

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: ATLANTIC TECHNICAL CENTER

District Name: Broward

Principal: Robert B. Crawford

SAC Chair: Jose Muro

Superintendent: James F. Notter

Date of School Board Approval: 12/01/09

Last Modified on: 09-17-2009

Dr. Eric J. Smith, Commission
Florida Department of Educat
325 West Gaines Street
Tallahassee, Florida 32395

Dr. Frances Haithcock, Chance
K-12 Public Schools
Florida Department of Educat
325 West Gaines Street
Tallahassee, Florida 32395

VISION and MISSION STATEMENTS

VISION

All students at Atlantic Technical Center and Technical High School will be prepared to succeed in a global society.

MISSION

The mission of Atlantic Technical Center and Technical High School is to promote excellence in academic, career and technical studies in order to prepare students to enter and remain competitive in a global workforce.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Atlantic Technical Center and Technical High School opened in August 2002 as a freshman-only school and phased in one class each year to become a full grade 9-12 facility in the 2005-06 school year. This school has a maximum enrollment of 600 students, with no more than 150 students per grade. It has a four-by-four 90-minute block schedule and a required core curriculum of eight classes per year. The sole elective is an eight credit technical program of study during the junior and senior years. Students graduate with a college-ready high school diploma and with the opportunity for: a technical certificate offering dual enrollment quality points; industry credential(s) and articulated college credit.

Unique School Strengths for Next Year

To deliver a rigorous and relevant four year course of study linking a strong, comprehensive, academic core program with state-of-the-art technical education through personalization and differentiated instruction.

Unique School Weaknesses for Next Year

To increase the number of students meeting high standards in Reading, Writing and Science. To increase the scores and number of students taking the SAT/ACT and CPT.

Student Demographics

Student Demographics Asian: 4% Black: 40% Hispanic: 22% Multi: 1% White: 33% ESOL: 3% Free and Reduced Lunch: 41% ESE: SLD-2%, Gifted-5%

Student Attendance Rates

Over the past three years the school has averaged 95.7% attendance as compared with the District average. Since absences affect learning, the staff contacts parents by phone and through email to address attendance concerns. Attendance letters are sent home and parent conferences are scheduled to address students who are in danger of exhibiting a pattern of non-attendance.

Student Mobility

Based upon school withdrawal data the mobility rate is 5%.

Student Suspension Rates

The culture of the school, including small class size and personalization contribute to the low suspension rate (4% In-school suspensions and 1% external suspensions).

Student Retention Rates

The school has a retention rate of 0%. The rationale behind such a low retention rate is the personalization that takes place through guidance, administration, individual staff and professional learning communities. The school also utilizes an "Academic Check-up" (counseling of all students in danger of failing at every 2, 4, 6, and 8 week intervals each term) in which students are given support to enable them to be successful.

Class Size

19.56

Academic Performance of Feeder Pattern

The school is a magnet high school that draws its population from all middle schools north of Sunrise Blvd. Entering 9th grade students must meet the minimum eligibility requirements of 2.0 GPA in core academic classes and level 3 on both FCAT Math and Reading. ESOL students are admitted if their GPA meets the 2.0 requirement, but need level 3 on only one of the FCATs. Generally, ESOL students are admitted with level 3 in Math and level 1 or 2 in Reading.

Partnerships and Grants

Sonny's Enterprises-Partnership; Perkins Secondary Grant; City of Wilton Manors-Robotics Grant; American Library Association-Grant

STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

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

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

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Robert B. Crawford	Bachelors and Masters Degrees in Distributive Education 7-12/ Certification as Director of Vocational Education, Marketing and Teacher Coordinator Co-op Education	22	35	2002-03 "N" (baseline), 2003-2005 "B", 2005-2008 "A", AYP 6 consecutive years
Assis Principal	Neddie Lynn	Masters in Reading, Bachelor Degree in Elementary Education, Educational Leadership Certification	8	4	2002-03 "N" (baseline), 2003-2005 "B", 2005-2008 "A", AYP 6 consecutive years
Assis Principal	Wes Mabin Jr.	Ph.D/Ed. D Educational Leadership Certified in Guidance and Counseling and Educational Leadership and Adult Administration	5	19	2003-2005 "B", 2005-2008 "A", AYP 6 consecutive years
Assis Principal	Cory L. Mimbs	Bachelors and Masters Degrees in Distributive Education 7-12/ Certified as Director of Vocational Education	16	33	2002-03 "N" (baseline), 2003-2005 "B", 2005-2008 "A", AYP 6 consecutive years
Assis Principal	Neeta E. Rancourt	Bachelors Degree in Elementary Education, Masters Degree in Education/ Certified in Elementary Education, Adult Administration and Educational Leadership	3	11	2006-2008 "A", AYP 2 consecutive years

* 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	Barbara Lynch	Elem 1-6 Reading K-12 Social Sci 5-9 ESOL Reading Coach DOE Prof-5Yr	6	12	2004-05 Present school (Atlantic Technical Center Magnet High School) went from a 'B' to an 'A'; and met AYP requirements. 2001-02 Prior school (Coral Springs High School) went from a 'C' to a 'B'.

* 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. Collegial Professional Learning Communities for Content Areas and Grade Levels	Rotates among members of PLC to increase stakeholder ownership	Ongoing/monthly for 2009-2010	
2. Mentorship for teachers new to the school	Faculty Co-chair and other content area teachers	Ongoing/weekly for 2009-2010	
3. Teaming of 9th Grade Students	Administrator/Master Schedule team	June 2010	
4. Interdisciplinary Projects	Faculty	June 2010	
5. Content area vertical teams	Administrator, Department Chairs and instructional staff	June 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
25	0	0	28	72	52	100	8	36	100

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Brad Gammon	John Cicos	Both are in the same department: Mentor/ScienceMentee/ScienceCurricula have numerous interdisciplinary projects integrating chemistry and environmental science.	Planning of Quadrant D Projects Instruction in use of the Tech Tracker, the comprehensive database used by the school.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

High School Administrator; Reading Coach; Guidance Counselors; ESE Specialist; Support Facilitator; Media Specialist; Faculty Chairs; Mathematics Teacher and Science Teacher.

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

The school-based RtI Leadership Team functions through various meeting configurations: Leadership Meetings, Learning Communities (full, grade level and content area) and CPST meetings.

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

The team develops Action Plans, reviews student achievement data, makes recommendations for scheduling and curriculum enhancement, and assists in promoting differentiated instruction to enhance each students' achievement. The team and staff work together to develop a school wide plan of behavioral expectations and consequences. School-wide and/or class-wide positive strategies are consistently in use throughout each school day. The team also provides support to teachers dealing with hard-to-teach students through consultation and collaboration. When a teacher feels that a student is not able to make progress or self regulate his/her own behavior then the appropriate members of RTI Leadership Team address the teacher's concern and assist to develop targeted evidence-based interventions to be attempted to encourage student success. Parent (s) and student are an integral part of the problem-solving process. Data is collected and reviewed. Interventions are adjusted based on the data. The RTI Leadership Team utilizes their support staff with particular areas of expertise to interpret the data and the team generates a hypothesis about the causes of problem and works to identify desired replacement behaviors or instructional strategies towards improvement. Struggling Reader/Math Charts, and/or behavioral references will be employed to support positive change.

RTI Implementation

Describe the data management system used to summarize tiered data.

A specific Data Management system, Tech Tracker, has been developed to support the disaggregation of data. The staff utilizes the pre-planning days for data analysis which drives the instructional foci.

Tier 1 – Administration discipline files and Teacher classroom records are utilized to track compliance. Tech Tracker will allow all teachers, administrators, and support staff to monitor academic and behavioral status of the entire school body.

Tier 2 – RTI Leadership Team member assigned as case manager consults with the classroom teacher and completes the intervention record and maintains the on going data that is being collected.

Tier 3 – RTI Leadership Team develops intensive, evidence-based interventions with the full RTI Team and data is collected. An FBA/PBIP may be generated as well as the need to pursue a psychological evaluation for ESE services.

Describe the plan to train staff on RTI.

Professional development during pre-planning week and ongoing Learning Communities throughout the year including Early Release and Planning Days as appropriate.

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?

9th and 10th grade FCAT Reading Scores, 10th grade Writing scores and 11th grade Science scores.

Instructional Calendar Development

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

Bi-Monthly Grade level Professional Learning Communities develop Instructional Foci Calendars utilizing District IF calendars and data disaggregated from BAT, FCAT, SAT, ACT and CPT. Also, included in data study are the 8th grade FCAT Writes, the Atlantic Technical Center's Writing Explosion including a baseline assessment, grades 9-12. The initiative is to raise student achievement through the study of all data and planning accordingly for individual students and classroom instruction. Teachers prepare lessons supporting content and through data study from the above mentioned assessments. There is constant reflection on the results in Grade and Content PLC's. Best practices are supported by the Media Specialist and Reading Coach in partnership with all content areas and shared during monthly Full Learning Communities.

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

Reading Grade 9: Reference and research, main idea
Reading Grade 10: Main idea, comparison, reference and research
Writing Grade 10: Persuasive
Math Grade 9: Number sense, measurement
Math Grade 10: Measurement, geometry, data analysis
Science Grade 11: Physical and Chemical, earth/space, and life/environmental

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

Data is updated weekly through a comprehensive data system, Tech Tracker. Grade Level Learning Communities meet bi-monthly to examine the data which includes mini-BAT, BAT, FCAT, CPT and SAT/ACT. Scheduling, lesson planning and instruction are driven by data analysis.

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

As a Technical Magnet High School, students complete eight courses in one of 26 technical programs leading to certification and/or licensure. Students utilize these industry credentials as a springboard to college, post-secondary study and part-time employment, or as a rung on their individual Career Pathway. The application of technical concepts in conjunction with academic content enhances student learning and student achievement.

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?

Academic planning based on student interest identified through the CHOICES program is facilitated with 9th graders by guidance counselors. Teachers encourage students to challenge themselves with honors and AP courses and through project-based learning. The master schedule is based upon student needs.

A Career/Technical Transition Specialist is the point person to assist students in choosing a Technical program in spring of the 10th grade. Prior to doing this, students take Technology Studies 1 and receive a folder containing information on each technical program. These sheets, which are also posted on the school's website, contain the following information: the four year plan; opportunities for Technical dual enrollment and articulated college credit as well as industry credentials and post-secondary career options. Students also tour the technical programs to meet with the instructors.

After the "Tech Tours" students attend the Senior Career Fair and Expo. This is a one day event in February when 9th and 10th grade students can hear and see presentations by seniors about the programs the school offers. Students have the opportunity to ask questions and receive student-made handouts to further assist them in their choices. Community businesses and other stakeholders also attend this event.

An informational Parent Night takes place in February to address parent questions and concerns. Following these activities, students meet with the Career/Technical Transition Specialist individually and in small groups to make their selections. The specialist is also available at lunch daily and by appointment for both students and parents. The final choice for the Technical Program for each student is also completed at this time.

DO

Direct the Instructional Focus

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

Lesson plans are driven by the IF Calendar and delivery varies daily depending upon student needs and teacher professional discretion. Bi-Monthly Grade level Professional Learning Communities develop Instructional Foci Calendars utilizing District IF calendars and data disaggregated from BAT, FCAT, SAT, ACT and CPT. Also, included in data study are the 8th grade FCAT Writes, the Atlantic Technical Center's Writing Explosion including a baseline assessment, grades 9-12. The initiative is to raise student achievement through the study of all data and planning accordingly for individual students and classroom instruction. Teachers prepare lessons supporting content and through data study from the above mentioned assessments. There is constant reflection on the results in Grade and Content PLC's. Best practices are supported by the Media Specialist and Reading Coach in partnership with all content areas and shared during monthly Full Learning Communities.

How are instructional focus lessons developed and delivered?

Content area teacher develop IF lessons as teams based upon individual student needs. District IF Calendars are guidelines for this process. They are delivered via technology and in large group and/or small group settings with the support of the Media Specialist and Reading Coach.

How will instructional focus lessons be revised and monitored?

Teachers monitor student progress by developing appropriate assessments and rubrics, re-teaching if necessary and through collegial conversations in PLC's. Data, updated weekly in Tech Tracker is utilized by Grade and Content PLC's to adjust IF calendars and drive 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.

Teachers utilize Quadrant D projects graded by rubric, standardized, publisher and teacher-made tests to assess student achievement.

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

Student scores are analyzed and concepts are re-taught using alternative methodology as needed.

Maintenance

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

Grade level and content area learning communities disaggregate data and make appropriate modifications in curriculum.

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.

Professional learning communities meet once per week throughout the school year to evaluate data and plan instruction.

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 meets with the Assistant Director in charge of the High School twice monthly to review progress in teaching and learning and to chart future endeavors as well as making recommendations for further enhancement of the curriculum.

ACT

Supplemental and Intensive Instruction/Interventions

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

The Reading Coach models appropriate strategies and techniques in classrooms. During Supplemental Academic Instruction (SAI) the Reading Coach meets one-on-one with students. Each student is taught by staff members who are Reading endorsed, Reading certified or trained in McRel, CRISS strategies. The Mathematics department analyses student data and the master schedule is adjusted so that students can be scheduled in year-long math classes. Students are scheduled for one and one-half credit in science in grade 9. Science teachers spiral the curriculum in grades 9-11 and the 11th grade Physics teacher conducts daily Science reviews on key concepts. During each term Academic Check-ups are held every 2,4,6 and 8 week intervals by guidance counselors with students in danger of failing.

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

The Reading Coach provides supplemental and intensive interventions. Students utilize FCAT Explorer both in school and at home. After school tutoring in Math, Science and Language Arts is available twice weekly after school. Math tutoring is also available two mornings per week.

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

Staff members are surveyed at the beginning and end of every year to determine professional needs in order to improve student achievement through classroom instruction.

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

The lower quartile as determined by FCAT Reading, Writing, Math and Science tests are targeted for intensive intervention and instruction.

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

Pre and post tests, BAT, mini BAT and FCAT will be used to measure the effectiveness of the interventions.

Enrichment

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

Book clubs, Teen Trendsetters, Reading Across Broward, Battle of the Books, Brain Bowl and Mu Alpha Theta along with academic and technical competitions support acceleration and enrichment for students. The Music Appreciation class presents productions during and after school open to students who are interested in participating. School-wide celebrations of Math, Reading and Science achievements are infused throughout the school day when appropriate. After school classes are held for SAT/ACT preparation for college entrance exams. Eleven Advanced Placement courses are offered at the school. All students are required to participate in the school's Summer Reading program. Alternative instructional delivery methods include: Quadrant D project-based learning, individual students working in small groups with staff after school, and after school classes for college preparation. Additionally, students participate in supplemental instruction for Advanced Placement courses by attending after school or weekend sessions designed to enhance student achievement. Students also participate in county directed AP practice program.

Describe how students are identified for enrichment strategies.

Students self-select participation in the numerous opportunities on campus. Through the personalization available in a small school, reticent students are encouraged to participate by their teachers and counselors. A database is used by staff to recommend students for AP classes.

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)
Full Faculty PLC	Assistant Director, Neddie Lynn	Monthly	1:45-2:15	Continual data analysis including best practices and professional development. CWT is utilized to support implementation of professional development concepts to enhance student achievement.
Grade Level PLC	Rotating leadership among staff members	Bi-monthly	1:45-2:15	Personalization of all facets pertaining to student achievement including, data analysis, grades and behavior.
Content Area PLC	Rotating leadership among staff members	Monthly	1:45-2:15	Articulation of curriculum including Advanced Placement vertical teaming for key concepts in all content areas, data analysis and planning of differentiated instruction.
Leadership Team PLC	Assistant Director, Neddie Lynn	Monthly	1:45-2:15	Data analysis, development of processes, discussion of expectations, follow-up on essential questions with an emphasis on quality. The twice monthly Grade Level PLC findings are brought to the Leadership Team PLC for discussion and adjustment to professional development for content area teachers. CWT is a method utilized to support teacher follow through on the differentiation of instruction in the classroom.

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

Postsecondary Transition

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

In order to increase postsecondary readiness the following are in place: after school free SAT/ACT preparation classes; CPT practice incorporated in Advanced Reading classes and all mathematics classes; Advanced Placement Recruitment assembly to

introduce the advantages of AP courses to students; Juniors attend annual College Fair; Technical Dual Enrollment credit available to qualified seniors; students are encouraged to enroll in academic Dual Enrollment courses through nearby Broward College; school and community-wide Senior Career Fair and Expo; Junior assembly to encourage enrollment in the PSAT; BRACE Advisor meets individually with students and parents to discuss postsecondary options and scholarship opportunities; monthly scholarship bulletin is posted on the school's website; a counselor is dedicated to senior students; Academic Enrichment program offers after school tutoring; Mu Alpha Theta offers morning mathematics tutoring; and parent education sessions through SAF on the college application and financial aid process.

PART II: EXPECTED IMPROVEMENTS

Reading Goal

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

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

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

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

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

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on SSS, all groups have met AYP targets for six years. SSS data for Spring 2009 reveals continued growth with 75% of students in grades 9 and 10 meeting high standards in Reading.		By June 2010, using the 8 step process 78% of Atlantic Technical Center High School 9th and 10th grade students who meet the criteria of the DOE rule will score level 3 or higher and 67% of the lower quartile will demonstrate learning gains on the Reading FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Identify staff development needs in critical content, reading strategies and advanced placement. Provide training opportunities.	Professional Development team	PDCA	Teacher Survey
2	Data from September and December BAT will be used to identify deficit areas for students in all AYP subgroups.	Reading Coach	PDCA: Compare past and present BAT scores to determine weaknesses to be addressed.	November BAT
3	Reading is the Instructional Focus in every class, every day and is planned through content area and grade level PLCs.	Faculty Chairs and Reading Coach	PDCA: Check progress through Learning Community discussion	Reading/Writing Explosion 2010 FCAT scores
4	Students will be engaged in project-based learning incorporating informational text through the use of 21st century information literacy skills to facilitate student achievement.	Media Specialist and teachers Administrator	PDCA; student surveys; student input through writing, CWT	Student surveys and products
5	After school SAT/ACT prep classes will be offered.	Assistant Director	PDCA; comparison of SAT/ACT pre and post tests.	Increased test scores
6	Students will participate in Florida Teens Reading, Battle of the Books and Reading Across Broward programs to promote literacy across the curriculum and increase the circulation of books.	Reading Coach and Media Specialist	PDCA; monitor increase in number of participants; increase in number of books in circulation	Increased number of participants; increased library circulation
7	Continued implementation of school-wide initiatives in vocabulary development for the college bound in the advanced reading classes and sustained silent reading. All students participate in the Word of the Day vocabulary initiative.	Reading Coach and Advanced Reading teacher Administrator	Focus on classroom use of vocabulary in context, CWT	Increased SAT/ACT/CPT scores
8	Continued implementation of The Edge reading	Reading Coach	Continued monitoring of mini-assessments	Increased FCAT scores of lower quartile

	program to address the needs of the lower quartile.			
9	Students will reflect monthly on self-selected reading and non-fiction teacher selected relevant news and magazine articles.	Reading Coach and teachers	PDCA	Increased library circulation; Newspapers in Education participation
10	Ninth and 10th grade students continue CHOICES program with guidance counselor to identify career fields and other interests	Guidance Counselors	PDCA	Completion of CHOICES assignments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, using the 8 step process 78% of Atlantic Technical Center High School 9th and 10th grade students who meet the criteria of the DOE rule will score level 3 or higher and 67% of the lower quartile will demonstrate learning gains on the Reading FCAT.	Grade 9-12 academic and technical teachers attend workshops on content area process to increase student achievement. 2009-2010 processes include the differentiation of instruction accenting postsecondary preparation beginning with the "warm-ups" in each classroom, all content areas, based upon higher level reading, math and science readiness, re: Senate Bill 1908. Teachers will also receive training in Vertical Teaming by content area to improve alignment of content in order to support higher level student achievement. Staff is involved in professional development during Early Release and Planning days to develop appropriate content to reinforce the above initiative. They also have the opportunity to be trained in CRISS, McRel or Reading endorsement.	Reading Coach, Barbara Lynch and staff as appropriate to topic. Vertical Teaming is led by Advanced Placement instructional staff: Lynn Arico, Patrece Celestino, Vicky LaPorte, Robert Palumbo, Nahommy Guzman-Otero, Brad Gammon, Elizabeth Ferris, Theresa Rebello, Betty Schultz, Susan Greenberg and Ellen Williams	June 2010	Lesson plans and student work samples submitted to and reviewed by Administrator, Neddie Lynn. CWT and Leadership Team discussion assists with the follow-up implementation strategy. CWT followed by department conferences assists with collegial conversation to increase student achievement.	Assistant Director, Neddie Lynn

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

The staff participates in ongoing professional development in reading strategies. These strategies are utilized in the classroom during the school's Reading Explosion, through research-based projects and during Silent Sustained Reading (SSR). A calendar for SSR is developed at the beginning of each school year so that students in all classes, both academic and technical, read every day for pleasure. Ongoing training is available for CRISS, McRel or Reading endorsement.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Edge Reading Program in Place. No further resources necessary	N/A	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Compass Learning FCAT Explorer	None FCAT Explorer-Free from state	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Training of all academic and technical staff in reading and writing initiatives-in house staff trainers	ATC	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount

Weekly News Quiz	Accountability funds	\$135.00
		Total: \$135.00
		Final Total: \$135.00

End of Reading Goal

Mathematics Goal

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

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

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

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

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

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on SSS, all groups have met AYP targets for six years. SSS data for Spring 2009 reveals continued growth with 88% of students in grades 9 and 10 meeting high standards in Mathematics.		By June 2010, using the 8 step process 90% of Atlantic Technical Center High School 9th and 10th grade students who meet the criteria of the DOE rule will score level 3 or higher and 93% of the lower quartile will demonstrate learning gains on the Mathematics FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will utilize spiraling curriculum to formulate daily warm-ups	Assistant Director, Neddie Lynn, Math staff	PDCA and conversations in Content Area PLC's, CWT	Pre and post tests
2	To boost achievement of all students, including the lower quartile, staff makes recommendations for appropriate placement for the following year. Students will be enrolled in year long math classes as deemed appropriate by data analysis and staff input.	Assistant Director, Neddie Lynn, Math staff and Master Scheduling team	PDCA	Increase in FCAT scores of the lower quartile
3	Celebration of mathematics events will be scheduled for Pi Day, Math Challenge and Math Bingo in which students participate.	Math teachers and Assistant Director, Neddie Lynn.	Conversations in Content Area PLC's and full faculty PLC's. CWT is the method used to monitor student engagement in activities.	Teacher made quizzes, tests and rubrics in addition to an increase in FCAT scores of the lower quartile and increase in scores for students scoring level 3 and higher. Also evaluation of SAT, ACT, CPT and Advanced Placement scores.
4	Staff and Mu Alpha Theta students provide tutoring enrichment program in Mathematics before school and during the after school Academic Enrichment program. All students including those in the lowest quartile are eligible and encouraged to participate.	Assistant Director, Neddie Lynn and Mu Alpha Theta advisor, Theresa Rebello	PDCA	Increase in FCAT scores of the lower quartile. The increase in student assessment scores on teacher assessments, as well as ACT, SAT and CPT.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, using the 8				Content Area Learning	

step process 88% of Atlantic Technical Center High School 9th and 10th grade students who meet the criteria of the DOE rule will score level 3 or higher and 93% of the lower quartile will demonstrate learning gains on the Mathematics FCAT.	Vertical Teaming	Connie Oshry, Theresa Rebello, Hallema Collier, Scott Tasca and Susan Greenberg	June 2010	Communities (meeting monthly and during Early Release and Teacher Planning Days), student performance on classroom warm-ups, including attention to all subgroups (AYP). Continual reinforcement and analysis of disaggregated data in Student Data Folders.	Assistant Director, Neddie Lynn
By June 2010, using the 8 step process 88% of Atlantic Technical Center High School 9th and 10th grade students who meet the criteria of the DOE rule will score level 3 or higher and 93% of the lower quartile will demonstrate learning gains on the Mathematics FCAT.	Data Analysis	Data Team	June 2010	Data Team	Assistant Director, Neddie Lynn
By June 2010, using the 8 step process 88% of Atlantic Technical Center High School 9th and 10th grade students who meet the criteria of the DOE rule will score level 3 or higher and 93% of the lower quartile will demonstrate learning gains on the Mathematics FCAT.	Differentiated Instruction	Math Teachers	June 2010	Pre and Post Tests PDCA	Assistant Director, Neddie Lynn
By June 2010, using the 8 step process 88% of Atlantic Technical Center High School 9th and 10th grade students who meet the criteria of the DOE rule will score level 3 or higher and 93% of the lower quartile will demonstrate learning gains on the Mathematics FCAT.	Spiraling Instruction	Math Teachers	June 2010	Pre and Post Tests PDCA	Assistant Director, Neddie Lynn

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
State-of-the-art learning tools and improvement of laptop cart functions, Promethean boards and Activotes.	School, district, state	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Ongoing professional development during PLC's, Early Release and planning days as appropriate-training by staff	None	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
Math competition resources	Accountability funds	\$75.00
Total: \$75.00		
Final Total: \$75.00		

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Analysis of the June 2009 data informs the needs for the 2009-2010 school year: By June 2010 using the 8 Step Process, 64% of 11th grade students will score a level 3 or higher on the Science FCAT.		Analysis of the June 2009 data as measured on the Science FCAT indicates 59% of 11th grade students scored level 3 and above. By June 2010, using the 8 step process 64% of Atlantic Technical Center High School 11th grade students who meet the criteria of the DOE rule scored level 3 or higher on the Science FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Ninth grade students will be enrolled in a ½ credit Integrated Science course in addition to the one credit Biology course.	Assistant Director, Neddie Lynn, Master Scheduling Team	Content is evaluated through use of the District IF calendar. Students and teachers meet to analyze performance on various assessments.	The results of teacher quizzes and tests, mid term and final exams are recorded and studied by teachers with students. Increase in FCAT, SAT,ACT and CPT scores. Academic Check-up by guidance counselors to support all students.
2	Science classes will include Quadrant D project- based learning activities (high level learning with predictable and unpredictable results) and laboratory experiments.	Assistant Director, Neddie Lynn, Science Chair, Media Specialist and Science teachers	Conversations in Content Area PLC's, CWT	The results of teacher quizzes and tests, mid term and final exams are recorded and studied by teachers with students. Increase in FCAT, SAT,ACT and CPT scores. Academic Check-up by guidance counselors to support all students.
3	Technology will be used to deliver content area lessons.	Assistant Director, Neddie Lynn, Science teachers and Media Specialist	PDCA	The results of teacher quizzes and tests, mid term and final exams are recorded and studied by teachers with students. Increase in FCAT, SAT,ACT and CPT scores. Academic Check-up by guidance counselors to support all students.
4	10th and 11th grade science students will participate in warm-up exercises to spiral back to previous concepts. Subject area science teachers will make guest appearances to aid in the process.	Assistant Director, Neddie Lynn, Science Chair and Science Teachers	PDCA and CWT	The results of teacher quizzes and tests, mid term and final exams are recorded and studied by teachers with students. Increase in FCAT, SAT,ACT and CPT scores. Academic Check-up by guidance counselors to support all students.
5	Celebration of Science events will be scheduled including Mars Day, Einstein's birthday and Engineering Week.	Assistant Director, Neddie Lynn, Science teachers	Conversations in Content Area and Full Faculty PLC's	The results of teacher quizzes and tests, mid term and final exams are recorded and studied by teachers with students. Increase in FCAT, SAT,ACT and CPT scores. Academic Check-up by guidance counselors to support all students.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, using the 8 step process 62% of Atlantic Technical Center High School 11th grade students who meet the criteria of the DOE rule will score level 3 or higher on the Science FCAT.	Technology Integration	Media Specialist	June 2010	Content Area Learning Communities	Assistant Director and Science Chair
By June 2010, using the 8 step process 62% of Atlantic Technical Center High School 11th grade students who meet the criteria of the DOE rule will score level 3 or higher on the Science FCAT.	Paideia	Science Teacher	June 2010	Content Area Learning Communities	Assistant Director and Science Chair

By June 2010, using the 8 step process 62% of Atlantic Technical Center High School 11th grade students who meet the criteria of the DOE rule will score level 3 or higher on the Science FCAT.	Physics Modeling	Science Teacher	June 2010	Pre and Post Tests PDCA	Science Chair
By June 2010, using the 8 step process 62% of Atlantic Technical Center High School 11th grade students who meet the criteria of the DOE rule will score level 3 or higher on the Science FCAT.	Science teachers will meet with industry experts to assist in the design of Quadrant D. projects	Industry experts and Science teachers	June 2010	Pre and Post Tests PDCA	Science Chair

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
Promethean Boards ActiVotes Microscope and probes	N/A	\$0.00
		\$0.00
Turnitin.com	School budget	\$500.00
		Total: \$500.00
Professional Development		
Description of Resources	Funding Source	Available Amount
In house training by staff	None	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Science resource materials to support laboratory experiments	Accountability funds	\$200.00
		Total: \$200.00
		Final Total: \$700.00

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		
Based on SSS, all groups have met AYP targets for six years. SSS data for Spring 2009 reveals that 90% of students in grade 10 met high standards in Writing.		By June 2010, using the 8-Step Process, 92% of Atlantic Technical Center H.S. 10th grade students who met the criteria of the DOE rule will score 4.0 or higher.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Staff Development	Assistant Director, Neddie Lynn	PDCA	Teacher survey
2	Vertical teams formation in all content areas	Assistant Director, Neddie Lynn Content Area and Full faculty PLC's	PDCA	Increased student achievement in FCAT, SAT, ACT and CPT test scores
3	Writing Explosion: 9-12 students will participate in a school-wide diagnostic writing twice per year to determine pre and post test data	Assistant Director, Neddie Lynn Reading Coach	PDCA, CWT	Increased writing fluency and increased scores on FCAT Writes, SAT, ACT, CPT and teacher-made assessments

4	Continuation of 3-Minute Writes across the curriculum	Assistant Director, Neddie Lynn	PDCA	Increased writing fluency and improved FCAT Writes scores, SAT, ACT, CPT, Advanced Placement and individual student portfolio assessments
5	Research and note-taking emphasis across the curriculum	Assistant Director, Neddie Lynn Media Specialist and Reading Coach	PDCA, CWT	Master of MLA documentation styles as demonstrated on research papers and in individual student portfolios

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, using the 8-Step Process, 92% of Atlantic Technical Center H.S. 10th grade students who met the criteria of the DOE rule will score 4.0 or higher.	Grade 9-12 academic and technical teachers attend workshops on increasing writing fluency, the FCAT Writes Rubric, the Six Traits, Writing Across the Curriculum and grammatical concepts during Early Release and Planning days.	Reading Coach and English teachers	June 2010	Lesson plans and student work samples submitted to and reviewed by Administrator	Assistant Director

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
Laptops	School, district, state	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Staff development in house	None	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
Writing enhancement workshop for 9th and 10th grade students.	Accountability funds	\$600.00
Total: \$600.00		
Final Total: \$600.00		

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
Provide more detailed information about SAF and its benefit to parents and students in order to raise parent participation from 5%.	To increase parent participation to 8% by June 2010

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Increase communication with parents by sending home information with students; increase use of technology to inform parents.	Staff liaison to SAF and SAF Chair	Increased attendance at meetings	Sign-in sheets
2	Plan meeting agendas tailored to parent interest and input	To increase parent participation to 8% by June 2010	Survey parents to determine preferences	Sign-in sheets and survey feedback

Professional Development Aligned with Objective:

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

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Computers	None	\$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
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$0.00		

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Edge Reading Program in Place. No further resources necessary	N/A	\$0.00
			Total: \$0.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Compass Learning FCAT Explorer	None FCAT Explorer-Free from state	\$0.00
Mathematics	State-of-the-art learning tools and improvement of laptop cart functions, Promethean boards and Activotes.	School, district, state	\$0.00
Writing	Laptops	School, district, state	\$0.00
Science	Promethean Boards ActiVotes Microscope and probes	N/A	\$0.00
Science			\$0.00
Science	Turnitin.com	School budget	\$500.00
Parental Involvement	Computers	None	\$0.00
			Total: \$500.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Training of all academic and technical staff in reading and writing initiatives-in house staff trainers	ATC	\$0.00
Mathematics	Ongoing professional development during PLC's, Early Release and planning days as appropriate-training by staff	None	\$0.00
Writing	Staff development in house	None	\$0.00
Science	In house training by staff	None	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Weekly News Quiz	Accountability funds	\$135.00
Mathematics	Math competition resources	Accountability funds	\$75.00
Writing	Writing enhancement workshop for 9th and 10th grade students.	Accountability funds	\$600.00
Science	Science resource materials to support laboratory experiments	Accountability funds	\$200.00
			Total: \$1,010.00
			Final Total: \$1,510.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

No Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
No data submitted	

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

Monitor the implementation of the School Improvement Plan

SAC Members

Members

- 1) Crawford, Robert B., Principal
- 2) Muro, Jose, SAC Chair
- 3) Linder-Jimenez, Carina, Student
- 4) Walker, Eulalee, Teacher
- 5) Oistacher, Debbie, Teacher
- 6) Rohrbach, Margaret, Teacher
- 7) Lynch, Lynn, Teacher
- 8) Bond, Dan, Teacher
- 9) Fouquet, Alex, Business Member
- 10) Ghanem, Jay, Business Member
- 11) Hulburt, Janice, Business Member
- 12) James-Francis, Maxine, Business Member
- 13) Sheehy, Frances, Business Member
- 14) Ziobro, Gene, Business Member
- 15) Oliveira-Castro, Valeria, Parent
- 16) Martin, Valrie, Parent
- 17) Husain, Tracy, Parent
- 18) Arciniegas, Julieth, Parent
- 19) Duffy, Bill, Community Member
- 20) Hippolyte, Kent, Community Member
- 21) Lopez, Yvonne, Community Member
- 22) Silva, Maria, School Support Personnel
- 23) LaPorte, Vicky, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward ATLANTIC TECHNICAL CENTER 2221																
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 288 Math: 288		2008-2009 School Grade ¹ : A		Did the School make Adequate Yearly Progress? YES												
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c 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	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL ⁴	100	Y	100	Y	74	Y		Y			Y	80	88	Y	25	26	NA			NA		NA	75	NA				NA		
WHITE	100	Y	100	Y	77	Y		Y			94	Y	83	87	Y	23	23	NA			NA		78	NA				NA		
BLACK	100	Y	100	Y	73	Y		94	Y		Y	70	90	Y	27	27	NA		6	6	NA		72	NA				NA		
HISPANIC	100	Y	100	Y	72	Y		94	Y		94	Y	89	87	Y	30	28	NA		6	6	NA		76	NA			NA		
ASIAN		NA		NA		NA		NA			NA				NA							NA								
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA							NA								
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	75	Y		94	Y		Y	80	88	Y	35	25	NA			6		NA		76	NA		94	NA		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA				NA							NA								
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA				NA							NA								

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward ATLANTIC TECHNICAL CENTER 2221																
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 279 Math: 279		2007-2008 School Grade ¹ : A		Did the School make Adequate Yearly Progress? YES												
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c 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	2007	2008	Y/N	2007	Y/N	2008	Y/N	2008	Y/N	
TOTAL ⁴	100	Y	100	Y	75	Y		Y			Y	73	80	Y	39	25	NA			NA		NA	77	NA				NA		
WHITE	100	Y	100	Y	77	Y		Y			Y	72	83	Y	27	23	NA			NA		NA	78	NA				NA		
BLACK	99	Y	99	Y	73	Y		94	Y		Y	58	70	Y	48	27	NA			6		NA	77	NA				NA		
HISPANIC	100	Y	100	Y	70	Y		94	Y		94	Y	85	89	Y	47	30	NA		7	6	NA		76	NA		94	NA		
ASIAN		NA		NA		NA		NA			NA				NA							NA								
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA							NA								
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	65	Y		Y			Y	83	80	N	45	35	NA					NA		65	NA				NA	
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA				NA							NA								
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA				NA							NA								

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward ATLANTIC TECHNICAL CENTER 2221																
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 281 Math: 281		2006-2007 School Grade ¹ : A		Did the School make Adequate Yearly Progress? YES												
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c 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	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL ⁴	100	Y	100	Y	61	Y		Y			Y	73	NA	35	39	NA			6		NA		60	NA				91	NA	
WHITE	100	Y	100	Y	73	Y		Y			Y	72	NA	25	27	NA						NA		68	NA				89	NA
BLACK	100	Y	100	Y	52	Y		Y			Y	58	NA	45	48	NA			9		NA		53	NA				94	NA	
HISPANIC	100	Y	100	Y	53	Y		93	Y		Y	85	NA	33	47	NA			9	7	NA		57	NA				90	NA	
ASIAN		NA		NA		NA		NA			NA				NA							NA								
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA							NA								
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	55	Y		Y			Y	83	NA	43	45	NA			6		NA		59	NA				91	NA	
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA				88	NA						NA								
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA				50	NA						NA								

SCHOOL GRADE DATA

Broward School District ATLANTIC TECHNICAL CENTER 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	96%	90%	59%	320	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	64%	82%			146	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5

Gains							<ul style="list-style-type: none"> Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	51% (YES)	90% (YES)				141	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake						NA	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned						607	
Percent Tested = 100%							Percent of eligible students tested
School Grade						A	Grade based on total points, adequate progress, and % of students tested

Broward School District ATLANTIC TECHNICAL CENTER 2007-2008							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	75%	97%	95%	62%	329		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	83%			154		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?	64% (YES)	90% (YES)			154		Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake						NA	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned						637	
Percent Tested = 100%							Percent of eligible students tested
School Grade						A	Grade based on total points, adequate progress, and % of students tested

Broward School District ATLANTIC TECHNICAL CENTER 2006-2007							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	61%	96%	93%	63%	313		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	62%	81%			143		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?	50% (YES)	93% (YES)			143		Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake						NA	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned						599	
Percent Tested = 100%							Percent of eligible students tested
School Grade						A	Grade based on total points, adequate progress, and % of students tested