analysis to administration. Students set goals and monitor their progress with mini assessments and BATs.
6	Students will be given an opportunity to participate in tutorial programs either before/after school or Saturdays.	Ricki Kasse and Alicia Olsen (Reading Coaches)	Review data to compare with previous years' scores.	FCAT
7	Use of the technology program "Teen Biz" will allow for students to be individualized in their work.	Ricki Kasse and Alicia Olsen (Reading Coaches) and reading teachers Review data to determine increased	Review data to determine increased comprehension and lexile scores.	Ongoing Progress Monitoring within the program.

		comprehension and lexile scores. Ongoing Progress Monitoring within the program.		
8	All Reading teachers will use the FAIR Instructional Tool Kit for differentiation in the classroom.	Ricki Kasse, Alicia Olsen (Reading Coaches)	PLCs, CWTs	FAIR Assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009, 0% of ELL students showed proficiency in Reading . This represents a 12% decline from the previous year.		25% of ELL students will show proficiency in Reading		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implementation of the K-12 Reading Plan by means of the District IFC's will occur. A school-wide IFC will be implemented across the curriculum. Resource support will be provided by the Reading Coaches.	Alicia Olsen (Reading Coach for ELL classes)	Common Planning, PLCs and CWTs	BAT I and BAT II Mini Assessment Tests, FCAT
2	Teachers will analyze formative assessment data (FAIR, mini assessments, BAT) to determine strengths and weaknesses of subgroup.	Judith Segesta (AP), Angel Gomez (AP), Alicia Olsen (Reading Coach for ELL classes)	PLCs for data analysis, curriculum alignment and lesson development.	BAT I and BAT II, Mini Assessment Test, FCAT
3	Implementation of research based High Yield Strategies across the curriculum.	Alicia Olsen (Reading Coach for ELL classes)	PLCs for lesson development and reflection	CWTs
4	All teachers will implement active reading strategies. (Before, During and After reading)	Alicia Olsen, Ricki Kasse (Reading Coaches)	PLCs, CWTs	CWTs
5	Data Chats- teachers to students to identify strengths and weaknesses and support student ownership	Alicia Olsen (Reading Coach for ELL classes), Angel Gomez (AP), teachers and students	Process will be modeled at Cougar Collegiality during planning periods and implemented by teachers Teachers submit data analysis to administration.	Students set goals and monitor their progress with mini assessments and BATs.
6	Students will be given an opportunity to participate in tutorial programs either before/after school or Saturdays.	Alicia Olsen, Ricki Kasse (Reading Coaches)	Review data to compare with previous years' scores.	FCAT
7	Use of the technology program "Teen Biz" or "Compas Learning" will allow for students to be individualized in their work.	Ricki Kasse and Alicia Olsen (Reading Coaches) and reading teachers.	Review data to determine increased comprehension and lexile scores.	Ongoing Progress Monitoring within the program.
8	All Reading teachers will use the FAIR Instructional Tool Kit for differentiation in the classroom.	Alicia Olsen (Reading Coach for ELL classes)	PLCs, CWTs	FAIR Assessments
9	All A1-A2 ELL students will be scheduled in Sheltered Classes.	Missy Jones (Master Scheduler) Alicia Olsen (Reading Coach for ELL classes)	PLCs,CWTs	BAT I and BAT II, Mini Assessment Tests, FAIR Assessments and FCAT
10	Teacher Aides will be in classes to assist students in learning.	Alicia Olsen (Reading Coach for ELL classes), Angel Gomez (AP)	CWTs	Observations

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009, 0% of SWD students showed proficiency in Reading . This represents a 18% decline from the previous year.		20% of SWD student will show proficiency in reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implementation of the K-12	Ricki Kasse and Alicia	Common Planning, PLCs and	BAT I and BAT II Mini

	Reading Plan by means of the District IFC's will occur. A school-wide IFC will be implemented across the curriculum. Resource support will be provided by the Reading Coaches.	Olsen (Reading Coaches)	CWTs	Assessment Tests, FCAT
2	Teachers will analyze formative assessment data (FAIR, mini assessments, BAT) to determine strengths and weaknesses of subgroup.	MarshaArtis Fuller (AP), Ricki Kasse, Alicia Olsen (Reading Coaches)	PLCs for data analysis, curriculum alignment and lesson development.	BAT I and BAT II, Mini Assessment Test, FCAT
3	Implementation of research based High Yield Strategies across the curriculum.	Ricki Kasse and Alicia Olsen (Reading Coaches), MarshaArtis Fuller (AP)	PLCs for lesson development and reflection	CWTs
4	All teachers will implement active reading strategies. (Before, During and After reading)	Ricki Kasse, Alicia Olsen (Reading Coaches), MarshaArtis Fuller (AP)	PLCs, CWTs	CWTs
5	Data Chats- teachers to students to identify strengths and weaknesses and support student ownership.	Administration, coaches, teachers and students Process will be modeled at Cougar Collegiality during planning periods and implemented by teachers.	Teachers submit data analysis to administration.	Students set goals and monitor their progress with mini assessments and BATs.
6	Students will be given an opportunity to participate in tutorial programs either before/after school or Saturdays.	Ricki Kasse and Alicia Olsen (Reading Coaches)	Review data to compare with previous years' scores.	FCAT
7	Use of the technology program "Teen Biz" will allow for students to be individualized in their work.	Ricki Kasse and Alicia Olsen (Reading Coaches) and reading teachers	Review data to determine increased comprehension and lexile scores.	Ongoing Progress Monitoring within the program
8	All Reading teachers will use the FAIR Instructional Tool Kit for differentiation in the classroom.	Ricki Kasse, Alicia Olsen (Reading Coaches), MarshaArtis Fuller (AP)	PLCs, CWTs	FAIR Assessments
9	SWD students will be placed in Learning Strategies classes to reinforce skills.	Missy Jones (Master Scheduler), MarshaArtis Fuller (AP)	PLCs, CWTs	BAT I and BAT II, Mini Assessment Test, FAIR Assessments and FCAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
50% of students will make learning gains in reading on the 2010 FCAT Reading Test.	McRel	Science Coach/ County Trainer	Fall 2009	CWT and ongoing modeling by coach followed by observation of teacher using strategies and debriefing.	Hassan Sabere (Science Coach)
22% of students will score 3 or above on the 2010 FCAT Reading Test.	Critical Thinking	Leadership/Coaches	Fall 2009	CWT and ongoing modeling by coach followed by observation of teacher using strategies and debriefing.	Leadership
50% of students will make learning gains in reading on the 2010 FCAT Reading Test.	CRISS	Reading Coach/ County Trainer	Fall 2009	CWT and ongoing modeling by coach followed by observation of teacher using strategies and debriefing.	Ricki Kasse, Alicia Olsen (Reading Coach)
22% of students will score 3 or above on the 2010 FCAT Reading Test.	School-wide Reading Initiative	Leadership	Fall 2009	Reading Logs and Incentive programs will be instituted School-wide. Cougar Reads (Silent Reading Program) throughout content areas on various days of the week.	Leadership
22% of students will score 3 or above on the 2010 FCAT Reading Test.	School-wide Book- "The Stone Lifter"	Leadership	Fall 2009	Integrated Activities across the curriculum to be aligned with the book. CWT.	Leadership

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

There will be an IFC in Reading for the entire school. All teachers are expected to implement strategies aligned to the cluster twice a week. A binder/folder will contain evidence to assure the implementation. Ongoing CWT and perusing of binders will be done with fidelity to assure that the students are receiving instruction of the benchmarks listed on the IFC. Three tiers of classroom visits to ensure usage and success, CWT, 18 – 20 minute classroom visits with follow-up discussion and formal observation 30 or more.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
ELL students will be in Sheltered Classes for their core subjects.		\$0.00
ESE students will be scheduled into Learning Strategies classes.		\$0.00
9th and 10th grade bubble students will be enrolled in the CATT program.	Regular Budget	\$45,000.00
		Total: \$45,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Laptop carts will be dedicated for Reading, ELL, and ESE classes. A lab will be set-up and classes will be scheduled for visits.	Previous School and Technology Budget	\$0.00
All reading classes will be designed as Digital classrooms.	Previous School and Technology Budget	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Teachers will be trained in the fall in CRISS. Materials - CRISS BOOK \$50/person Hourly Rate(\$38) x 18 hours Facilitator 21 hrsx\$50 plus materials	Title I	\$16,000.00
Teachers will be trained in spring in CRISS. Materials - CRISS BOOK \$50/person Hourly Rate(\$38) x 18 hours Facilitator 21 hrsx\$50 plus materials	SLC- Small Learning Communities	\$16,000.00
Promethian Board Training	Title I	\$9,000.00
Item Specifications Training will be mandatory to the entire faculty.		\$0.00
Cougar Collegiality -Faculty trainings during planning periods		\$0.00
		Total: \$41,000.00
Other		
Description of Resources	Funding Source	Available Amount
District technology specialist	District budget	\$0.00
Chicken Soup for the soul Fridays, students will get chicken soup and crackers and a bottle of water during guest readings.	Partners	\$200.00
		Total: \$200.00
		Final Total: \$86,200.00

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		
In 2009 68% of students made learning gains school wide this represents a decrease of 2% from 2008		71% of students will make learning gains on the 2010 FCAT Mathematics Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.Students will be homogeneously grouped into Math classes by level and grade.	1. AP- Kenneth May, Marjorie Johnson	1.Review Master schedule. Ongoing assessments will be reviewed for mastery. Data will be reviewed. Direct instruction and re-teaching will be used for areas of deficiency. Teachers will be provided constructive feedback for more effective instruction.	1.BAT I and BAT II, mini assessments, FCAT test.
2	The District Instructional Focus Calendar will be implemented in all classes.	Kenneth May (Math AP), Marjorie Johnson (Math Coach and Department Chair)	Classroom Walk Throughs and ongoing assessments. Data will be reviewed for mastery. Direct instruction and re-teaching will be used for areas of deficiency. Teachers will be provided constructive feedback for more effective instruction.	BAT I and BAT II, mini assessments, FCAT
3	All students will be given the opportunity to participate in Cougar Crunch either before/after school or Saturdays.	Marjorie Johnson (Math Coach and Department Chair).	Data will be reviewed for mastery. Direct instruction and re-teaching will be used for areas of deficiency. Teachers will provide constructive feedback for more effective instruction.	BAT I and BAT II, mini assessments, FCAT and teacher made test.
4	Honor students will serve as tutors for non proficient students.	Marjorie Johnson (Math Coach and Department Chair)	Teacher will monitor student progress.	Teacher made test and chapter test.
5	Data chats will be between administrators and teachers, as well as, teachers and students	Kenneth May (Math AP)Marjorie Johnson (Math Coach and Department Chair)	Pre-tests and Post-tests.	BAT I and BAT II, mini assessments, FCAT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
in 2009 64% of our students in the Lowest 25% made learning gains this represents a 8% decrease from 2008		67% of the students in the lower 25% will make learning gains in 2010		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. All Level 1 10th-grade students will be given a double-dose of mathematics by being placed in an a credit earning math course and Intensive math class.	1. Kenneth May (AP), Marjorie Johnson (Math Coach and Math Department Head)	1. Pre-tests and post-tests	1.BAT I and BAT II, mini assessments, FCAT
2	Data chats will be between administrators and teachers, as well as, teachers and students.	Kenneth May (Math AP), Marjorie Johnson (Math Coach and Department Chair)	Data from previous assessments	BAT I and BAT II, mini assessments.
3	All students will be given the opportunity to participate in Cougar Crunch either before/after school or Saturday.	Marjorie Johnson (Math Coach and Department Chair)	Data will be reviewed for mastery. Direct instruction and re-teaching will be used for areas of deficiency. Teachers will be provided constructive feedback for more effective instruction.	Ongoing teacher made assessments and teacher observations
4	Honor students will serve as tutors for lower quartile students.	Marjorie Johnson (Math Coach and Department Chair)	Ongoing assessments will be provided for review for mastery. Direct instruction and re-teaching will be used for areas of deficiency. Teachers will provide constructive feedback for more effective	Ongoing assessments, quizzes, formal, and informal tests.

			instruction.	
5	Focus will be placed on District Instructional Focus Calendar implementation and item specification for all classes.	Marjorie Johnson (Math Coach and Department Chair)	Classroom Walk Throughs and ongoing assessments. Data will be reviewed for mastery. Direct instruction and re-teaching will be monitored for area of proficiency and deficiency. Teachers will be provided constructive feedback for more effective instruction.	FCAT, ongoing assessments, lesson reviews, and quizzes.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009 Students achieving level 3 or above in Mathematics was 56% which was a decrease of 1% from 2008		59% of the students will achieve level 3 or higher in 2010		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Each curriculum will be aligned with the district Mathematics Instructional Focus Calendar.	1. Kenneth May (AP), Marjorie Johnson (Math Coach and Math Department Head)	1. Professional Learning Communities, common planning, and lesson plans.	1. BAT I and II, mini assessments, FCAT, quizzes and chapter test.
2	Students will be given the opportunity to participate in Cougar Crunch either before/after school or Saturdays.	Marjorie Johnson (Math Coach and Department Chair)	Data will be reviewed for mastery. Direct instruction and re-teaching will be used for monitoring areas of deficiency. Teachers will be provided constructive feedback for more effective instruction.	BAT I and II, mini assessments, FCAT
3	Data chats between administrators and teachers, as well as, teachers and students	Kenneth May (AP), Marjorie Johnson (Math Coach and Math Department Head)	Pre and Post tests	BAT I and II, mini assessments, FCAT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009 Black Students achieving level 3 or above in Mathematics was 41% which was a decrease of 1% from 2008		44% of Black students will achieve level 3 or higher in 2010		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Data chats between administrators and teachers, as well as, teachers and students.	1. AP- Kenneth May, Marjorie Johnson (Math Coach and Department Head)	1. Pre-tests and post-tests	1. BAT I and II, mini assessments, FCAT.
2	Students will be homogeneously grouped into Math classes by grade and level	Kenneth May (Math AP), Marjorie Johnson (Math Coach and Department Chair)	Classroom Walk Throughs and ongoing assessments. Data will be reviewed for mastery. Direct instruction and re-teaching will be used for areas of deficiency. Teachers will provide constructive feedback for more effective instruction.	BAT I and II, mini assessments, FCAT.
3	All students will be given the opportunity to participate in Cougar Crunch either before/after school or Saturday.	Marjorie Johnson (Math Coach and Department Head)	Review Master schedule. Ongoing assessments will be reviewed for mastery. Data will be reviewed. Direct instruction and re-teaching will be used for areas of deficiency. Teachers will be provided constructive feedback for more effective instruction.	FCAT, teacher made test
4	Focus will be placed on District Instructional Focus Calendars and item specification for all classes.	Marjorie Johnson (Math Coach and Department Head)	Classroom Walk Throughs and ongoing assessments. Data will be reviewed for mastery. Direct instruction and re-teaching will be used for areas of	FCAT, mini assessments

			deficiency. Teachers will provide constructive feedback for more effective instruction.	
5	Use of Technology with FCAT Explorer will allow for students to work on individual goals.	Marjorie Johnson (Math Coach and Department Head)	Review data from FCAT Explorer to assess strengths and weaknesses of the benchmarks	Ongoing progress monitoring with in the FCAT Explorer

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009 Economically Disadvantage Students achieving level 3 or above in Mathematics was 48% which was the same percentage as 2008		51% of Economically Disadvantaged students will achieve level 3 or higher in 2010		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Data chats between administrators and teachers, as well as, teachers and students.	1. AP- Kenneth May, Marjorie Johnson (Math Coach and Department Head)	1. Pre-tests and post-tests	1. BAT I and II, mini assessments, FCAT.
2	Students will be homogeneously grouped into Math classes by grade and level	Kenneth May (Math AP), Marjorie Johnson (Math Coach and Department Chair)	Classroom Walk Throughs and ongoing assessments. Data will be reviewed for mastery. Direct instruction and re-teaching will be used for areas of deficiency. Teachers will provide constructive feedback for more effective instruction.	BAT I and II, mini assessments, FCAT.
3	All students will be given the opportunity to participate in Cougar Crunch either before/after school or Saturday.	Marjorie Johnson (Math Coach and Department Head)	Data will be reviewed for mastery. Direct instruction and re-teaching will be used for areas of deficiency. Teachers will provide constructive feedback for more effective instruction.	FCAT, teacher made test
4	Focus will be placed on District Instructional Focus Calendars and item specification for all classes.	Marjorie Johnson (Math Coach and Department Head)	Classroom Walk Throughs and ongoing assessments. Data will be reviewed for mastery. Direct instruction and re-teaching will be used for areas of deficiency. Teachers will provide constructive feedback for more effective instruction.	FCAT, mini assessments
5	Use of Technology with FCAT Explorer will allow for students to work on individual goals.	Marjorie Johnson (Math Coach and Department Head)	Review data from FCAT Explorer to assess strengths and weaknesses of the benchmarks	Ongoing progress monitoring with in the FCAT Explorer

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009 50% of 11th and 12th grade re-takers passed the FCAT		In 2010 50% of 263 11th and 12th grade re-takers will pass the FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Data chats between administrators and teachers, as well as, teachers and students.	1. AP- Kenneth May, Marjorie Johnson (Math Coach and Department Head)	1. Pre-tests and post-tests	1. BAT I and II, mini assessments, FCAT.
2	All 11th and 12th grade retake students will be placed in a FCAT Liberal Arts class	Mary Jones (Master Scheduler, AP), Sonya Wilcox (Guidance Director), Marjorie Johnson (Math Coach),	Master Scheduling	BAT I and II, mini assessments, FCAT.
3	All students will be given the opportunity to participate in Cougar Crunch either before/after school or Saturday.	Marjorie Johnson (Math Coach and Department Head)	Data will be reviewed for mastery. Direct instruction and re-teaching will be used for areas of deficiency. Teachers will	FCAT, teacher made tests

			provide constructive feedback for more effective instruction.	
4	Focus will be placed on District Instructional Focus Calendars and item specification for all classes	Marjorie Johnson (Math Coach and Department Head)	Classroom Walk Throughs and ongoing assessments. Data will be reviewed for mastery. Direct instruction and re-teaching will be used for areas of deficiency. Teachers will provide constructive feedback for more effective instruction.	FCAT, mini assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
English Language Learners Students achieving level 3 or above in Mathematics was 30% which was a decrease of 1% from 2008		33% of English Language Learners students will achieve level 3 or higher in 2010		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Data chats between administrators and teachers, as well as, teachers and students.	1. AP- Kenneth May, Marjorie Johnson (Math Coach and Department Head)	1. Pre-tests and post-tests	1. BAT I and II, mini assessments, FCAT.
2	Students will be homogeneously grouped into Math classes by grade and level	Kenneth May (Math AP), Marjorie Johnson (Math Coach and Department Chair)	Review Master schedule. Ongoing assessments will be reviewed for mastery. Data will be reviewed. Direct instruction and re-teaching will be used for areas of deficiency. Teachers will be provided constructive feedback for more effective instruction.	BAT I and II, mini assessments, FCAT. 3. FCAT, teacher made test
3	All students will be given the opportunity to participate in Cougar Crunch either before/after school or Saturday.	Marjorie Johnson (Math Coach and Department Head)	Data will be reviewed for mastery. Direct instruction and re-teaching will be used for areas of deficiency. Teachers will be provided constructive feedback for more effective instruction.	FCAT, teacher made test
4	Focus will be placed on District Instructional Focus Calendars and item specification for all classes.	Marjorie Johnson (Math Coach and Department Head)	Common Planning, Classroom Walk Throughs and ongoing assessments. Data will be reviewed for mastery. Direct instruction and re-teaching will be used for areas of deficiency. Teachers will be provided constructive feedback for more effective instruction.	FCAT, mini assessments
5	ELL students will be scheduled into sheltered classes with a teacher assistant.	Ken May (AP), Marjorie Johnson (Math Coach), Mary Jones (AP)	Review of Master Schedule. Classroom Walk Throughs and ongoing assessments. Data will be reviewed for mastery. Direct instruction and re-teaching will be used for areas of deficiency. Teachers will be provided constructive feedback for more effective instruction.	BAT I and II, mini assessments, FCAT, quizzes and chapter tests.
6	Use of Technology with FCAT Explorer will allow for students to work on individual goals.	Marjorie Johnson (Math Coach and Department Head)	Review data from FCAT Explorer to assess strengths and weaknesses of the benchmarks	Ongoing progress monitoring with in the FCAT Explorer

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Students With disabilities achieving level 3 or above in Mathematics was 0% which was a decrease of 27% from 2008		3% of Students with disabilities will achieve level 3 or higher in 2010		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool

1	1. Data chats between administrators and teachers, as well as, teachers and students.	1. AP- Kenneth May, Marjorie Johnson (Math Coach and Department Head)	1. Pre-tests and post-tests	1. BAT I and II, mini assessments, FCAT.
2	Students will be homogeneously grouped into Math classes by grade and level	Mary Jones (Master Scheduler, AP), Sonya Wilcox (Guidance Director), Marjorie Johnson (Math Coach),	Review Master schedule. Ongoing assessments will be reviewed for mastery. Data will be reviewed. Direct instruction and re-teaching will be used for areas of deficiency. Teachers will be provided constructive feedback for more effective instruction.	BAT I and II, mini assessments, FCAT.
3	All students will be given the opportunity to participate in Cougar Crunch either before/after school or Saturday.	Kenneth May (Math AP), Marjorie Johnson (Math Coach and Department Chair)	Data will be reviewed for mastery. Direct instruction and re-teaching will be used for areas of deficiency. Teachers will be provided constructive feedback for more effective instruction.	FCAT, teacher made test
4	Focus will be placed on District Instructional Focus Calendars and item specification for all classes.	Marjorie Johnson (Math Coach and Department Head)	Data will be reviewed for mastery. Direct instruction and re-teaching will be used for areas of deficiency. Teachers will be provided constructive feedback for more effective instruction.	FCAT, mini assessments
5	Use of Technology with FCAT Explorer will allow for students to work on individual goals.	Marjorie Johnson (Math Coach and Department Head)	Review data from FCAT Explorer to assess strengths and weaknesses of the benchmarks	Ongoing progress monitoring with in the FCAT Explorer

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
School-wide Learning - 71% of the students will make Learning Gains	CRISS MATH	County Trainer, Math Coach	Fall 2009	Required Assignment, Sharing Best Practices, CWT	Marjorie Johnson (Math Coach)
59% of students will achieve level 3 or higher	Mathematics Item Specifications and Next Generation Standards	County Trainer, Math Coach	Fall 2009	Required Assignments, Best Practices, CWT	Marjorie Johnson (Math Coach)
School-wide Learning - 71% of the students will make Learning Gains	Geogebra	County Trainer	Fall 2009	Required Assignment, Sharing Best Practices, CWT	Marjorie Johnson (Math Coach)

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Each class will utilize a Math laptop cart using FCAT Explorer and Geogebra software.	Previous technology budget - school and district	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Geogebra	Title I	\$5,500.00
Total: \$5,500.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$5,500.00		

Science Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
23% of students met high standards in 2009 compared to 15% being proficient on the FCAT Science in 2008.		26% of 11th graders will meet high standards and be proficient on the FCAT Science by scoring level 3 and above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	11th graders will be homogenously grouped into science classes. Science Instructional Focus calendar and maps based upon Science benchmarks will be used.	Missy Jones (AP) Hassan Sabere - Science Coach.	Classroom walkthrough and lesson plan review.	Review data provided by BAT tests and Mini-assessments.
2	Weekly lab activities are incorporated into the curriculum.	Hassan Sabere (Science Coach).	Classroom walkthrough and lesson plan review.	Review data provided by BAT tests and Mini-assessments.
3	All 11th graders who are not proficient on the FCAT Science will be enrolled in an after- school instructional program, designed to increase proficiency.	Missy Jones (AP) Hassan Sabere	Through the monitoring of student achievement levels collected from Mini Assessments and BAT data.	Mini Assessments, BAT, and program attendance.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
89% of 10th grade students successfully passed their assigned science classes in 2009.		92% of 10th grade students will demonstrate proficiency by passing science classes in 2010.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. All 10th grade science classes will follow the instructional focus calendar and curriculum maps. 2. Weekly lab activities are incorporated into the curriculum.	1. Missy Jones (AP) Hassan Sabere (Science Coach) 2. Hassan Sabere (Science Coach)	1. Classroom walkthrough and mini-assessment data analysis. 2. Classroom walkthrough and lesson plan review.	1. Mini Assessment and teacher made exam data 2. Data from Mini Assessments and teacher made tests.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
26% of 11th graders will meet high standards and be proficient on FCAT Science by scoring level 3 and above.	McRel	Science Instructional Facilitator/	Fall 2009	Mini Assessments and Benchmark Tests. Teachers will be a part of professional learning community and group lesson plan development.	Science Instructional Facilitator
26% of 11th graders will meet high standards and be proficient on FCAT Science by scoring level 3 and above.	Critical Thinking	Leadership	Fall 2009	Classroom Walkthroughs and team collaboration in a vertical setting. Modeling and co-teaching strategies.	Leadership
26% of 11th graders will meet high standards and be proficient on FCAT Science by scoring	Implementing Differentiated Instruction	Science Assistant Principal, Science Instructional Facilitator	Fall 2009	CWT, science teacher lesson plans Strict adherence to the Instructional Focus Calendar	Science Assistant Principal, Science Instructional Facilitator

level 3 and above.					
26% of 11th graders will meet high standards and be proficient on FCAT Science by scoring level 3 and above.	Collaborative Planning	Science Assistant Principal, Science Coach and Department Head	Fall 2009	Weekly meetings to share best classroom practices across curriculum and by subject matter. Classroom Walkthroughs will be utilized to monitor implementation and to provide feedback to classroom teachers.	Science Assistant Principal, Science Coach and Department Head

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
McRel Training	Title I	\$5,000.00
		Total: \$5,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$5,000.00

End of Science Goal

Writing Goal

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009, 88% sophomores scored 3.5 or higher on the FCAT writing assessment. This represents a 13% increase from 2008. 69% of the 10th grade students scored a 4 or above.		75% of the 10th grade students will score a 4.0 or above on the 2010 FCAT Writing Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers introduce, and model prewriting strategies	Robyn Trainer Judith Segesta	Observe teachers and provide constructive feedback on a regular basis. Teachers grade student work and discuss trends during common planning. Peer conferencing techniques for revision.	FCAT writing rubric and 6 Traits rubric
2	Teachers introduce, and model the importance of writing content central to idea or topic. Students practice writing content central to idea or topic.	Robyn Trainer Judith Segesta	Observe teachers and provide constructive feedback on a regular basis. Teachers grade student work and discuss trends during common planning. Peer conferencing techniques for revision.	FCAT writing rubric and 6 Traits rubric
3	Teachers introduce, and model how organization of writing affects logical	Robyn Trainer Judith Segesta	Observe teachers and provide constructive feedback on a regular	FCAT writing rubric and 6 Traits rubric

	presentation of ideas and unity of the piece.		basis. Teachers grade student work and discuss trends during common planning. Teacher/student individual conferences.	
4	Teachers introduce, and model sentence variety and the impact on effective writing.	Robyn Trainer Judith Segesta	Observe teachers and provide constructive feedback on a regular basis. Teachers grade student work and discuss trends during common planning. Cloning strategy used for student revisions.	FCAT writing rubric and 6 Traits rubric
5	All content teachers introduce and model word choice and the impact on effective writing.	Robyn Trainer Judith Segesta	Observe teachers and provide constructive feedback on a regular basis. Teachers grade student work and discuss trends during common planning. Teacher/student individual conferences.	FCAT writing rubric and 6 Traits rubric
6	A monthly prompt will be assigned for all 10th graders.	Robyn Trainer Judith Segesta Stephanie Donovan	Eng II teachers grade prompts and give to Ms. Segesta as second scored. Scores will be monitored, analyzed and individual feedback given to each student.	FCAT writing rubric
7	All English teachers will use technology to enhance curriculum, conduct research and access online resources.	Robyn Trainer Judith Segesta	Classroom Walkthroughs and lesson plans are tools to monitor effective delivery of instruction.	6 Traits rubric
8	February 2, 2010 all 10th graders will take a mock writing test.	Linda Haynes, Mary Summerall, Dr. Johnson-Coote, Robyn Trainer, Judith Segesta, Stephanie Donovan	Ms. Segesta will grade every prompt. Identified teachers will provide a personal conference for each student. Students will rewrite the portion of their prompt needed to improve their score.	FCAT writing rubric
9	Teachers introduce and model correct spelling, punctuation, and capitalization conventions.	Stephanie Donovan, Robyn Trainer	Observe teachers and provide feedback on a regular basis.	Six Traits Rubric
10	All students in English classes will write for a variety of purposes and audiences.	Robyn Trainer, Linda Haynes	Review of student writing folders. AT&T essay contest and other local opportunities.	Six Traits Rubric
11	A school-wide writing initiative will be established to provide strategies for teaching writing in the content area.	Judith Segesta, Scott Miller	Classroom Walkthroughs and lesson plans are tools to monitor effective delivery of instruction.	Six Traits Rubric
12	All students who score a 4.0 or higher on the FCAT writing assessment will receive an invitation to a breakfast.	Judith Segesta	FCAT writing data analyzed and put in high/low score order.	FCAT Writing Scores
13	All eleventh and twelfth grade students will receive daily instruction on the various purposes of writing such as research papers, analytical essays, college entrance essays, SAT style essays, and literacy reports.	Robyn Trainer, Elizabeth Marshall	Review of student writing folders.	Six Traits Rubric

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
At least 75% of the 10th grade students will score 4.0 or above on the 2010 FCAT Writing test.	Words, Words Words	Judith Segesta	January 21, 2010	CWT, Individual feedback personal conferences	Judith Segesta

At least 75% of the 10th grade students will score 4.0 or above on the 2010 FCAT Writing test.	Cougar Writes!	Judith Segesta	December 8, 2009	Writing team will prepare for mock writing assessment	Judith Segesta
At least 75% of the 10th grade students will score 4.0 or above on the 2010 FCAT Writing test.	Writing Across the Content Areas	Judith Segesta	November 19, 2009	CWT, Evidence of Student Work Folders	Judith Segesta, Ken May, Marsha Fuller, Angel Gomez, Mary Jones
At least 75% of the 10th grade students will score 4.0 or above on the 2010 FCAT Writing test.	Writing to Read, Reading to Write	Judith Segesta	October 15, 2009	CWT, Evidence of Student Work Folders	Judith Segesta, Ken May, Marsha Fuller, Angel Gomez, Mary Jones
At least 75% of the 10th grade students will score 4.0 or above on the 2010 FCAT Writing test.	Effective Writing Components	Judith Segesta	September 22, 2009	CWT, monthly writing prompts	Judith Segesta

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Teacher Saturday Academy	Title I	\$1,500.00
Total: \$1,500.00		
Other		
Description of Resources	Funding Source	Available Amount
Teachers will review prompts and complete the personalization piece prior to FCAT Writing Assessment.	Small Learning Communities	\$3,170.00
Total: \$3,170.00		
Final Total: \$4,670.00		

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		
In 2009, 13% of the parents of CCHS attended an event related to academic success. This was an increase of 8% from the year 2008.		In 2010, 18% of the parents of CCHS will attend an event related to academic success.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Open House to be scheduled the second Tuesday of the school year.	David Jones	Syllabi reviewed by AP's prior to event. Cougar Collegiality discussing best practices of Open House.	Sign in Sheets in all classrooms and classroom visits by APs.
2	Tenth grade parent "Winning Now" night	Mr. Jones, Ms. Jones, Mr. May, Mr. Gomez, Ms. Segesta, Ms.	Academic report card created by administration which includes courses	Pre and post evaluation of understanding of student achievement needs

		Fuller, Ms. Wilcox	completed, FCAT scores and needed areas for success	
3	Ninth grade "Accelerate Your Child's High School career"	Mr. Jones, Ms. Jones, Mr. May, Ms. Segesta, Ms. Fuller, Mr. Gomez, Ms. Wilcox	Academic report card of needed credits and eight grade FCAT scores and targets for improvement, and expectations for the ninth grade year	Pre and post evaluation of information gleaned from event
4	New Cougar orientation held during the week prior to school beginning	Mr. Jones, Ms. Jones, Mr. May, Ms. Segesta, Ms. Fuller, Mr. Gomez, Ms. Wilcox	Review of expectations for the school year	Attendance and individual queries about parent understanding about Coconut Creek High School
5	College Night "Jump Start Your Future-One Giant Cougar Leap" in November	Ms. Wilcox, Ms. Lowe-Dent, Ms. Jones, Mr. May, Ms. Segesta, Ms. Fuller, Mr. Gomez, Mr. Jones	Information sheets per college of entrance requirements, available scholarships	Pre and post evaluation of understanding of college requirements
6	Report Card nights to be held following each nine week grading period	Ms. Jones, Ms. Wilcox, Mr. May, Ms. Segesta, Mr. Gomez, Ms. Fuller, Mr. Jones	Student report card available for distribution with accompanying personalized information session	Sign in sheet with accompanying ticket out of learned points and how to improve the event
7	Cougar Mentor recognition night- "Lending A Hand, Pulling A New Cougar Along"	Ms. Jones, Mr. May, Mr. Jones	Mentoring guidelines information sheet	Sign in sheet with ticket out of learned points and how to improve the event

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
To improve parent participation in activities that are aligned with the school's student achievement needs	Title I	\$7,344.00
		Total: \$7,344.00
Technology		
Description of Resources	Funding Source	Available Amount
laptop carts, stand alone computers, FCAT Explorer, college websites, distance learning equipment	Previous School and District budgets	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Same as Evidence-based Program		\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Final Total: \$7,344.00		

Other Goals

To create a school-wide literacy campaign Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
37% of the 9th & 10th grade students demonstrated annual learning gains on the 2009 FCAT Reading Test.		At least 42% of the 9th & 10th grade students will demonstrate annual learning gains on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	School-wide reading for the first 10 minutes of class. Monday: Business, PE, Fine Arts, ROTC, World Languages Tuesday: Language Arts Wednesday: Science Thursday: Social Studies Friday: Reading	Judith Segesta	Teachers monitoring Reading Logs, CWT	1. BAT, mini- assessments, FCAT
2	Partnership with Vista for school-wide reading incentive program.	Judith Segesta, Perry Smith	Teachers monitoring Reading Logs, CWT, Teacher data chats	A survey will be given to students to assess the effectiveness of the program.
3	Featured author Sharon Draper will speak to 9 & 10th grade students	Judith Segesta, Perry Smith	Teachers monitoring Reading logs	Evaluation of featured author by student body

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
40% of students will make learning gains in reading on the 2010 FCAT Reading Test.	Increasing literacy across the student population	Judith Segesta (AP), Ricki Kasse and Alicia Olsen (Reading Coaches)	Fall 2009	CWT and monitoring of reading log	Judith Segesta (AP), Ricki Kasse and Alicia Olsen (Reading Coaches)

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
"Stone Lifter" by Steve Jeck	Small Learning Communities	\$13,000.00
Books written by Sharon Draper	VISTA	\$10,000.00
		Total: \$23,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Sharon Draper's appearance	VISTA	\$5,000.00
		Total: \$5,000.00
		Final Total: \$28,000.00

End of To create a school-wide literacy campaign Goal

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	ELL students will be in Sheltered Classes for their core subjects.		\$0.00
Reading	ESE students will be scheduled into Learning Strategies classes.		\$0.00
Reading	9th and 10th grade bubble students will be enrolled in the CATT program.	Regular Budget	\$45,000.00
Parental Involvement	To improve parent participation in activities that are aligned with the school's student achievement needs	Title I	\$7,344.00
To create a school-wide literacy campaign	"Stone Lifter" by Steve Jeck	Small Learning Communities	\$13,000.00
To create a school-wide literacy campaign	Books written by Sharon Draper	VISTA	\$10,000.00
			Total: \$75,344.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Laptop carts will be dedicated for Reading, ELL, and ESE classes. A lab will be set-up and classes will be scheduled for visits.	Previous School and Technology Budget	\$0.00
Reading	All reading classes will be designed as Digital classrooms.	Previous School and Technology Budget	\$0.00
Mathematics	Each class will utilize a Math laptop cart using FCAT Explorer and Geogebra software.	Previous technology budget - school and district	\$0.00
Parental Involvement	laptop carts, stand alone computers, FCAT Explorer, college websites, distance learning equipment	Previous School and District budgets	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Teachers will be trained in the fall in CRISS. Materials - CRISS BOOK \$50/person Hourly Rate(\$38) x 18 hours Facilitator 21 hrsx\$50 plus materials	Title I	\$16,000.00
Reading	Teachers will be trained in spring in CRISS. Materials - CRISS BOOK \$50/person Hourly Rate(\$38) x 18 hours Facilitator 21 hrsx\$50 plus materials	SLC- Small Learning Communities	\$16,000.00
Reading	Promethian Board Training	Title I	\$9,000.00
Reading	Item Specifications Training will be mandatory to the entire faculty.		\$0.00
Reading	Cougar Collegiality -Faculty trainings during planning periods		\$0.00
Mathematics	Geogebra	Title I	\$5,500.00
Writing	Teacher Saturday Acedemy	Title I	\$1,500.00
Science	McRel Training	Title I	\$5,000.00
Parental Involvement	Same as Evidence-based Program		\$0.00
			Total: \$53,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	District technology specialist	District budget	\$0.00
Reading	Chicken Soup for the soul Fridays, students will get chicken soup and crackers and a bottle of water during guest readings.	Partners	\$200.00
Writing	Teachers will review prompts and complete the personalization piece prior to FCAT Writing Assessment.	Small Learning Communities	\$3,170.00
To create a school-wide literacy campaign	Sharon Draper's appearance	VISTA	\$5,000.00
			Total: \$8,370.00
			Final Total: \$136,714.00

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](#) (Uploaded on 9/11/2009 3:11:02 PM)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Instructional materials and educator training	12000

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

The SAC will monitor implementation progress of the SIP in Reading, Writing, Science, Math, the School-Wide Literacy program and parent involvement, and make recommendations to administration on how to improve the implementation process and/or change the SIP to reflect the school's changing needs as the year progresses. The SAC will review discipline and attendance quarterly. The Sac will review accountability fund requests in accordance with SIP guidelines.

SAC Members

Members

- 1) Jones, David, Principal
- 2) Aronson, Marc, SAC Chair
- 3) Lomidze, Shota, SAC Chair
- 4) Pastor, Monica, Student
- 5) Ramgulam, Stephan, Student
- 6) Edwards, Paige, Student
- 7) Ervin, Tempest, Student
- 8) Singh, James, Student
- 9) Sousa, Joey, Student
- 10) Vazquez, Isidro, Teacher
- 11) Coram-Priest, Sheryl, Teacher
- 12) Ridinger, Jill, Teacher
- 13) Shive, Patricia, Teacher
- 14) Singh, Annette, Parent
- 15) Ramgulam, Yidawattie, Parent
- 16) Luna, Brenda, Parent
- 17) Guzman, Margarita, Parent

18) Mitchellm Heleze, Parent

19) Jones, Gloria, Parent

20) Singh, Martin, Parent

21) Martin, Robert, Community Member

22) Davis, Karen, School Support Personnel

23) Wilson, Darryl, School Support Personnel

24) Gosvenor, Nicole, Union Steward

25) Artis-Fuller, Marsha, Assistant Principal

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward COCONUT CREEK HIGH SCHOOL 1681												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1071 Math: 1062		2008-2009 School Grade ¹ : D		Did the School make Adequate Yearly Progress? NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N
TOTAL ⁴	98	Y	98	Y	16	N	51	N	86	91	Y	59	60	Y	81	84	NA	48	49	NA	17	NA	56	NA		
WHITE	99	Y	98	Y	40	N	80	Y	94	Y	74	66	N	61	60	NA	21	20	NA	41	NA	82	NA			
BLACK	98	Y	98	Y	11	N	41	N	84	90	Y	53	59	Y	87	89	NA	58	59	NA	12	NA	46	NA		
HISPANIC	98	Y	97	Y	15	N	61	N	83	93	Y	55	49	N	79	85	NA	43	39	NA	15	NA	65	NA		
ASIAN		NA		NA		NA		NA			NA				NA			NA		NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA		NA						
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	13	N	48	N	83	91	Y	51	58	Y	85	87	NA	52	52	NA	13	NA	52	NA		
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y		N	30	N	59	73	Y	33	42	Y			NA	69	70	NA		NA	45	NA		
STUDENTS WITH DISABILITIES	94	N	94	N		NA		NA	77	71	N	27	25	N			NA		NA							

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward COCONUT CREEK HIGH SCHOOL 1681												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1272 Math: 1271		2007-2008 School Grade ¹ : F		Did the School make Adequate Yearly Progress? NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	97	Y	97	Y	19	N	52	N	88	86	N	52	59	Y	81	81	NA	51	48	NA	23	NA	71	NA		
WHITE	98	Y	98	Y	39	N	79	Y	92	Y	52	74	Y	63	61	NA	26	21	NA	45	NA	90	NA			
BLACK	98	Y	97	Y	13	N	42	N	86	84	N	52	53	Y	87	87	NA	61	58	NA	16	NA	64	NA		
HISPANIC	98	Y	97	Y	21	N	57	N	87	83	N	43	55	Y	80	79	NA	48	43	NA	25	NA	71	NA		
ASIAN	100	Y	100	Y		NA		NA			NA				NA			NA		NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA		NA						
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	15	N	48	N	86	83	N	45	51	Y	86	85	NA	56	52	NA	19	NA	67	NA		
ENGLISH LANGUAGE LEARNERS	97	Y	97	Y		N	31	N	71	59	N	30	33	Y	92		NA	70	69	NA	12	NA	62	NA		
STUDENTS WITH DISABILITIES	95	Y	95	Y	14	N	27	N	68	77	Y	14	27	Y	92	86	NA	76	73	NA	18	NA	48	NA		

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward COCONUT CREEK HIGH SCHOOL 1681												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1365 Math: 1362		2006-2007 School Grade ¹ : D		Did the School make Adequate Yearly Progress? NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	97	Y	97	Y	19	N	49	N	88	88	N	54	52	N	79	81	NA	55	51	NA	34	NA	69	NA		
WHITE	96	Y	96	Y	37	N	74	Y	93	Y	61	52	N	68	63	NA	37	26	NA	47	NA	84	NA			
BLACK	98	Y	98	Y	13	N	39	N	85	86	Y	46	52	Y	83	87	NA	63	61	NA	30	NA	64	NA		
HISPANIC	96	Y	97	Y	20	N	52	N	88	87	N	58	43	N	83	80	NA	53	48	NA	33	NA	68	NA		
ASIAN	100	Y	100	Y		NA		NA			NA	79	84	NA				NA		NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA		NA						
ECONOMICALLY DISADVANTAGED	98	Y	97	Y	14	N	44	N	83	86	Y	45	45	N	80	86	NA	57	56	NA	32	NA	68	NA		
ENGLISH LANGUAGE LEARNERS	96	Y	96	Y	8	N	30	N	71	71	N	43	30	N	91	92	NA	69	70	NA	34	NA	70	NA		
STUDENTS WITH DISABILITIES	96	Y	94	N	8	N	24	N	77	68	N	22	14	N	74	92	NA	62	76	NA	31	NA	48	NA		

SCHOOL GRADE DATA

Broward School District COCONUT CREEK HIGH SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	17%	56%	88%	23%	184
% of Students Making Learning Gains	37%	68%			105

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
Adequate Progress of Lowest 25% in the School?	44% (NO)	64% (YES)				108
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	54%	58%				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						407
Percent Tested = 98%						
Percent of eligible students tested						
School Grade						D
Grade based on total points, adequate progress, and % of students tested						

Broward School District COCONUT CREEK HIGH SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	21%	57%	75%	15%	168	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	36%	70%			106	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	42% (NO)	72% (YES)				114
Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.						
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	45%	51%				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						388
Percent Tested = 97%						
Percent of eligible students tested						
School Grade						F
Grade based on total points, adequate progress, and % of students tested						

Broward School District COCONUT CREEK HIGH SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	21%	54%	80%	16%	171	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	39%	69%			108	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	48% (NO)	75% (YES)				123
Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.						
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	33%	35%				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						402
Percent Tested = 97%						
Percent of eligible students tested						
School Grade						D
Grade based on total points, adequate progress, and % of students tested						