

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: PIPER HIGH SCHOOL

District Name: Broward

Principal: Enid Valdez

SAC Chair: Walter Weidler

Superintendent: Mr. James Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 08-31-2009

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

We, the Piper High School Community, recognize the needs of our diverse population and are committed to ensure that all students have the opportunity to receive a quality education, within a safe and secure environment.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Piper HS has been open for 38 years serving a diverse population of students. The school is located in central Broward between residential and commercial areas.

Unique School Strengths for Next Year

WE HAVE INCREASED ADVANCED PLACEMENT COURSE OFFERINGS AND DUAL ENROLLMENT OPPORTUNITIES

Unique School Weaknesses for Next Year

WE DO NOT HAVE A CHOICE FOR HIGHLY QUALIFIED PERSONNEL DUE TO DISTRICT SURPLUS

Student Demographics

School data
GRADE LEVELS
9th Grade
PIPER HIGH - 9th Grade

Ethnic Breakdown
0% -----
100%

American Indian or Alaskan (1) - 0%
Asian or Pacific Islander (14) - 2%
Black non Hispanic (387) - 57%
White non Hispanic (128) - 19%
Multiracial (24) - 4%
Hispanic (125) - 18%

Total Enrollment Count 679
Total Girls 350
Total Boys 329

10th Grade
PIPER HIGH - 10th Grade

Ethnic Breakdown
0% -----
100%

American Indian or Alaskan (1) - 0%
Asian or Pacific Islander (17) - 3%
Black non Hispanic (368) - 55%
White non Hispanic (144) - 21%
Multiracial (20) - 3%
Hispanic (123) - 18%

Total Enrollment Count 673
Total Girls 309
Total Boys 364

11th Grade

Ethnic Breakdown
0% -----
PIPER HIGH - 11th Grade

Ethnic Breakdown
0% -----
100%

American Indian or Alaskan (3) - 0%
Asian or Pacific Islander (26) - 4%
Black non Hispanic (354) - 52%
White non Hispanic (146) - 21%
Multiracial (22) - 3%
Hispanic (131) - 19%

Total Enrollment Count 682
Total Girls 326
Total Boys 356

12th Grade

PIPER HIGH - 12th Grade

Ethnic Breakdown
0% -----
100%

American Indian or Alaskan (0) - 0%
Asian or Pacific Islander (25) - 4%
Black non Hispanic (378) - 56%
White non Hispanic (149) - 22%
Multiracial (21) - 3%
Hispanic (107) - 16%

Total Enrollment Count 680
Total Girls 337
Total Boys 343

Total Student Enrollment Information:

American Indian or Alaskan (5) - 0%

Asian or Pacific Islander (82) - 3%
Black non Hispanic (1487) - 55%
White non Hispanic (567) - 21%
Multiracial (87) - 3%
Hispanic (486) - 18%

Total Enrollment Count 2714
Total Girls 1322
Total Boys 1392

Student Attendance Rates

Daily Attendance Summary- 2008- 2009

08/20/2008 99.9%
08/22/2008 96.1%
08/25/2008 95.2%
08/27/2008 95.7%
09/02/2008 93.6%
09/04/2008 93.9%
09/05/2008 88.8%
09/09/2008 93.0%
09/10/2008 94.5%
09/11/2008 93.8%
09/15/2008 92.5%
09/16/2008 93.5%
09/17/2008 94.1%
09/18/2008 94.0%
09/23/2008 93.2%
09/24/2008 94.8%
09/25/2008 90.4%
09/29/2008 92.1%
10/02/2008 93.2%
10/03/2008 91.9%
10/07/2008 90.8%
10/08/2008 93.2%
10/14/2008 93.3%
10/15/2008 93.9%
10/16/2008 93.3%
10/20/2008 92.9%
10/21/2008 94.4%
10/22/2008 97.8%
10/23/2008 99.7%
10/27/2008 91.9%
10/28/2008 92.9%
10/29/2008 91.6%
10/31/2008 90.1%
11/05/2008 90.4%
11/06/2008 93.5%
11/12/2008 93.3%
11/13/2008 92.6%
11/17/2008 92.1%
11/18/2008 93.3%
11/19/2008 94.0%
11/20/2008 93.0%
11/24/2008 91.7%
11/25/2008 92.0%
11/26/2008 84.2%
12/02/2008 91.5%
12/03/2008 92.6%
12/04/2008 91.3%
12/08/2008 90.7%
12/10/2008 92.5%
12/11/2008 93.7%
12/12/2008 90.8%
12/16/2008 92.9%
12/17/2008 91.8%
12/18/2008 90.1%
01/05/2009 90.3%
01/06/2009 91.6%
01/07/2009 92.4%
01/08/2009 93.1%
01/13/2009 94.0%
01/14/2009 97.2%

01/15/2009 99.6%
01/20/2009 93.0%
01/22/2009 90.4%
01/23/2009 90.2%
01/26/2009 90.9%
01/27/2009 92.4%
01/29/2009 91.1%
01/30/2009 88.9%
02/03/2009 91.6%
02/04/2009 90.2%
02/05/2009 87.6%
02/09/2009 91.5%
02/10/2009 90.5%
02/11/2009 91.3%
02/12/2009 92.0%
02/17/2009 91.0%
02/18/2009 91.1%
02/19/2009 90.9%
02/20/2009 89.4%
02/24/2009 90.4%
02/25/2009 90.3%
02/26/2009 91.7%
03/03/2009 90.0%
03/04/2009 89.4%
03/05/2009 90.5%
03/06/2009 76.2%
03/10/2009 86.7%
03/11/2009 81.5%

03/12/2009 85.0%
03/13/2009 88.6%
03/17/2009 90.5%
03/18/2009 89.3%
03/19/2009 89.4%
03/20/2009 88.4%
03/24/2009 92.8%
03/25/2009 96.6%
03/26/2009 99.6%
03/31/2009 89.8%
04/01/2009 90.5%
04/02/2009 89.6%
04/14/2009 88.9%
04/17/2009 86.5%
04/21/2009 88.5%
04/22/2009 91.1%
04/23/2009 67.0%
04/24/2009 88.8%
04/27/2009 88.4%
04/28/2009 91.2%
04/29/2009 90.6%
04/30/2009 89.2%
05/05/2009 90.9%
05/06/2009 89.8%
05/07/2009 90.4%
05/11/2009 87.2%
05/12/2009 91.2%
05/13/2009 91.8%
05/14/2009 91.6%
05/15/2009 86.4%
05/18/2009 87.8%
05/19/2009 89.7%
05/20/2009 90.7%
05/21/2009 90.9%
05/22/2009 86.3%
05/26/2009 89.9%
05/27/2009 91.2%
05/28/2009 91.7%
05/29/2009 91.2%
06/01/2009 91.6%
06/02/2009 90.7%
06/03/2009 94.4%
06/04/2009 99.4%

SMALLER LEARNING GRANT AND BROWARD COLLEGE PARTNERSHIP

STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

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

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

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Enid Valdez	MA ENGLISH ED.S Educational Leadership	4	8	08/09 performance- Piper HS grade was "C" with a score of 454. AYP status was NO- 72% of criteria met
Assis Principal	Robert E. Goodwin	MA Educational Leadership	2	2	08/09 performance- Piper HS grade was "C" with a score of 454. AYP status was NO- 72% of criteria met
Assis Principal	Sharon Grant	MA Educational Leadership	6	11	08/09 performance- Piper HS grade was "C" with a score of 454. AYP status was NO- 72% of criteria met
Assis Principal	Lizette Hevia	MAGUIDANCE ED.S. EDUCATIONAL LEADERSHIP	3	5	08/09 performance- Piper HS grade was "C" with a score of 454. AYP status was NO- 72% of criteria met
Assis Principal	Patrick Lowe	MA Educational Leadership	2	2	08/09 performance- Piper HS grade was "C" with a score of 454. AYP status was NO- 72% of criteria met
Assis Principal	William Meadows	MA Educational Leadership	5	14	08/09 performance- Piper HS grade was "C" with a score of 454. AYP status was NO- 72% of criteria met

* 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	Kim Price	Elementary Ed 1-6, Reading K-12 and ESOL endorsed	2	7	08/09 performance- Piper HS grade was "C" with a score of 454. AYP status was NO- 72% of criteria met
Title I- Reading	Paula Peters	Reading	3	1	08/09 performance- Piper HS grade was "C" with a score of 454. AYP status was NO- 72% of criteria met
Title I- Math	Jacalyn Stein	Math- 5-9 Business Ed 6-12	24	1	08/09 performance- Piper HS grade was "C" with a score of 454. AYP status was NO- 72% of criteria met
Title I- Science	Anthony Arico	Chemistry and Biology 6-12	29	1	08/09 performance- Piper HS grade was "C" with a score of 454. AYP status was NO- 72% of criteria met

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

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Current district placement based on surplus teacher list fills existing vacancies. 2. Strategy to retain teachers involves providing instructional coaching assistance to new teachers. 3. Teacher input is solicited and valued in the decision making process.	Enid Valdez, Principal and all assistant principals	8-24-09	1. Certification 2. surplus placement 3. NESS support for surplus and transferred teachers

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Johnson, Allen	Pending	paraprofessional	Provided by the District
Johnson, Vanessa	Pending	paraprofessional	Provided by the District

Mauzon, Willa	Pending	paraprofessional	Provided by the District
Mondesir, Gladys	Pending	paraprofessional	Provided by the District
Newell, Rose	Pending	paraprofessional	Provided by the District
Paul, Mary	Pending	paraprofessional	Provided by the District
Poole, Denise	Pending	paraprofessional	Provided by the District
Schnapp, Diane	Pending	paraprofessional	Provided by the District
Walden, Cynthia	Pending	paraprofessional	Provided by the District
Zaremba, Marcin	Pending	paraprofessional	Provided by the District
Morgan, Angela	Pending	paraprofessional	Provided by the District
Reyes, Sonia	Pending	paraprofessional	Provided by the District
Walker, Courtney	Pending	paraprofessional	Provided by the District
Champion, Catherine	Pending	Teacher	Taking courses for certification
Nelson, Elizabeth	Pending	Teacher	Taking courses for certification
Maffett, Brent	Pending	Teacher	Taking courses for certification
Leighton, Lisa	Pending	Teacher	Taking courses for certification

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
138	1	44	29	26	20	98	5	6	75

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Caryl Hanlon	None assigned	NESS Coordinator	Initial orientation Weekly meetings the first month of the school year. Monthly meetings will take place beginning in October. IC and NE will meet individually on a weekly basis.
Elisa Giordano	Terrell Spicer	department match	Initial orientation Weekly meetings the first month of the school year. Monthly meetings will take place beginning in October. IC and NE will meet individually on a weekly basis.
Dr. Lynn Rodseth	Sara Cabrera	department match	Initial orientation and weekly meetings the first month of school. Monthly meetings will take place beginning in October. IC and NE will meet individually on a weekly basis.

ADDITIONAL REQUIREMENTS

Coordination and Integration

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

Title I has provided funding for an additional reading coach. Title I has also provided funding for a science and math coach. These coaches will be resources by monitoring student achievement through analysis of assessment and modeling best practices in classrooms. Additional student support will be provided through co-teaching and small group tutorial for remediation.

Title I, Part C- Migrant

N/A

Title I, Part D

Title I has provided professional development to support best practices and effective instruction. This training will involve teacher and administrative data chats, lesson planning, and training on effective assessment and feedback procedures. Parental involvement activities are also being funded and will include parent/student seminars, technology training, and counseling.

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Students in the 30% percentile and below in both reading and math are targeted through parent communication (letter, parent-link) to attend afterschool tutoring beginning in September. Sessions are held four times a week and supplemented with homework help in case the student needs assistance in subject area content. Saturday school is also offered for remediation beginning in January 2010. A mandatory tutoring program will be offered to all students in various venues such as advanced placement, SAT, ACT and FCAT remediation. Students participate in lab setting for FCAT Explorer, ACT/SAT and BEEP supplementary curriculum. Students in this category also receive pullout and individual remedial services depending on the student's learning needs and abilities.

Violence Prevention Programs

Piper was recognized as a Prevention Schools of Excellence. Piper's program was established for the purpose of providing effective services, support, and activities that promote positive behaviors - development of emotional resilience skills, positive mental health and pro-social actions - while limiting and/or preventing violent behavior and drug use.

Nutrition Programs

We are instituting a Wellness center specifically geared towards the inclusion of ESE students.

Housing Programs

N/A

Head Start

N/A

Adult Education

All Piper students have the opportunity to register for courses offered through the Piper Community School program on campus.

Career and Technical Education

Various courses offered in the areas of Automotive training, HOSA, TECH Studies, Fashion Design, Child Development, Graphics, Culinary Arts and Business DECA for program completion.

Job Training

We offer OJT work experience to students in grades 11 and 12.

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Administrative Team, Department Chairpersons, Reading Coach, Title I Reading Coach, Title I Science Coach, Title I Math Coach, ESOL Coordinator, and ESE Specialist.

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

Our Administrative Team meets at least twice a week. Department Chairs are met with on a monthly basis. The Reading Coach, Title I Reading, Math, and Science meet on a weekly basis with the Principal and Administrative Team. The team meets to discuss lesson plans, modeling strategies, specific student issues, identify and monitor AYP student subgroups, and to review assessment structure and results for revision, remediation, and enrichment. The Principal guides each group to review the progress of programs on student achievement. The Principal does this through the analysis of district mini-assessments as well as FAIR and in-house assessment. The teams then create a calendar to coordinate and address areas of need in classrooms.

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

The role of the RtI Leadership Team is to review data and based on gaps develop an instructional plan to address student learning needs. Classroom walkthroughs are conducted by the RtI teams to observe effective implementation of content standards. The team also uses the state and district supported assessment tool to assess student progress and progress monitor effectiveness of instruction and compliance with the school improvement plan.

RtI Implementation

Describe the data management system used to summarize tiered data.

We use ETS Data warehouse Reports, School Reports as well as Virtual Counselor and Terms to review data information. We also use DOE generated programs such FAIR and FCIM.

Describe the plan to train staff on RtI.

We will train staff on the new high school grading criteria, and the use of virtual counselor to review individual student data on class rosters. We will also train staff on Title I and Correct II status. Training on Instructional Focus Lessons that are aligned with State adopted content standards will be conducted monthly during common planning periods with groups of specific content area teachers. Higher order questioning skills will be taught as well as the review of Item Specs pertaining to Reading, Science, Writing and Math. A lesson template with a component for feedback after assessment has been implemented for progress monitoring.

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?

Three of our strengths identify in 2009 data were the following:
An increase of 12 percentage points in writing improvement with 10th grade.
Learning gains of lowest 25th% was 46% in 9th grade reading and 50% in 10th grade reading.
Learning gains of lowest 25% was 63% in 9th grade math and 62% in 10th grade math.
At least 50% of retake FCAT students improved and passed the FCAT.

Our weaknesses are the following:
A decrease of 1 percentage point in science.
A decrease of overall learning gains in 9th grade reading and math.
To continue graduation rate increase of at least 5%.
Increase advanced placement test results among students.

Instructional Calendar Development

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

The district provides the IFC for all areas. During pre-planning, weekly meetings, and common planning meetings the IFC's will be developed into lesson plans and implemented through Best Practices Training. The lessons will be monitored through assessments and based on the results lessons will be revised to remediate and enrich student progress. The 7,8,9 Effective School Program that implements modeling, coaching, and co-teaching formats will be scheduled to increase effective classroom practice. Monitoring through classroom walk-throughs will be daily, and student sample work will be collected for

study and determination of lesson plan modification.

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

The instructional benchmark for reading will be Main Idea, Vocabulary, Compare and Contrast and Reference and Research as well as all of the sub-benchmarks as mandated in the K-12 Reading Plan.

The instructional benchmark for math will be measuring and basic elements of Algebra as well as the standards mandated for each course.

The instructional benchmark for science will be the Chemistry and environmental strands but will include all strands as mandated for each course.

Writing is across all content areas.

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

We use the process of district approved diagnostic testing, in-house pre-testing at the end of the year that determine placement. Guidance also is designated student groups and/or individually to monitor and meet with on a regular basis. Monthly student data chats by administration and coaches are implemented.

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

We will create professional learning communities on our early release professional study dates (9/3, 10/1, 11/18, 1/7, 3/4, 5/6) to discuss relationships among subject areas and implement interdisciplinary units and team teaching opportunities. We will also be sharing best practices within departments. Departments will cross link (i.e. culinary with math) to demonstrate relevance between concepts and career/work experiences.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

We conduct career fairs, successful student planning, parent meetings, guidance group counseling, BRACE counselor survey, Lab visits and individual visits with the counselors. We conduct monthly assemblies that incorporate socialization, academic and career planning. Guidance also visits classrooms to share program information, scholarship and work opportunities.

DO

Direct the Instructional Focus

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

Instructional delivery is aligned through the analysis of data and lesson plan study. We conduct these sessions through common planning teams. Specific analysis strategies are implemented such as two column notes, socratic seminar, higher order questioning and a lesson delivery format has been implemented to ensure that modeling strategies and student practice take place. Lessons are adjusted according to assessment results and the teacher team aligns the instructional delivery based on the data.

How are instructional focus lessons developed and delivered?

Lesson plans are developed through lesson plan study, classroom observations, and data analysis of assessments. Delivery of lessons is specific, with three days of modeling/practice strategies, one day of assessment, and one day of feedback and review of assessment. The lessons follow the State-adopted content standards and the K-12 Reading Plan. A variety of technology is also reviewed and implemented in the lesson development sessions during common planning.

How will instructional focus lessons be revised and monitored?

Instructional focus lessons will be revised according to assessment data and review of student sample work. Student interviews will also be conducted informally through classroom walkthroughs as well as individually to assess effective instructional delivery. Through common planning, teacher teams meet with the Principal and administration to revise lessons and implement a variety of assessments.

CHECK

Assessment

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

The types of ongoing formative assessments used during the school year are the state directed FAIR for Reading Levels 1,2,3, the district issued mini-assessments (mini-BATS), school wide administered District Assessment (BAT), subject aligned mid-terms and finals and classroom walkthroughs.

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

Assessments are used as a data piece to work with teachers during common planning. The data from assessments determine the development of lesson plans and identifies those students with specific learning needs we need to provide instructional support for. We also plan from assessments by reviewing the areas of proficiency and/or non-proficiency and building lessons from that point.

Maintenance

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

Ongoing assessment and maintenance of Benchmark mastery for all grades is built into the instructional focus calendar through pacing review sessions. These review sessions are data-chats between teachers and administrators on student progress and the development of strategies to model for students to maintain mastery of content.

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

The schedule for teams to review progress monitoring data is done on a bi-weekly basis. This also is in conjunction with the consistent administration of FAIR, district mini-bats and BATS. The Title I Coaches and department chairs meet weekly with their departments to review data and develop instructional modifications. Each coach has submitted a calendar to the Principal delineating a schedule to review with teams as well as to model instructional strategies that will address data review results.

Monitoring

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

The Principal has assigned each administrator (5) and grade level cohort or an instructional area. The Principal and Leadership Team's role is to model, monitor, and review with the teacher teams effective strategies and guide instructional modifications. This process will be through weekly meetings, daily classroom walkthroughs, data-chats, and modeling best practices by the Principal and Title I Academic Coaches.

ACT

Supplemental and Intensive Instruction/Interventions

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

Core instruction will include state adopted content standards and the K-12 Reading Plan. Intensive instruction has been delineated through district and school placement testing, a district approved reading program and the strategies directed by the instructional focus calendar. Supplemental instruction will include pull out, push in, collaborative team teaching, after-school tutoring, and on-line tutorials such as Reading Plus, SAT on line and ACT online.

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

We structure target areas by analyzing assessments and reviewing student sample work. Students are then grouped by need and a pullout or push-in model is integrated for at least 10 sessions or mastery of the target area. Academic coaches will also provide best practices modeling and assist teachers in instructional modifications to address re-teaching and/or non-mastered target areas.

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

Piper High School identify's staff's professional development needs through surveys and in conjunction with the Professional Development Committee that is part of School Advisory Council, BTU (union), and faculty input. Recommendations are also made through the analysis of student sample work, lesson plans, and the pass/fail rate of students.

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

The lower 30% in both reading and math along with the retake 11th and 12th grade students will be targeted for intensive

instruction and intervention. The Reading/Math Level 3, 4, 5 will be targeted for supplemental instruction and all 9th grade students will be targeted for supplemental instruction/intervention as they transition to high school.

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

The effectiveness of the interventions will be measured through district developed mini-bats, review of student sample work, interviewing of different student groups, and diagnostic tests. District mandated assessments will be used for measurement as well such as FAIR and District BATS.

Enrichment

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

We are implementing the High school program of Springboard/College Board. This will institute a pre-advanced curriculum that enforces analytical thinking. We will also incorporate the research paper through technological venues. We are also mandating the technique of Socratic seminar in all core subjects at least twice a month to increase student analysis of text.

Describe how students are identified for enrichment strategies.

Students are identified through FCAT scores, academic history and teacher recommendations. If students demonstrate improvement on weekly assessments, they will be included in enrichment strategies.

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	Enid Valdez	weekly	common planning during school day and after school with Title I Coaches	Review assessment, student samples and effective strategies through data analysis and lesson study
English	Lizette Hevia	weekly	common planning during school day	Review assessment, student samples and effective strategies through data analysis and lesson study
Math	Jacalyn Stein and Enid Valdez	weekly	common planning during school day	Review assessment, student samples and effective strategies through data analysis and lesson study
Science	Tony Arico, Sharon Grant and Bobby Goodwin	weekly	common planning during school day	Review assessment, student samples and effective strategies through data analysis and lesson study
CTACE	Joellen Moneck and Bill meadows	weekly	after school	program recruitment and completion
Advanced Placement	Jodie Weinstein and Enid Valdez	monthly	after school	Mock testing, vertical teaming, student progress and development of best practices and lesson study
FCAT Retake	Sharon Grant	Weekly	Afterschool	Mock Testing, review of data and lesson plan development and best practices

NCLB Public School Choice

Note: For Title I schools only

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

Pre-School Transition

N/A

Postsecondary Transition

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

High School Feedback Report
2007 Florida Public High School Graduates
Note: N/A reports no student participation for a specific measure.

DISTRICT: BROWARD

SCHOOL: PIPER HIGH SCHOOL SCHOOL DISTRICT STATE

1 Number of 2007 high school graduates with standard diploma or GED: 527 14,011 137,331

PRE-GRADUATION INDICATORS SCHOOL DISTRICT STATE

2 Percent of 2007 graduates who scored at level 3 or better on the 10th grade FCAT in:

Math..... 69.0% 79.2% 79.1%

Reading..... 33.3% 44.8% 46.7%

Both Reading and Math..... 28.2% 41.7% 43.8%

3 Percent of 2007 graduates who completed a college prep curriculum: 47.8% 63.7% 59.6%

4 Percent of 2007 graduates enrolled in Algebra I or equivalent in a FL public school prior to 9th grade: 18.5% 25.8% 29.8%

5 Percent of 2007 graduates who completed at least one level 3 high school math course: 26.5% 43.6% 46.9%

6 Percent of 2007 graduates who completed at least one dual enrollment math course: 3.60% 2.85% 6.00%

7 Percent of 2007 graduates who completed at least one level 3 high school science course: 44.9% 55.6% 53.7%

8 Percent of 2007 graduates who completed at least one dual enrollment science course: 0.759% 2.02% 2.44%

9 Percent of students who took PSAT or PLAN two years prior to graduation year:

PSAT..... 85.8% 82.8% 68.9%

PLAN..... NA NA 9.58%

10 Percent of 2007 graduates who took the SAT or ACT:

SAT..... 56.5% 72.3% 56.8%

ACT..... 42.5% 40.9% 39.0%

11 Percent of 2007 graduates who took the SAT / ACT / CPT and scored at or above college-level cut scores:

Math (SAT)..... 48.6% 64.6% 69.9%

Verbal (SAT)..... 53.3% 65.5% 71.2%

Math (ACT)..... 41.0% 53.9% 56.6%

Reading (ACT)..... 51.3% 62.4% 67.2%

English (ACT)..... 45.5% 60.7% 66.6%

Math (CPT)..... 17.9% 34.9% 37.6%

Reading (CPT)..... 29.6% 40.2% 46.2%

Writing (CPT)..... 46.9% 59.2% 62.1%

12 Percent of 2007 graduates who were eligible for the maximum Bright Futures award:

FL Academic Scholars..... 1.70% 6.20% 7.25%

FL Medallion Scholars..... 19.9% 27.5% 27.1%

FL Gold Seal Vocational..... 1.89% 1.27% 1.23%

13 Percent of 2007 graduates who completed at least one AP, IB, AICE or Dual Enrollment course: 73.4% 66.7% 56.2%

POST-GRADUATION INDICATORS SCHOOL DISTRICT STATE

14 Percent of 2007 graduates enrolled in a Florida public postsecondary institution in Fall 2007: 48.5% 57.0% 54.7%

15 Percent of 2007 graduates found enrolled in Independent Colleges and Universities of Florida (ICUF) in Fall 2007: 3.60% 3.96% 3.31%

16 Percent of 2007 graduates found enrolled in an out-of-state public or private institution in Fall 2007: 5.12% 6.58% 6.34%

17 Percent of 2007 graduates:

at a community college in Florida during Fall 2007..... 32.2% 29.6% 33.7%

at a state university in Florida during Fall 2007..... 15.9% 26.8% 20.5%

at a technical education center in Florida during Fall 2007..... 0.948% 1.32% 1.23%

18 Percent of 2007 graduates enrolled in college credit courses in Fall 2007 at a FL public postsecondary institution earning a GPA above 2.0: 70.1% 76.8% 75.7%

19 Percent of graduates enrolled in college credit courses at Independent Colleges and Universities of Florida (ICUF) earning a GPA above 2.0: 69.5% 78.8% 81.6%

20 Of the graduates enrolled in a Math course in Florida in Fall, the percent who successfully completed the course:

Remedial Math (non-college credit) 26.9% 53.9% 57.4%

Intermediate Algebra (for elective credit only) 54.8% 55.3% 63.0%

Entry-level Math (for Math credit) 57.4% 61.6% 64.3%

Advanced Math 46.7% 60.1% 59.4%

21 Of the graduates enrolled in an English course in Florida in Fall, the percent who successfully completed the course:

Remedial Reading or Writing..... 70% 77.9% 80.5%

Freshman Comp I or II..... 77.2% 80.9% 79.1%

Other College-level English..... 82.7% 91.0% 90.5%

If you encounter problems or have questions regarding this application, please contact Shruti Graf at Shruti.Graf@fldoe.org

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data: Did the total percent proficient increase or decrease? What is the percent change? What clusters/strands, by grade level, showed decrease in proficiency? Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets? Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains? Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on FCAT results in Reading for 2009, 48 % of students tested in the Lowest quartile demonstrated learning gains.		By June 2010, 51% of level 1 and the bottom quartile students will demonstrate learning gains on the FCAT Reading Assessment and show improved performance in tested strands.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Annual growth in reading will be demonstrated by pre and post Diagnostic Assessment of Reading (DAR) results, in-program assessment, WADE (for Wilson), FORF and FCAT results. which determines student placement. 2. Disaggregate all test data and train All Staff on Data Analysis; 3. Implement Instructional Focus Calendars and monitor student progress through assessment results, lesson plan study, and classroom walkthroughs 4. Use BEEP mini bats and lessons to deliver instruction 5. Conduct weekly reading strategy and lesson plan development with content teachers through common planning 6. Individualize student learning groups based on learning needs, (ESE, ESOL) through weekly pull out, push in, and team teaching sessions every Wednesday 7. Implement 7/8/9 Effective School Program that incorporates Modeling, Coaching and Co-teaching models guided by our Reading Coaches 8. DA District Coaches will review data and assist in coaching teachers.	1. Principal and Administration 2. Reading Coach 3. Reading Department Chair	1. weekly monitoring of student progress through assessment analysis; and every 20 days using FAIR 2. review of student samples 3. teachers collaboration on lesson plan development and study 4. student conferencing- quarterly 5. Progress monitoring in these programs is conducted through in-program mastery tests, as well as fall, winter and spring FORF fluency probes. DA District Teams will review data and observe classes.	1. Mini assessments 2. Bi-weekly Mini Benchmark assessments 3. Teacher-made assessments and review of student samples by coaches and Principal; 5. Fair Assessments, BATS, DART

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
At least 46% of students need to score a level 3 or above on the reading FCAT.		By June 2010, 51% of level 1 and the bottom quartile students will demonstrate learning gains on the FCAT Reading Assessment and show improved performance in		

			tested strands.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.bi-weekly meetings with teacher teams to disaggregate assessment data and review FAIR diagnostic plans for students 2.Monthly Reading Strategy Staff Development	1. Curriculum Administrator 2. Reading Coach 3. Reading Department Chair	1. weekly monitoring of student progress 2.review of student samples 3. teachers collaborate on lesson study to modify instruction 4. student conferencing- quarterly	1.Mini assessments 2.Benchmark assessments 3. Teacher-made assessments 4. FAIR 5. BATS

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
ESOL Students		By June 2010, 51% of level 1 and the bottom quartile students will demonstrate learning gains on the FCAT Reading Assessment and show improved performance in tested strands.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Ongoing SIOP Training; 2. Implementation of FAIR Intervention Plan 3. Ongoing Reading staff development and weekly meetings regarding effective strategies for ESOL students 4. Provide accommodations in collaborative group settings and training teachers to use this technique effectively.	Reading Coach, Title I Reading Coach, Curriculum Administrator	FAIR Testing every 20 days; Assessment and feedback to teachers; Collection of student samples for review.	FAIR Assessment every 20 days; Bi-weekly benchmark assessments; Collection of Student samples every two weeks.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
50% of students need to increase their proficiency on the RETAKE Reading FCAT.		By June 2010, 51% of level 1 and the bottom quartile students will demonstrate learning gains on the FCAT Reading Assessment and show improved performance in tested strands.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Conduct team teaching sessions with ACT certified teachers; Conduct Pull-out/Push-in; Model effective strategies using ACT trained teachers.	Reading Coach; Math Coach; Assistant Principal	Mock testing and data review; classroom observations; student sample review of work.	FCAT Mock Test; FAIR Assessment; Mini-benchmark tests.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, 51% of level 1 and the bottom quartile students will demonstrate learning gains on the FCAT Reading Assessment and show improved performance in tested strands.	Data Analysis	Department Heads, Reading Coach and administration	August 2009 through June 2010	1. Meetings with teacher teams to review assessments and student sample work will assist in developing effective lesson plans. 2. Through data Chats with teachers, analysis of mini benchmark assessments and Classroom Walkthroughs, teacher learning will be monitored weekly.	Lizette Hevia, Administrator and Kim Price, Reading Coach
				1. Meetings with teacher teams to review	

By June 2010, 51% of level 1 and the bottom quartile students will demonstrate learning gains on the FCAT Reading Assessment and show improved performance in tested strands.	Springboard	Department Heads, Reading Coach and administration	August 2009 through June 2010	assessments and student sample work will assist in developing effective lesson plans. 2. Through data Chats with teachers, analysis of mini benchmark assessments and Classroom Walkthroughs, teacher learning will be monitored weekly.	Lizette Hevia, Administrator and Kim Price, Reading Coach
By June 2010, 51% of level 1 and the bottom quartile students will demonstrate learning gains on the FCAT Reading Assessment and show improved performance in tested strands.	ESOL- Reading Strategies SIOF	District CRISS Trainer District	September 2009 with ongoing monitoring throughout the school year	1. Teachers will model and demonstrate differentiated instructional methods through daily teaching practices as observed by academic coaches and administration. 2. Collection of assessment data and meeting with the ESOL teacher for follow-up on instruction methods.	Lizette Hevia, Administrator and Kim Price, Reading Coach

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

Reading Department Chair/Coach will continue to provide teachers with training in research-based reading practices and strategies during 2009-2010 school year.

Lesson Study and development will be implemented to indicate Model, Practice, Assessment and Feedback as effective content delivery.

Principal and designee will meet with all content teachers during their planning at least 1x every two weeks to review student sample assignments and discuss strategies for remediation/enrichment.

The implementation of K-12 ESOL Plan will be implemented through training in differentiated instruction, ESOL program delivery, SIOF, CRISS strategies and Socratic Seminar with higher order questioning techniques.

All teachers will be encouraged and provided the opportunity to participate in inservice training for the Florida Reading Endorsement.

All teachers will be provided inservice training based on results of AYP sub-groups. Teachers will be given training on Virtual Counselor which will show class reports on demographics.

Further training will be based on individual class reports. An instructional focus calendar will reflect the acquired strategies to improve AYP sub-groups.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
AMSCO	NONE	\$0.00
NAT'L GEOGRAPHIC	DISTRICT	\$0.00
Springboard	Business Partner	\$29,000.00
Jamestown Fluency	None	\$0.00
		Total: \$29,000.00
Technology		
Description of Resources	Funding Source	Available Amount
READING PLUS	SAC COMMITTEE	\$3,000.00
BEEP	DISTRICT	\$0.00
FAIR	STATE	\$0.00
ACT online	DISTRICT	\$0.00
		Total: \$3,000.00
Professional Development		

Description of Resources	Funding Source	Available Amount
CRISS TRAINING	IN-HOUSE	\$0.00
COLLEGE BOARD/SPRINGBOARD	SLC	\$5,550.00
SOCRATIC SEMINAR	IN-HOUSE	\$0.00
		Total: \$5,550.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$37,550.00

End of Reading Goal

Mathematics Goal

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009 FCAT results, 68% of students, grade 9 and 10, scored at or above level 3. 9th and 10th Grade students will demonstrate gains on their math FCAT assessment.		By June 2010, 75% of students will score level 3 or above on the FCAT Math assessment		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Math Coach and Department Chair will work with teachers to develop Daily warm-ups will incorporate all measurement standards to be assessed</p> <p>2. Strategies will be implemented to teach decoding skills for word problems which will be incorporated into weekly lessons that will address all AYP sub-groups</p> <p>3. Ongoing review of previously taught standards</p> <p>4. Teacher will meet with individual students to review strengths and weaknesses quarterly</p> <p>5. Ongoing modeling by the Math Coach as needed.</p> <p>6. Data chats will be conducted with teachers regarding assessment analysis and lesson development.</p> <p>7. ESE support will be provided for the student and reported to the teacher for collaborative planning.</p> <p>8. Pull out, push-in, and team teaching will be conducted with 11th/12th grade retakes.</p>	<p>1.Math Coach- Jaclyn Stein</p> <p>2.Math Dept Chair- Patricia Maynard</p> <p>3.Administration- Lizette Hevia</p>	<p>1.Review of assessments and modification of lesson delivery based on assessment results.</p> <p>2.Teachers will participate in common planning to study lessons and review student data from assessments, mini-bats, and passing/failing rates</p> <p>3. Math Coach will review student samples, and discuss modifications with teachers.</p>	<p>1.Pre test</p> <p>2.Mini assessments- district and teacher-made</p> <p>3.Benchmark assessment</p> <p>4. Teacher-made quizzes and chapter tests</p>

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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009 FCAT results, 68% of students, grade 9 and 10, scored at or above level 3.		By June 2010, 75% of students will score level 3 or above on the FCAT Math assessment		
Address all AYP subgroups on the math FCAT				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Review data to determine sub-groups and math course placement 2. Identify the different AYP subgroups in teacher's classroom and determine strategies for differentiated instruction 3. Provide immediate feedback on assessments based on the Math Coaches intervention 5. Use district supported assessment tools to modify lesson plan delivery	1. Math Coach- Jaclyn Stein 2. Math Dept Chair- Patricia Maynard 3. Administration- Lizette Hevia	1. Review of assessments and lesson plan study 2. Student sample review 3. Classroom walkthroughs 4. Coach models strategy and observes strategy implementation by teacher.	1. Pre test 2. Mini assessments- district and teacher-made 3. Benchmark assessment

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
11th and 12th grade retake students will demonstrate at least 50% proficiency on the FCAT retake math test.		By June 2010, 11th and 12th grade retake students will demonstrate at least 50% proficiency on the FCAT retake math test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Pull out student groups based on their area of deficiency. Review student data to determine pull out groups/push in groups/and team teaching. Mock test students to monitor learning. Work with ESE support to assist student learning. Model best practices from ACT training.	Math Coach Math Department Chair Curriculum Administrator	Review assessment data and modify or maintain lesson plan delivery	mini-assessments; student sample work

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, 75% of students will score level 3 or above on the FCAT Math assessment	1. Teachers will be trained on how to implement technology in their classes 2. Teachers will be trained to access and analyze student data through Virtual Counselor 3. Teachers will be trained to utilize grading rubric on short/extended response 4. Review of Bodies of Knowledge math standards to all teachers	Math Coach and Math Dept. Chair	Fall 2009 and spring 2010	1. Meetings with teacher teams to review assessments and student sample work will assist in developing effective lesson plans. 2. Through data Chats with teachers, analysis of mini benchmark assessments and Classroom Walkthroughs, teacher learning will be monitored weekly. 3. Modeling by the Math Coach	Math Coach, Math dept. Chair and administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
CALCULATORS	BROWARD ED FOUND.	\$2,000.00
MANIPULATIVES	GENERAL	\$2,000.00
		Total: \$4,000.00
Technology		
Description of Resources	Funding Source	Available Amount
FCAT EXPLORER	DISTRICT	\$0.00
PROMETHEAN BOARD	DISTRICT	\$0.00
Compass Odyssey	DISTRICT	\$0.00
BEEP	DISTRICT	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
LESSON ALIGNMENT	n/a	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$4,000.00

End of Mathematics Goal

Science Goal

Needs Assessment:	Based on School Grade Data: Did the total percent proficient increase or was the percent proficient maintained? What clusters/strands showed decrease in proficiency?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009 FCAT results, 24% of grade 11 students scored at or above level 3. Address curriculum standards for all science strands based on FCAT Science data.		By June 2010, 40% of students will score at or above level 3 on the FCAT science assessment		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Teachers will incorporate learning strategies in their lesson delivery. 2. Review of student sample work and classroom walkthroughs to determine effective practices 3. Pullout & tutoring program to reinforce concepts 4. Work with ESE and ESOL to incorporate best practices 5. Meet with teachers during planning to lesson plan study and review assessments for modifications in plans.	Science Coach and Department Chair. Administration Principal	1. Mini assessments 2. District BATS 3. Weekly grades awarded and rubrics used 4. Classroom walkthroughs 5. Modeling from science coach and observation of strategy implementation	1. Pre-/Post Diagnostic Exams 2. Criterion-referenced & county mini-assessments by theme/topic 3. District Science Bats

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009 FCAT results, 24% of grade 11 students scored at or above level 3. Analyze new standards as they relate to the Science FCAT and develop process to prepare teachers to implement changes		By June 2010, 40% of students will score at or above level 3 on the FCAT science assessment		
		Person Responsible	Process Used to	

	Action Step	for Monitoring the Action Step	Determine Effectiveness of Action Step	Evaluation Tool
1	1. Reading, writing assignments to include application of science 2. Lab investigations to be more inferential as well as descriptive 3. Use of appropriate ancillary materials aligned with specific content/theme areas; these materials are available 9-11th grades Work with ESE/ESOL support to determine effective practices Incorporate SIOP methods for ESOL students Science Coach will model effective practices and observe teacher implementation of the strategy. Incorporate technology and lab work for hands on learning	Science teacher, Science Coach and administration	1. Classroom walkthroughs 2. Review of student sample work folders 3. Review of lesson plans and strategies used 4. Analysis of assessments 5. Lesson plan study	1. Review of lab reports, student samples 2. Mini-bats 3. District bats 4. Aligned assessment results 5. Lesson Plan review 6. Review assessment data based on sub-group student progress.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, 40% of students will score at or above level 3 on the FCAT science assessment	Physical/Chemical cluster	Science Coach- Anthony Arico	Fall 2009	Mini-assessment and pre-/post diagnostic exams and review of lesson plan delivery and modification. Classroom walkthroughs will be conducted.	Science Coach- Anthony Arico and Administrators, Sharon Grant and Bobby Goodwin
By June 2010, 40% of students will score at or above level 3 on the FCAT science assessment	Science Reasoning cluster	Science Coach- Anthony Arico	Fall/Spring 2009/2010	Mini-assessment and pre-/post diagnostic exams and review of lesson plan delivery and modification. Classroom walkthroughs will be conducted	Science Coach- Anthony Arico Administrators, Sharon Grant and Bobby Goodwin

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Full complement of supplies & equipment ordered to comply with standardized "essential labs"	General Budget	\$3,000.00
Ancillary Science FCAT workbooks – renewable each year with textbook purchase requisition		\$0.00
SIOP Biology text for 30 students	District funded	\$0.00
		Total: \$3,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Use of micro-prober	General Budget	\$0.00
Digital Classroom	District	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Training sessions		\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Final Total: \$3,000.00		

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		
Based on 2009 FCAT results, 72% of students scored at or above 4.0 on the writing assessment. To increase the Percent of Students scoring 4.0 or higher		By June 2010, 75% of grade 10 students will score 4.0 and above on the FCAT Writes		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Baseline Writing Assessment in August 2. Monthly writing assessments 3. One-on-one student-teacher writing chats.	1. English Department Chair/Social Studies Department Chair and administration	1. Review of scores to ensure each student took assessment and has a baseline writing score in Virtual Counselor. 2. Student progress on writing assessments as noted in Virtual Counselor. 3. Student progress on final writing assessment as noted in Virtual Counselor and reviewed by English Department Chair.	1. FCAT Writes scoring rubric. 2. student samples

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Percent of students meeting high standards for writing		By June 2010, 95% of students will meet high standards in writing.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Baseline Writing Assessment in August 2. Monthly writing assessments 3. One-on-one student-teacher writing chats.	1. English Department Chair/Social Studies Department Chair and administration	1. Review of scores to ensure each student took assessment and has a baseline writing score in Virtual Counselor. 2. Student progress on writing assessments as noted in Virtual Counselor. 3. Student progress on final writing assessment as noted in Virtual Counselor and reviewed by English Department Chair.	1. FCAT Writes scoring rubric. 2. student samples

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Student proficiency in research writing.		By June 2010, 70% of students will be proficient (80% accuracy) with MLA-style citation.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students complete research task determined by grade level.	1. English Department Chair	1. Student assessment as noted by performance-based rubric. 2. Review of student samples	1. Grade-level rubric created by English Department Chair 2. Student samples

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, 100% of English and Social Studies teachers will use Microsoft Word Editing and Review tools to provide substantive feedback on a student paper.	By June 2010, 100% of English and Social Studies teachers will use Microsoft Word Editing and Review tools to provide substantive feedback on a student paper. Use of Microsoft Word Editing and Review tools to provide feedback on students' written work.	English Department Chair Principal	September 2009	Teachers submit electronic samples for review and revision of lesson plan delivery	English Department Chair – and administration
By June 2010, 100% of 10th grade English and Social Studies Teachers will have incorporated Six-Traits strategy into writing instruction.	Use of Six-Traits strategy in Writing Instruction Incorporate Student conferencing and editing with students	English Department Chair Principal	August 2009	Teachers submit student sample work showing instruction in Six Traits of Writing and feedback is provided in a timely manner regarding strategy implementation Classroom Walkthrough observation of strategies	English Department Chair and administration
By June 2010, all Content Teachers will have incorporated Six-Traits writing into their instruction	Training teachers across all content areas	English Department Chair Principal	September 2009	Teachers will submit student writing for review and modification of lesson delivery.	English Department Chair and administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Professional Training	SLC	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Professional Training	SLC	\$0.00
Use of Labs for writing	DISTRICT	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Professional Training	SLC	\$0.00
Six Traits Training	DISTRICT	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$0.00		

End of Science Goal

Parent Involvement Goal

Needs Assessment:	<p>Based on information from School Grade and Adequate Yearly Progress Data:</p> <p>Were parent involvement activities and strategies targeted to areas of academic need?</p> <p>Based on information from surveys, evaluations, agendas, or sign-ins:</p> <p>Was the percent of parent participation in school activities maintained or increased from the prior year?</p> <p>Generally, what strategies or activities can be employed to increase parent involvement?</p>
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Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
Parental Involvement/ Increase in documented Volunteer hours	By June 2010 80% of all parents/guardians will have participated in school related activities relating to their

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Through the use of the Parent Link, school website, school Marquee and flyers, parents will be encouraged to participate in school activities	Renee Grutman, Community Liaison and administration	1. Parent sign-in sheets 2. parent feedback 3. Volunteer hours documentation	1. Golden School Award 2. Based on school enrollment, track participation throughout the year.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010 80% of all parents/guardians will have participated in school related activities relating to their child.	Parental involvement and Volunteer participation	Renee Grutman, Community Liaison and Bobby Goodwin, administrator	October 2009/ May 2010	1. Document parental involvement in Volunteer hours program. 2. Parent sign-in sheets	Renee Grutman and Bobby Goodwin, administrator

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
PTSA	PTA	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
PHONE LINK WEB SITE MARQUEE	GENERAL	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
BREAKFAST/TRAINING BETWEEN FACULTY/PARENTS	PTA	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Parent Involvement Goal

Other Goals

Graduation Rate Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increase the rate graduation by at least 5% in June of 2010.		By June 2009, the graduation rate will increase to 80 %		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Identify at risk students through data warehouse; Enroll students in need of credit recovery in APEX; Implement a mandatory tutoring policy for students in need of remediation	Administrator, Sharon Grant, Guidance, and Principal	Review of grades at interim, Classroom walkthroughs, Student conferences with administration and guidance	Grades, FAIR, District Assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Graduation Rate	Lesson Plans	Title I Coaches/Administration	September 09	Classroom walkthroughs, lesson plan study, grades earned analysis	Administrator

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
ACT	District	\$0.00
Tutorial	Carl Perkins Grant	\$5,000.00
		Total: \$5,000.00
Technology		
Description of Resources	Funding Source	Available Amount
APEX	District	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Lesson Planning	in-house	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Incentives	Internal Funds	\$2,000.00
		Total: \$2,000.00
		Final Total: \$7,000.00

End of Graduation Rate Goal

LOWEST 25% (AT RISK) Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
Graduation Rate	To increase the graduation rate of all students

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.APEX CREDIT RECOVERY	1.ADMINISTRATOR	1.MONITOR CREDITS EARNED BY STUDENTS ENROLLED 2. Identify students needing credit recovery courses	1.REVIEW CREDIT HISTORY OF STUDENT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
LOWEST 25% (AT RISK)		To move the mastery level of the lowest 25th percentile		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. GROUP COUNSELING	1.GUIDANCE COUNSELOR ADMINISTRATOR	1. WEEKLY MONITORING OF COHORT GROUP	1. REVIEW FOR DECREASE IN REFERRALS/ABSENEEISM/INCREASE IN GRADES

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
At risk graduation	Credit Recovery	Administrator	September 2009	Observations, Individual student conferences, Parent Letters home on progress	Principal, Administration
Lowest 25%	Tutorials, pull out/push in/team teaching	Academic Coaches, Administration	August 2009	Observations, lesson plan study and data analysis of assessments	Principal, Administration, Coaches

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
APEX	District	\$0.00
Amsco	General Budget	\$6,000.00
		Total: \$6,000.00
Technology		
Description of Resources	Funding Source	Available Amount
APEX Labs	District	\$0.00
Compass Odyssey	District	\$0.00
BEEP	District	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Lesson Plans	SLC	\$2,000.00
		Total: \$2,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$8,000.00

End of LOWEST 25% (AT RISK) Goal

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	AMSCO	NONE	\$0.00
Reading	NAT'L GEOGRAPHIC	DISTRICT	\$0.00
Reading	Springboard	Business Partner	\$29,000.00
Reading	Jamestown Fluency	None	\$0.00
Mathematics	CALCULATORS	BROWARD ED FOUND.	\$2,000.00
Mathematics	MANIPULATIVES	GENERAL	\$2,000.00
Writing	Professional Training	SLC	\$0.00
Science	Full complement of supplies & equipment ordered to comply with standardized "essential labs"	General Budget	\$3,000.00
Science	Ancillary Science FCAT workbooks – renewable each year with textbook purchase requisition		\$0.00
Science	SIOP Biology text for 30 students	District funded	\$0.00
Parental Involvement	PTSA	PTA	\$0.00
Graduation Rate	ACT	District	\$0.00
Graduation Rate	Tutorial	Carl Perkins Grant	\$5,000.00
LOWEST 25% (AT RISK)	APEX	District	\$0.00
LOWEST 25% (AT RISK)	Amsco	General Budget	\$6,000.00
			Total: \$47,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	READING PLUS	SAC COMMITTEE	\$3,000.00
Reading	BEEP	DISTRICT	\$0.00
Reading	FAIR	STATE	\$0.00
Reading	ACT online	DISTRICT	\$0.00
Mathematics	FCAT EXPLORER	DISTRICT	\$0.00
Mathematics	PROMETHEAN BOARD	DISTRICT	\$0.00
Mathematics	Compass Odyssey	DISTRICT	\$0.00
Mathematics	BEEP	DISTRICT	\$0.00
Writing	Professional Training	SLC	\$0.00
Writing	Use of Labs for writing	DISTRICT	\$0.00
Science	Use of mico-prober	General Budget	\$0.00
Science	Digital Classroom	District	\$0.00
Parental Involvement	PHONE LINK WEB SITE MARQUEE	GENERAL	\$0.00
Graduation Rate	APEX	District	\$0.00
LOWEST 25% (AT RISK)	APEX Labs	District	\$0.00
LOWEST 25% (AT RISK)	Compass Odyssey	District	\$0.00
LOWEST 25% (AT RISK)	BEEP	District	\$0.00
			Total: \$3,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	CRISS TRAINING	IN-HOUSE	\$0.00
Reading	COLLEGE BOARD/SPRINGBOARD	SLC	\$5,550.00
Reading	SOCRATIC SEMINAR	IN-HOUSE	\$0.00
Mathematics	LESSON ALIGNMENT	n/a	\$0.00
Writing	Professional Training	SLC	\$0.00
Writing	Six Traits Training	DISTRICT	\$0.00
Science	Training sessions		\$0.00
Parental Involvement	BREAKFAST/TRAINING BETWEEN FACULTY/PARENTS	PTA	\$0.00
Graduation Rate	Lesson Planning	in-house	\$0.00
LOWEST 25% (AT RISK)	Lesson Plans	SLC	\$2,000.00
			Total: \$7,550.00
Other			
Goal	Description of Resources	Funding Source	Available Amount

Graduation Rate	Incentives	Internal Funds	\$2,000.00
			Total: \$2,000.00
			Final Total: \$59,550.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Intervene	jn Correct II	jn Prevent II	jn Correct I	jn Prevent I	jn NA
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No Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
READING PLUS	3000
Materials for students	15000

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

The SAC Committee will continue the process of monitoring the school improvement plan through sub-committee work. The committee will also make recommendations that pertain to the School Improvement Plan and student achievement.

SAC Members

Members

- 1) Enid Valdez, Principal
- 2) Walter Weidler, SAC Chair
- 3) Javier Gonzalez, SAC Chair
- 4) Shanna Bookal, Student
- 5) Anne Richman, Business Member
- 6) Tori Breihahn, Parent
- 7) Sherrie Gay Bryan, Parent
- 8) Jackie Tanner, Parent
- 9) Myra Piper, Parent
- 10) Nancy Winslow, Parent
- 11) Miles Robison, Community Member
- 12) Steve Cromwell, School Support Personnel
- 13) Bruce Terl, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward PIPER HIGH SCHOOL 1901												
Number of students enrolled in the grades tested:														Read: 1375		2008-2009		C		Did the School make Adequate Yearly Progress?		NO				
Click here to see Number of students in each group														Math: 1375		School Grade ¹ :										
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009
TOTAL ⁴	98	Y	98	Y	31	N	65	N	89		Y	61	75	Y	64	69	N	36	35	N	32	N	68	Y		
WHITE	100	Y	99	Y	43	N	79	Y			Y	71	82	Y	54	57	N	23	21	NA	42	N	79	NA		
BLACK	98	Y	97	Y	20	N	54	N	88		Y	56	70	Y	71	80	N	47	46	N	22	N	58	N		
HISPANIC	99	Y	98	Y	40	N	71	Y	85		Y	61	76	Y	61	60	N	32	29	NA	41	N	73	NA		
ASIAN	98	Y	98	Y		NA		NA			NA						NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA						NA			NA						
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	26	N	59	N	86		Y	55	74	Y	67	74	N	40	41	N	27	N	64	N		
ENGLISH LANGUAGE LEARNERS	100	Y	99	Y	9	N	40	N	63	86	Y	43	71	Y	89	91	N	60	60	N	12	N	50	N		
STUDENTS WITH DISABILITIES	95	Y	95	Y	22	N	37	N	72	86	Y	40	57	Y	79	78	N	66	63	N	21	N	37	N		

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward PIPER HIGH SCHOOL 1901												
Number of students enrolled in the grades tested:														Read: 1447		2007-2008		D		Did the School make Adequate Yearly Progress?		NO				
Click here to see Number of students in each group														Math: 1442		School Grade ¹ :										
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	98	Y	98	Y	36	N	64	Y	92	89	N	60	61	Y	71	64	NA	41	36	NA	42	NA	76	NA		
WHITE	99	Y	98	Y	46	N	77	Y			Y	73	71	N	54	54	NA	22	23	NA	49	NA	85	NA		
BLACK	98	Y	97	Y	29	N	53	N	89	88	N	50	56	Y	79	71	NA	52	47	NA	35	NA	70	NA		
HISPANIC	97	Y	97	Y	39	N	68	Y	89	85	N	63	61	N	72	61	NA	42	32	NA	46	NA	78	NA		
ASIAN	98	Y	98	Y		NA		NA			NA						NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA						NA			NA						
ECONOMICALLY DISADVANTAGED	98	Y	97	Y	33	N	60	N	89	86	N	51	55	Y	79	67	NA	46	40	NA	39	NA	74	NA		
ENGLISH LANGUAGE LEARNERS	98	Y	97	Y	11	N	40	N	76	63	N	45	43	N		89	NA		60	NA		NA				
STUDENTS WITH DISABILITIES	94	N	93	N	21	N	34	N	71	72	Y	43	40	N	89	79	NA	78	66	NA	27	NA				

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward PIPER HIGH SCHOOL 1901													
Number of students enrolled in the grades tested:														Read: 1435		2006-2007		C		Did the School make Adequate Yearly Progress?		NO					
Click here to see Number of students in each group														Math: 1433		School Grade ¹ :											
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	99	Y	98	Y	29	N	59	Y	91	92	Y	66	60	N	70	71	NA	39	41	NA	42	NA	75	NA			
WHITE	99	Y	99	Y	46	N	78	Y			Y	76	73	N	51	54	NA	22	22	NA	55	NA	82	NA			
BLACK	98	Y	98	Y	21	N	48	N	86	89	Y	59	50	N	80	79	NA	52	52	NA	34	NA	70	NA			
HISPANIC	98	Y	98	Y	28	N	58	Y	89	N	68	63	N	72	72	NA	32	42	NA	43	NA	43	NA	79	NA		
ASIAN	100	Y	100	Y		NA		NA			NA	77	76	NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA						NA			NA							
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	21	N	54	N	88	89	Y	58	51	N	79	79	NA	49	46	NA	34	NA	76	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	99	Y		NA		NA	78	76	N	59	45	N		NA				NA							
STUDENTS WITH DISABILITIES	97	Y	95	Y	11	N	22	N	78	71	N	37	43	Y	79	89	NA	70	78	NA	30	NA	55	NA			

SCHOOL GRADE DATA

Broward School District PIPER HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	32%	68%	92%	24%	216	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	44%	74%			118	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)	62% (YES)			110	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	51%	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					454	
Percent Tested = 98%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Broward School District PIPER HIGH SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	39%	68%	80%	27%	214	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	51%	75%			126	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	44% (NO)	67% (YES)			111	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	47%	58%			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					451	
Percent Tested = 97%						Percent of eligible students tested
School Grade					D	Grade based on total points, adequate progress, and % of students tested

Broward School District PIPER HIGH SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	32%	64%	85%	26%	207	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	46%	72%			118	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)	69% (YES)			117	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	37%	41%			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					442	
Percent Tested = 98%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested