

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: J. P. TARAVELLA HIGH SCHOOL

District Name: Broward

Principal: Shawn Cerra

SAC Chair: Michele Stein & John Kirk

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, Chance
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION and MISSION STATEMENTS

Vision: J.P. Taravella's vision is to provide a quality education through high academic standards in a safe environment.

Mission: The mission of J.P. Taravella High School is to successfully prepare all students for the transition from school to career.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Brief History and Background of the School

• Opened in 1981- Taravella is located in Coral Springs, an urban area set in the middle of Broward County. Taravella is on 30.788 acre campus with five buildings and 15 portables. Our enrollment has dropped from previous years due to another school opening in the area. Taravella offers many elective courses in addition to the traditional high school curriculum. Electives are offered in all areas from art, shop, business, vocational, journalism, world languages, and law. There are over 45 clubs/organization and over ten sports students can be actively involved in.

Unique School Strengths for Next Year

Unique School Strengths for Next Year

- 15 National Board Certified Teachers
- 2009 Best Fine Arts Program in the state
- America's Top Public High School as mentioned in Newsweek.
- Various clubs/organization are widely recognized with numerous awards

Unique School Weaknesses for Next Year

Unique School Weaknesses for Next Year

- Budget Reduction: Losing Personnel (one guidance counselor, 2 clerical, and 14 classroom teachers) and reduction of supplies and materials

Student Demographics

Student Demographics

Grades	White	Black	Hispanic	Asian	Indian	Multi	Male	Female	Total
9th	312	152	224	20	3	21	373	359	732
10th	298	124	227	23	2	21	366	329	695
11th	306	107	190	27	1	26	308	349	657
12th	334	98	167	18	0	8	329	296	625

- 873 students are enrolled in the Free and reduce lunch program.
- 220 students are classified as ESOL Students
- 415 students are classified as ESE Students

As of June 2009

Student Attendance Rates

- 95% of students attend daily

Student Mobility

2007- 19.70
2008- 19.60
2009- 18.90

Student Suspension Rates

2007- 10.90
2008- 11.70
2009- 12.30

Student Retention Rates

2007- 7.20
2008- 7.98

Class Size

The Average Class Size is 27 students

Academic Performance of Feeder Pattern

Our feeders are:

Millennium Middle- Grade A
Ramblewood Middle- Grade A
Sawgrass Middle Grade A

Partnerships and Grants

Partnerships and Grants:

Partnerships: Advanced Auto Parts, Advance Cable, American Express Fin. Advisors, Amerimax Investments, Athletes Foot, Baja Fresh, Bank of America, Barnes and Noble, Big Anthony's, Bone Fish Grill, Boston Market, Broward City Restaurant Association, City of Coral Springs, City of Tamarac, Cold Stone, Coral Springs Ale House, Coral Springs Chamber of Commerce, Coral Springs Medical Center, Cracker Barrel, DisSalvo's, Dunkin Donuts, EDCO, Einstein Bagels, FYE, Ferro's Pizza, Game Stop, Goodfellas, Honey Baked Ham, Johnston and Wales, Just Right T-Shirts, Kilwins, Logo Shirts, Longhorns, McDonalds, Motorola, Mulligans, Office Depot, Papa Johns, Plato's Closet, R&N Jewelers, Ramblewood Diner, ReMax, Shannon Graphics, Simon Coral Square Mall, State Farm Insurance, Sun Sentinel, Sweet Tomatoes, Tamarac Chamber of Commerce, and Wings Plus.

Grants:

Arts Grant and Cultural Art Grant were received; A1 AA Foundation for Vocational Education Grant was received for \$200 for rockets, Donors Choose. Org \$500. For books, Donors Choose.org \$512. for 30 flash drives, League for Educational Awareness of the holocaust \$809.10 for books, Youth Service America for State Farm \$945.00 for landscaping, Triple A Football got 8 free helmets, City of Coral Springs \$1000.00 for Drama.

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	Mr. Shawn Cerra	BS in Social Sciences, MS in Ed. Leadership	7	12	02/03 C 06/07 B 03/04 A 07/08 C 04/05 B 08/09 A 05/06 B AYP not met
Assis Principal	Mr. Karl Weaver	BA in Business, MS in Ed. Leadership	5	9	Same as Above
Assis Principal	Mr. Brian Norris	BS Specific Learning Disabilities, MS in Ed. Leadership	5	5	Same as Above
Assis Principal	Dr. Pura Tamayo	DR. in Educational Leadership		30	2009-2010 will be first year at Taravella

* 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 *
Science	Lisa Baig	BS in Entomology/Science	2	1	Same as above
Reading	Tina Grace	MS in Ed. Leadership/Ed. Leadership, English, Reading	26	5	Same as above
Math	Penny Napp	BS in Math/	16	1	Same as Above
Writing	Maureen Daffner	MS in Ed. Leadership/Eng 6-12, ESOL/ ED. Leadership	4	2	Same as Above
Writing	Patty Dietz	BS in Humanities/Eng 6-12, ESOL	6	2	Same as Above

* 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. Regular meetings with teachers	Assistant principal	Ongoing quarterly	
2. New teachers partnered with veteran teachers	Ness Coach	Ongoing	
3. Staff Developments	Asst. Principals & Coaches	Ongoing	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Wilson, Elena	English /ESOL	ESOL Reading	Working towards Reading Endorsement
Chandler, Lorraine	Reading/SLD/Var Exp K-12	Reading	Working towards ESOL Endorsement
Musumeci, Janine	Temp: Eng 6-12	English 10th	Working towards English Certificate
Pugliese, Susan	Reading K-12	Reading	Working towards ESOL Endorsement

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
141	1	17	23	59	56	96	6	11	25

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Ken Pierre	Ted Lefevere	Both ROTC Teachers	Ness- they meet daily teaching the same Ness- they meet daily teaching the same program and sharing the same classroom. Both teachers plan together.
Jamie Simmons is the lead teacher for our business/DECA program. He has been with JPT for over 10 years	Jarlyn White Reassigned teacher	Jarlyn White is an experienced teacher with a middle school background. Jamie will serve as a mentor to Jarlyn as she gains experience as	Weekly department meetings with common planning times. They will plan as a department.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

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.

Shawn Cerra (Principal), Ty Thompson (Asst. Principal), Brian Norris (Asst. Principal), Karl Weaver (Asst. Principal), Parinaz Bristol (Educational Specialist), Michele Stein (Educational Specialist), John Kirk (Educational Specialist), Jody Gaver (Guidance Director), Merrill Levine (ESE Specialist)and Tina Grace (Reading Coach).

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

The school based RtI team meets biweekly. Each meeting is focused on an individual topic

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

The RtI team attends a School Advisory Council Meeting to obtain information to develop the SIP.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT), Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: PMRN, Mini Assessments, FCAT Practices
Midyear Monitoring: Diagnostic Assessment for Reading (DAR)
End of year: FCAT
Data is discussed and analyzed at the biweekly meetings.

Describe the plan to train staff on RtI.

Staff Developments will be provided during teacher planning periods throughout the year.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

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

Strengths: JPT's strength as identified in the 2009 data is in Writing grades 9-12
Weaknesses: JPT's weakness as identified in the 2009 data is in Science grades 9-12

Instructional Calendar Development

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

The instructional Focus Calendar was created in July 2009. The IFC is implemented departmentally and used to drive the instruction for each subject area. The IFC will be monitored by administrative classroom walkthroughs and data conference with each teacher.

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

Reading: Main idea and author purpose
Writing: Narrative, Expository and persuasive Writing styles
Mathematics: Algebraic Thinking, Geometry and spatial sense.
Science: Biology, Environmental Science and Earth/Space Science.

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

To meet individual student needs teachers will differentiate instruction. Also teachers have a printout of each students disaggregated scores to know each student's strength and weakness

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

The guidance office explains all elective courses offered to students for job training. Teachers also teach students real life skills applicable to their future. The objective of each day's lesson is written on the board

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?

Many elective courses are offered such as: marketing, business, computers, art, debate, law studies, journalism, student government, etc. students are given a course guide that depicts each one of these electives plus many more. The students also are given time to view an elective course video tape describing each elective offered. Students are encouraged to select these courses in areas of their interest because most of these courses require additional time from students to compete or participate in additional activities. Student select courses on their course card and meet with their counselors individually discussing their choices

DO

Direct the Instructional Focus

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

Lesson plans are aligned by subject area and grade levels. Also lesson plans are aligned vertically by grade levels. In the 9th and 10th grade levels lesson plans are also aligned by each team (English and Social Studies Teacher).

How are instructional focus lessons developed and delivered?

Instructional focus lessons are developed through department meetings and then modified during team meetings using the IFC and basing it on students needs in the classroom.

How will instructional focus lessons be revised and monitored?

Teachers will revise lessons according to the data from assessments taken during the course of the year.

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.

Reading: BAT and mini assessments
Math: BAT
Writing: Departmental monthly writing prompts
Science: Mini assessments

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

Assessments are analyzed and disaggregated to identify students reaching and not reaching mastery.

Maintenance

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

Benchmarks are used to ensure the maintenance of skills. Assessments are built into the IFC.

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.

Leadership, coach, and grade level meetings are used to progress monitor data.

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.

Administration will model lessons and review data to increase student achievement. Administration will also hold departmental and grade level meetings to monitor the progress.

ACT

Supplemental and Intensive Instruction/Interventions

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

Core: Reading- (Edge), Oral Reading Fluency, DAR, FCAT Explorer, and Accelerated Reader
Core: Math- mini bat, FCAT Explorer
Core: Science- FCAT and Science Timed Reading and Teacher pullouts

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

Each student's data is printed and the non mastered skill sare focused on during pullouts.

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

Professional Development needs are identified by data, classroom walk throughs, teacher survey, and needs assessment

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

Students who did not pass the FCAT (not meeting required scores) are given the opportunity to attend FCAT Camp, and before and after school tutoring.

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

The effectiveness of the interventions will be measured by analyzing the on-going assessments throughout the year.

Enrichment

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

Students who exceed mastery levels are offered honors and AP courses. Technology also helps accelerate instructional delivery through different software programs.

Describe how students are identified for enrichment strategies.

FCAT results, student grades in courses

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)
Science	Suzanne Tresser	Bi Weekly	Planning Periods	Earth Space Science and Science FCAT Passages. FCAT Science testing strategies
Grant Writing	Maureen Daffner	Bi Weekly	2:40-3:15pm	Identifying grants and providing assistance in writing grants. Finding Grants that can assist our school in obtaining additional money to implement classroom goals and improve student achievement.
Technology	Merrill Levine	Bi Weekly	2:40-3:15pm	Incorporating the use of technology in the classroom. Increasing students experiences and knowledge in the field of Technology.

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.

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		
51% scored level 3 or higher on FCAT .		For the 2009-2010, each AYP subgroup must have at least 65% of students scoring a level 3 or above on the FCAT Reading Assessment to meet the criteria for AYP. AYP subgroup Target breakdowns follows: 66% of White Students, 48% black subgroup, 51% Hispanic subgroup, 48% ED subgroup, 29% ELL students and 49% SWD subgroup.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will use test data to plan appropriate instruction and will provide students with feedback, re-teaching of skills and review strategies in all content areas.	Brian Norris, Assistant Principal, Tina Grace Reading Coach/ Department Head	Alternative evaluations, instructional assessments, instructional tests and quizzes, group cooperative learning, technology based evaluations	DAR, CELLA, BAT/DART testing, FORF, Classroom Walkthroughs, portfolios mini assessments, Accelerated Reader, FAIR assessment
2	Teachers will incorporate reading strategies in all content areas (exclusive of Math and provide incentives for higher academic learning.	Brian Norris, Assistant Principal, Tina Grace Reading Coach/ Department Head	Classes will be taught by Highly Qualified Teachers. Alternative evaluations, instructional assessments, instructional tests and quizzes, group cooperative learning, technology based evaluations	DAR, CELLA, BAT/DART testing, FORF, BAT mini assessments, AR, FAIR Assessment,
3	Exceptional Student Education staff members along with the ESOL Coordinator as will mentor their students in the lowest 30th percentile and utilize learning and motivational strategies to promote higher academic functioning in reading.	Brian Norris, Assistant Principal, Tina Grace, Reading Coach/Department Head, Merrill Levine, ESE Specialist, Elena Wilson, ESOL coordinator	Highly qualified teachers and paraprofessionals working in classrooms with ELLs. Alternative evaluations, instructional assessments, instructional tests and quizzes, group cooperative learning, technology based evaluations. Interventions used will be established according to the Struggling Readers chart.	Accelerated Reader, BAT/DART testing includign MINI BAT testing Portfolios, Classroom Walkthroughs
4	Teachers will be provided time for structured collaboration, follow up, coaching, mentoring. Utilizing BEEP, wireless computer cabs, SMART boards, student response systems and FCAT Explorer, Students will acquire, assimilate, and adapt previously taught information to align with the Sunshine State Standards and be assessed using FCAT format assessments.	Brian Norris, Assistant Principal, Tina Grace, Reading Coach/Department Head	Alternative evaluations, instructional assessments, instructional tests and quizzes, group cooperative learning, technology based evaluations, Teachers will implement interactive multimedia & multimodal strategies and testing accomidations.	DAR, CELLA, BAT/DART testing, FORF, BAT mini assessments, AR
5	FCAT camps will be created to remediate students identified as at-risk	Brian Norris, Assistant Principal, Tina Grace, Reading Coach/	Alternative evaluations, instructional assessments, instructional tests and	DAR, CELLA, BAT/DART testing, FORF, BAT mini assessments, AR, FAIR

	Department Head	quizzes, group cooperative learning, technology based evaluations	Assessment
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
For the 2009-2010, each AYP subgroup must have at least 65% of students scoring a level 3 or above on the FCAT Reading Assessment to meet the criteria for AYP.	Accelerated Reader. Teachers will become familiar and incorporate the use of Accelerated Reader in their classrooms. They will learn to read and understand the data provided from this program.	Ruth Pinero-Martinez	Sept. 09	Classroom walk through and monitoring and observation of student scores on AR	Reading Coach and Administration

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

Teachers will be given staff development training and instructional strategies to incorporate reading strategies into their content area/classrooms. All content area teachers will be required to implement reading strategies into their daily class plans, classroom instruction and evaluation. Reading strategies will be required as part of quarterly lesson plan books. Teachers will be aware of the JPT and District required reading plans.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
. *FCAT Reading and Writing consumable workbooks, vocabulary consumable workbooks 2.Teen Read Books	Pending Funding	\$3,800.00
		Total: \$3,800.00
Technology		
Description of Resources	Funding Source	Available Amount
Projector	Not released	\$8,000.00
		Total: \$8,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Trainings to be held on planning days and during early release) for teachers to improve student reading skills and to prescribe individual intervention plans	Pending Funding	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Saturday FACT camps for students who are in need of additional assistance to achieve a level 3 or higher on FACT.	SAC	\$13,000.00
		Total: \$13,000.00
		Final Total: \$24,800.00

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		
81% of students scored Level 3 or above on FCAT		84% of students will score Level 3 or above on FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will utilize the data to plan appropriate instruction	Administration	Classroom Walk Throughs	Teacher made Tests and Assessments
2	Teacher made Tests and Assessments	Administration	Classroom Walk throughs	Teacher made Tests and Assessments
3	Math teachers may incorporate Cornell note taking strategies into curriculum to promote further understanding of summaries to promote internalization of math concepts	Administration	.Lesson plans and classroom walkthroughs.	eacher Made Tests and assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
67% of the lowest 25% of students made learning gains		70% of the lowest 25% of students will make learning gains on the 2010 administration		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	.Students will receive additional tutoring before and after school and on Saturdays	Administration	Classroom Walk throughs	. Teacher Made Tests and assessments
2	Students will utilize computer and wireless labs	Administration	Classroom Walk throughs	Teacher Made Tests and assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
60% of ELLs and 56% of SWD scored level 3 or higher on the FCAT with accommodations.		63% of ELLs and 59% of SWD will meet projected learning gains.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	.Teachers will utilize the data to plan appropriate instruction using the struggling math chart.	Administration, Department Chair and Math Coach	Bi weekly Classroom walkthroughs	Teacher Made Tests and assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
70% of the lowest 25% of students will make learning gains on the 2010 administration	Math teachers will be trained in math programs to improve students math skills and to prescribe individualized intervention programs. Teachers will have a better understanding of how to identify students who are in need of additional interventions.	Barbara Ledbetter, Math Coach and Penny Napp, Department Chair	Fall 09	Bi weekly Classroom walk throughs, follow up lessons by teachers	Karl Weaver, Assistant Principal over Mathematics.
84% of students will score Level 3 or above on FCAT	Specific FCAT skills will be utilized by every teacher with ninth and/or tenth grade students in core content classes (Language Arts, math, Science and Social Studies)	Barbara Ledbetter, Math Coach and Penny Napp, Department Chair	Fall 09	Bi weekly Classroom Walk throughs , follow up lessons by teachers	Karl Weaver, Assistant Principal over Mathematics.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Saturday FACT camps for students who are in need of additional assistance to achieve a level 3 or higher on FACT.	SAC	\$13,000.00
FCAT consumable workbooks	Pending Funding	\$0.00
		Total: \$13,000.00
Technology		
Description of Resources	Funding Source	Available Amount
To increase student achievement in Math with the use of Graphing Calculators	Pending Funding	\$0.00
Training for teachers to become more proficient in BEEP, Smart and promethian boards to incorporate in their mathematics lessons	Pending Funding	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Training for teachers to improve student's math skills and to prescribe individualized intervention programs	Pending Funding	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$13,000.00

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		
To increase the number of students who score a level 3 or above on FCAT science		At least 42% of 11th grade students will score a level 3 or above on the 2010 administration of FCAT Science.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Tenth and Eleventh grade science teachers will implement the district science Instructional Focus calendar.	Administration	FCIM/ 8 step process	.All tenth and eleventh grade students will take a diagnostic test which is modeled from the FCAT science test as a pretest at the beginning of school and a posttest will be administered during the week before finals
2	The Tenth and eleventh grade science teachers will meet monthly with the department chair to determine benchmarks which need to be remediated	Administration	FCIM/ 8 step process	FCIM/ 8 step process
3	All eleventh grade students will take science first semester. 11th grade students not enrolled in science second semester will be pulled out of elected classes and pushed into science classes during the time approaching FCAT to	Administration	FCIM/ 8 step process	Data for the students who will be pulled out will be analyzed when FCAT results become available.

	receive additional FCAT preparation.			
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
9th grade teachers will become familiar with new science standards in preparation for the biology end of the year exam		By the end of the 2009-2010 school year, all 9th grade teachers will be using the new science standards.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	9th grade science teachers will receive inservice training on the new	Administration	Classroom walkthroughs	Student achievement on FCAT Science
2	9th grade science teachers will administer district mini assessments, unit tests, midterms and finals aligned with new science standards	Administration	FCIM/ 8 step process	Test data will be analyzed to determine student's strengths and deficiencies and what standards need to be retaught.
3	9th grade science teachers will incorporate the new science standards	9th grade science teachers will incorporate the new science standards	Classroom walkthroughs	Student achievement on FCAT science

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Increase the number of ELL students who scored at or above a level 3 on the Science FCAT	Increasing strategies to assist ELL students in Science	Elena Wilson, ELL Coach	Fall 09	Monitoring data on unit tests, district mini assessments, midterms finals and the science FCAT.	Dr. Pura Tamayo, Assistant principal over Science
all 9th grade teachers will be using the new science standards	Training on new standards and Inquiry	Science Department Chair/Administration	Fall 09	Observation of lesson plans, Biweekly, classroom walk throughs labs and student data folders	Dr. Pura Tamayo, Assistant Principal over Science

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Having a research based program to incorporate hands on learning. Hands on learning materials	Funding Pending	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Training for teachers to become more proficient in BEEP, Smart and promethian boards to incorporate in their Science lessons. Staff Development will be held on Early Release and Teacher planning days to reduce the amount of TDA's due to budget restraints.	Funding Pending	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Training for teachers to improve student's Scienceskills and to prescribe individualized intervention programs	Pending Funding	\$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

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?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Florida Writes 3.5 + Levels 1-2 2009- 3%		April 2010 – students will improve their writing scores to a level 3 or above		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Workshops to assist teachers in developing writing skills	Parinaz Bristol, Administrator over writing	Bi weekly Classroom Walkthroughs Florida Writes 6 traits rubric.	Diagnostic Prompt
2	Data conferencing	Department Chair	Monthly data collection on virtual counselor	Monthly data Collection on Virtual Counselor
3	Remediation/pull outs for 11th and 12th grade students who scored levels 1-2 on Florida Writes	Maureen Daffner & Parinaz Bristol	Florida Writes 6 traits.	Florida Writes

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Florida Writes 3.5+ Level 3 and above 2009- 89%		April 2010- 92% of students will score level 3 and above on Florida Writes		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Workshops to assist teachers in developing writing skills	Assistant Principal	Classroom Walkthroughs	Diagnostic prompt
2	Data conferencing	. Assistant Principal	Monthly data collection on virtual counselor	Monthly Prompts

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Florida Writes 4.0+ Levels 4-5 2009- 72%		April 2010-75% of students will score levels 4-5 on Florida Writes		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	.Workshops to assist teachers in developing writing skills	Assistant Principal	Classroom Walkthroughs	Diagnostic prompt
2	Diagnostic prompt	Department Chair	Monthly data collection on virtual counselor	Monthly Prompts

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Writing Benchmarks	Workshop for Florida Writes	District Writing Facilitator	Fall 2010	Bi weekly Classroom walkthroughs	Parinaz Bristol, Administrator over writing. Maureen Daffner Department Chair

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Writing Workshops/Approved TDA's for teachers to attend workshops to increase students writing scores	Pending Funding	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Training for teachers to become more proficient in BEEP, Smart and promethian boards to incorporate in their writing lessons	Pending Funding	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Training for teachers to improve student's writing skills	Pending Funding	\$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:	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?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
30% of Parents are active Volunteers in school activities		35% of Parents will be active volunteers in school activities		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Parents will participate in various volunteer opportunities throughout the school year	Michele Stein, Administrator over Parent involvement/Volunteer coordinator	parent sign in sheets	percentage of parents who attend school functions as shown on sign in sheets
2	Parents will receive school Communication in multiple languages	Michele Stein, Administrator over Parent Involvement/Volunteer Coordinator	School Surveys	results of school surveys
3	Multi-lingual personnel are available to parents for translation during school functions.	Elena Wison, ESOL coordinator and Dr. Pura Tamayo, Assistant principal over Foreign Language.	Increased parents involvement.	Percentage of parents who become an active participant in school functions.

Professional Development Aligned with Objective:

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

Increasing Parent involvement	Inservice for Volunteer committee	Volunteer Coordinator	September 2009	Monitoring parent involvement	Volunteer coordinator
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Volunteer appreciation	Partners in education	\$500.00
		Total: \$500.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$500.00

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	. *FCAT Reading and Writing consumable workbooks, vocabulary consumable workbooks 2.Teen Read Books	Pending Funding	\$3,800.00
Mathematics	Saturday FACT camps Saturday FACT camps for students who are in need of additional for students who are in need of additional assistance to achieve a level 3 or higher on FACT.	SAC	\$13,000.00
Mathematics	FCAT consumable workbooks	Pending Funding	\$0.00
Writing	Writing Workshops/Approved TDA's for teachers to attend workshops to increase students writing scores	Pending Funding	\$0.00
Science	Having a research based program to incorporate hands on learning. Hands on learning materials	Funding Pending	\$0.00
Parental Involvement	Volunteer appreciation	Partners in education	\$500.00
			Total: \$17,300.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Projector	Not released	\$8,000.00
Mathematics	To increase student achievement in Math with the use of Graphing Calculators	Pending Funding	\$0.00
Mathematics	Training for teachers to become more proficient in BEEP, Smart and promethian boards to incorporate in their mathematics lessons	Pending Funding	\$0.00
Writing	Training for teachers to become more proficient in BEEP, Smart and promethian boards to incorporate in their writing lessons	Pending Funding	\$0.00
Science	Training for teachers to become more proficient in BEEP, Smart and promethian boards to incorporate in their Science lessons. Staff Development will be held on Early Release and Teacher planning days to reduce the amount of TDA's due to budget restraints.	Funding Pending	\$0.00
			Total: \$8,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Trainings to be held on planning days and during early release) for teachers to improve student reading skills and to prescribe individual intervention plans	Pending Funding	\$0.00
Mathematics	Training for teachers to improve student's math skills and to prescribe individualized intervention programs	Pending Funding	\$0.00
Writing	Training for teachers to improve student's writing skills	Pending Funding	\$0.00
Science	Training for teachers to improve student's Scienceskills and to prescribe individualized intervention programs	Pending Funding	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Saturday FACT camps for students who are in need of additional assistance to achieve a level 3 or higher on FACT.	SAC	\$13,000.00
			Total: \$13,000.00
			Final Total: \$38,300.00

School-level Differentiated Accountability Compliance

jn Intervene jn Correct II jn Prevent II jn Correct I jn Prevent I jn 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
FCAT CAMP	13000

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

School Advisory Council is an intergal part of the school community. It's involvement includes various SAC sponsored events. The School Advisory Council will fund the Our Saturday Academic Tutoring which is used to increase student achievement. Back to school parent night (interpreters were made available) to inform parents of the resources provided by the school and the county. Break out nights will inform parents about the action steps identified in the school improvement plan. SAC members will be liasions between the school and its community/environment.

SAC Members

Members

- 1) Shawn Cerra, Principal
- 2) Michele Stein, SAC Chair
- 3) John Kirk, SAC Chair
- 4) Ashley Nealis, Student
- 5) Amanda Wasserman, Student
- 6) Hanna Ali, Student
- 7) James Newman, Student
- 8) Samantha Boggiano, Student
- 9) Lucy Fleischmann, Student
- 10) Landen Raszick, Student
- 11) Jessica Masterson, Student
- 12) Callie Platzer, Student
- 13) Areins Pelayo, Student
- 14) Heather Waroff, Student
- 15) Caitlin Plante, Student
- 16) Rohit Bhandari, Student
- 17) Victoria Sunnergren, Student

- 18) Jacquié Tavares, Teacher
- 19) Merrill Levine, Teacher
- 20) Robin Harper, Parent
- 21) Amanda Miles, Parent
- 22) Kay McKay, Parent
- 23) Maria Enlow, Parent
- 24) Simone Pizza, Parent
- 25) Dennis Morelli, Parent
- 26) Monica Montagna, Parent
- 27) Paul Fleurimond, Parent
- 28) Paul Fleurimond, Parent
- 29) Shanna Guliotta, Parent
- 30) Angela Marchesan, Parent
- 31) Ana Sziade, Parent
- 32) Patti Kay, Parent
- 33) Philippa Sunnergren, Parent
- 34) Debra Futterman, Community Member
- 35) Bonnie Neal, Community Member
- 36) Mabel Dhaceray, Community Member
- 37) Richard Cunningham, School Support Personnel
- 38) Had Oshry, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward J. P. TARAVELLA HIGH SCHOOL 2751													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1435 Math: 1429		2008-2009 School Grade ¹ : B		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL ⁴	99	Y	99	Y	49	N	78	Y	94		Y	82	88	Y	51	51	N	22	22	NA	49	N	79	NA			
WHITE	99	Y	99	Y	59	N	86	Y			Y	85	92	Y	42	41	N	15	14	NA	58	N	85	NA			
BLACK	100	Y	99	Y	38	N	62	N	93		Y	77	83	Y	67	62	N	37	38	NA	39	N	63	N			
HISPANIC	99	Y	99	Y	41	N	76	Y	92		Y	76	81	Y	58	59	N	27	24	NA	42	N	77	NA			
ASIAN	100	Y	100	Y		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	38	N	69	Y	89	94	Y	73	78	Y	64	62	N	33	31	NA	37	N	70	NA			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	14	N	56	N	74	82	Y	60	78	Y	83	86	N	48	44	N	19	N	59	N			
STUDENTS WITH DISABILITIES	97	Y	97	Y	39	N	52	N	78	87	Y	52	56	Y	69	61	Y	46	48	N	31	NA	48	N			

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward J. P. TARAVELLA HIGH SCHOOL 2751													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1493 Math: 1484		2007-2008 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c 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	49	N	78	Y	93	94	Y	79	82	Y	54	51	N	25	22	NA	53	N	85	NA			
WHITE	98	Y	98	Y	58	Y	85	Y			Y	84	85	Y	45	42	NA	18	15	NA	61	NA	90	NA			
BLACK	99	Y	99	Y	33	N	63	Y	91	93	Y	59	77	Y	72	67	N	39	37	NA	38	N	76	NA			
HISPANIC	98	Y	99	Y	42	N	73	Y	87	92	Y	78	76	N	65	58	N	33	27	NA	46	N	81	NA			
ASIAN	100	Y	100	Y		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	36	N	67	Y	88	89	Y	76	73	N	68	64	N	36	33	NA	40	N	80	NA			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	17	N	52	N	68	74	Y	68	60	N	87	83	N	51	48	N	31	N	69	N			
STUDENTS WITH DISABILITIES	95	Y	96	Y	31	N	54	N	78	78	N	51	52	Y	77	69	N	53	46	N		NA		NA			

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward J. P. TARAVELLA HIGH SCHOOL 2751													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1485 Math: 1473		2006-2007 School Grade ¹ : C		Did the School make Adequate Yearly Progress?		NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL ⁴	99	Y	99	Y	46	N	75	Y	89	93	Y	82	79	N	53	54	NA	26	25	NA	53	NA	82	NA			
WHITE	99	Y	99	Y	55	Y	82	Y	94		Y	86	84	N	42	45	NA	17	18	NA	57	NA	86	NA			
BLACK	99	Y	100	Y	28	N	61	Y	80	91	Y	63	59	N	70	72	NA	44	39	NA	45	NA	77	NA			
HISPANIC	98	Y	98	Y	35	N	67	Y	84	87	Y	81	78	N	66	65	NA	36	33	NA	47	NA	77	NA			
ASIAN	100	Y	100	Y		NA		NA			NA	91	83	NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	98	Y	99	Y	32	N	64	Y	84	88	Y	79	76	N	66	68	NA	40	36	NA	45	NA	77	NA			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	13	N	49	N	74	68	N	79	68	N	83	87	NA	52	51	NA	38	NA	77	NA			
STUDENTS WITH DISABILITIES	94	N	93	N	23	N	47	N	69	78	Y	61	51	N	75	77	NA	54	53	NA	39	NA	69	NA			

SCHOOL GRADE DATA

Broward School District J. P. TARAVELLA HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	82%	89%	40%	262	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	54%	75%			129	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within

						Level 1 or 2
Adequate Progress of Lowest 25% in the School?	54% (YES)	69% (YES)			123	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	67%	76%			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					524	
Percent Tested = 99%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Broward School District J. P. TARAVELLA HIGH SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	80%	91%	43%	266	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	57%	77%			134	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)	67% (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	66%	75%			10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					527	
Percent Tested = 98%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District J. P. TARAVELLA HIGH SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	79%	90%	45%	264	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	53%	76%			129	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?	45% (NO)	62% (YES)			107	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	55%	38%			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					500	
Percent Tested = 98%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested