

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: WESTERN HIGH SCHOOL

District Name: Broward

Principal: Scott Fiske

SAC Chair: Kristine Frailing

Superintendent: James Notter

Date of School Board Approval: 12-1-2009

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
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VISION and MISSION STATEMENTS

Vision:

Western High School will provide our students a broad range of educational opportunities in a safe learning environment to promote a lifetime of productive decision-making and community service.

Mission:

Western High School will educate students in a safe learning environment maximizing each student's potential through the use of specific and targeted academic and career oriented programs.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Brief History and Background of the School & Description of Community Served.

Western High School was built in the early 1980's to accommodate the growing population of west Broward County. Over the years the school's enrollment has grown as high as 4,800 students, requiring 3 distinct campuses. In 2003, the crowding at Western High School was relieved due to the opening of a new school in Weston, Cypress Bay High School.

Western High School has always served a socioeconomically diverse community. Neighboring communities range from mobile home parks to multi-acre estates and everything in between. Our community is a working class one with many families still practicing traditional values. Western High School has always served a predominantly white population. In recent years, trends have shown the percentage of white students declining while the percentage of Hispanic students rising.

The campus contains five buildings; two supplemental spaces and 21 portables. Three new buildings (with more than fifty classrooms) have been built to accommodate student-growth in the past three years. The new buildings are equipped with digital classrooms to meet the needs of the 21st century learner. The cafeteria, dining area, and several restrooms were remodeled during the summer of 2009.

Unique School Strengths for Next Year

Unique School Strengths for Next Year:

- Western High School will open 36 new classrooms serving 9th and 10th grade students in a completely digital environment.
- Western High School increased enrollment in Advanced Placement courses by nearly 100%. Currently over 1900 student sections are scheduled.
- Western High School will offer course and credit recovery opportunities for students after school, on Saturdays and during school using APEX.
- Western High School will continue its tradition of partnering with local organizations such as the Rotary Club of Weston to offer scholarships to students.
- Western High School will implement an eight period A/B block schedule to meet the needs of students.

Unique School Weaknesses for Next Year

Unique School Weaknesses for Next Year

- Western High School experienced a reduction in staff (teachers, assistant principal, guidance counselor, clerical, and custodial) due to decreased funding resulting in additional responsibilities for the remaining staff.
- Western's athletic program was impacted by district wide layoffs resulting in the loss of our head football and softball coach.

Student Demographics

School Year 2007 2008 2009
 Female Percentage 48.0 49.3 48.9
 Male Percentage 51.9 50.6 51.0
 White Percentage 70.0 68.5 58.5
 Black Percentage 4.11 4.36 5.23
 Hispanic Percentage 20.8 22.2 31.2
 Asian Percentage 3.23 2.86 2.74
 Native Percentage 7.98 8.07 3.19
 Multi Percentage 1.63 1.81 2.16
 Free Reduced Percent 14.6 15.3 20.3
 ELL Percentage 4.19 3.71 6.06
 ESE Percentage 9.38 9.28 8.71

Student Attendance Rates

2007 - 94.4 2008 - 90.9 2009 - 90.1

Student Mobility

Student Mobility

2007 - 16.1 2008 - 23.5 2009 - 20.8

Student Suspension Rates

Internal
 2007 - 26.7 2008 - 23.1 2009 - 14.9

External
 2007 - 11.9 2008 - 6.9 2009 - 7.6

Student Retention Rates

2007 - 3.87 2008 - 3.79 2009 - ?

Class Size

2007 - 24.08 2008 - 24.65 2009 - 24.58

Academic Performance of Feeder Pattern

2007-2008 FCAT Grade Name of School Meet AYP Status
 A Indian Ridge Middle School No
 A Tequesta Trace Middle School No

Partnerships and Grants

Western High School has multiple business and community partners. Partnership activities include mentoring, community service, scholarships, classroom and school-wide presentations, work experience, internships, parent and community presentations, and more.

Western High School is not the recipient of any major specific grant. However, some of the funding for academic and support programs comes from the district's Title II and Title III allocation.

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 of WHS 2008-2009 C Reading Mastery 57 % Math Mastery 84% Science Mastery 46 % Writing Mastery 89%

Principal	Scott Fiske	<p>M. Ed. Educational Leadership</p> <p>-B.S. Civil Engineering/ - MG Math (5-9) School Principal K-12</p>	6	10	<p>Did not make AYP: Reading in any subgroup Did not make AYP: Math -SWD -ELL</p> <p>2007-2008 A Reading Mastery 61 % Math Mastery 85% Science Mastery 49 % Writing Mastery 88%</p> <p>Did not make AYP: Reading -Hispanic -SWD -Eco- disadvantaged Did not make AYP: Math -SWD</p> <p>2006-2007 "B" Reading Mastery 54% Math Mastery 83% Science Mastery 48% Writing Mastery 91% Did not make AYP: Reading -Hispanic -SWD -Eco-disadvantaged Did not make AYP: Math -SWD</p> <p>2005-2006 "A" Reading Mastery 53% Math Mastery 82 % Science Mastery N/A Writing Mastery 88% Did not make AYP: Reading -Hispanic -Eco-disadvantaged -SWD Did not make AYP: Math -SWD</p> <p>2004-2005 "C" Reading Mastery 51% Math Mastery 79% Science Mastery N/A Writing Mastery 88% Did not make AYP: Reading -Eco-disadvantaged -SWD Did not make AYP: Math -SWD</p>
Assis Principal	Mike Works	<p>Degrees: Med – Ed. Leadership M. Ed. - Spec. Ed. B.S.- Phys. Education</p>	9	6	see Principal
Assis Principal	Michelle Kefford	<p>Degrees: M. Ed. – Ed. Leadership M.S. – Science Ed. B.S. –Biology</p> <p>Certifications: Ed. Leadership (K-12) Biology (6-12) NBPTS Science</p>	5	5	see Principal
Assis Principal	Denise Jones	<p>Degrees: MS – Comp. Studies BS – Math Ed.</p> <p>Certifications: Administration & Supervision (7-12) Principal (K-12) Comp. Science (K-12) Math (6-12) ESOL Endorsement</p>	15	15	se Principal
Assis Principal	Gina Montagnino	<p>Degrees: M. Ed. - Ed. Leadership B.S. –History</p> <p>Certifications: Ed. Leadership (K-12) Math (5-9) Social Studies (6-12)</p>	3	2	see Principal

		English (6-12)			
Assis Principal	David Olafson	MSED; all but dissertation; administrative Certification	9	1	see Principal

* 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 Coach	Dr. Colleen Borden	Degrees: EDD- Curriculum & Instruction: Reading M. Ed.- Counseling & Guidance Ed. Specialist- Ed. Leadership B.S. - Elementary Ed. Certifications: Gifted Endorsement ESOL Endorsement Reading Endorsement	6	6	see Principal
Instruction Specialist	Lauren Bond-Cohen	Degrees: M. Ed.-School Guidance and Counseling BS-Varying Exceptionalities Certifications: Guidance & Counseling (PK- 12) VE (K-12)	5	1	see Principal
Math Coach	Steven Todd	Degrees: BSIE Certifications: Math Physical Education	6		see Principal

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

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Teacher mentoring program (regular meeting of new teachers with assistant principals)	Assistant Principal: Denise Jones	Ongoing	
New Educator Support System	Lead Educator: Marcia Getz	Ongoing	
Horizontal and Vertical Teaming	Dr. Colleen Borden, Reading Coach	Ongoing	
Team Building Activities/Incentives	Gina Montagnino, AP	Ongoing	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Ashley Angiolillo	Math	Algebra 1-B	ESOL Training
Matias Arellano	Social Studies	World History Honors	ESOL Training
Lisa Carrino	English	English III Honors	ESOL Training
Michele Collins	Reading	Intensive Reading	ESOL Training
Kim Cotter	English	English II Honors	ESOL Training

Catherine Espinosa	English	English IV	ESOL Training
Arlan Gehman	Math	Algebra II	ESOL Training
Howard Greenburg	Biology, Science, Business Ed.	Zoology	ESOL Training
Craig Jackson	ROTC	Leadership I	ESOL Training
Alexsandra Jones-Proano	English	English I	ESOL Training
Chris Letendre	Journalism	TV Production III	ESOL Training
Ryan Manuell	Physical Education, Exceptional Student Education	Health Safety:9, Science 9-12	ESOL Training
Heidi McLeod	Chemistry	Chemistry I	ESOL Training
Ana Mercadal	English	English IV Honors	ESOL Training
C. Morgan	Science, Physical Education	AP Biology, Wrestling	pending certification update
Thomas Paterno	English	English II	ESOL Training
Alexandra Price	English	English II Honors	ESOL Training
Wilford Robinson	English, Social Studies	Jouranlism II	ESOL Training
Rhonda Rotstein	English	English III	ESOL Training
Jesus Silva	Biology, Earth Space, Gifted	Zoology	ESOL Training
Gregory Stanback	Physical Education	HOPE	pending certification update
Steven Todd	Math, Physical Education	PE, Math Coach	pending certification update
Krista Vaicaitis	Reading	Intensive Reading	ESOL Training
Laura Vandillen	English	English I Honors	ESOL Training
Elijah Vorrasi	English	English II	ESOL Training
Alicia Wagg	Physical Education	HOPE	Pending certification update
Nickolette Young	Social Studies	American Government Honors	ESOL Training
Patrick Zalman	Social Studies	American History	ESOL Training

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
159	0	21	34	45	68	80	9	6	55

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A	N/A	N/A	At present Western High School has no first year teachers in need of induction of support therefore, mentors have not been assigned. Additionally, no teachers have been identified at this time to be placed in a cycle of assistance requiring a mentor.

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

N/A

Title III

ELL teacher aide is funded through Title III. This person assists the ELL teacher and students in both self-contained and included classes. He/She also assists with testing and documentation.

Title X- Homeless

The school will designate a homeless liaison who will be trained and train others as necessary to comply with all regulations.

Supplemental Academic Instruction (SAI)

Funds are used to provide additional instruction in reading through teacher salaries and classroom materials.

Violence Prevention Programs

The school will designate a homeless liaison who will be trained and train others as necessary to comply with all regulations.

Nutrition Programs

The school participates in the district's food service program.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Career and Technical Education programs are coordinated in conjunction with the district's 5-year plan from the CTACE department. The plan outlines the development of CAPE academies at every school including Western High School. In addition, Western will work closely with district Technical Centers to develop and implement opportunities for Technical Dual Enrollment.

Job Training

Western has a strong OJT program providing over 70 students to opportunity to gain work experience and high school credit at the same time.

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Mike Works, Assistant Principal
Michelle Kefford, Assistant Principal

Eric Knight, Guidance Director
Lauren Bond-Cohen, Instructional Specialist
Colleen Borden, Reading Coach
Linda Morrell, Teacher
Kristine Frailing, Teacher/SAC Chair
Betsy Roberts, Social Worker

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

The RtI team will meet regularly to address student concerns raised by teachers or other staff members. A referral process will be presented, explained and implemented to all school staff. Meeting will result in a determination of appropriate interventions.

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

The RtI Leadership team provided significant input into the development of the SIP. They will be responsible for insuring the implementation of related strategies and procedures outlined in the SIP. The RtI team will provide recommendations to the principal and SAC regarding the implementation of outlined SIP actions based upon emerging data to insure effective instruction.

RtI Implementation

Describe the data management system used to summarize tiered data.

The District is developing a data management system.

Describe the plan to train staff on RtI.

Staff will be trained when appropriate materials and training options are made available to the school.

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:
Reading: Main Idea/Purpose
Math: Algebraic Thinking
Science: Earth and Space Sciences, Life and environmental Sciences
Writing: Expository, Persuasive

Weaknesses
Reading: Reference and Research
Math: Number Sense, Operations, Measurement, Geometry
Science: Physical and Chemical Sciences
Writing: None

Instructional Calendar Development

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

As a Correct II school, Western High School is mandated to follow Instructional Focus Calendars in the aforementioned areas developed by the district. The school is in possession of the calendars and will implement as required.

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

Reading: LA.A.2.4.4, LA.A.2.4.7, LA.A.2.4.8
Math: MA.A.1.4.1, MA.A.1.4.2, MA.A.1.4.3, MA.A.1.4.4, MA.A.2.4.2, MA.A.3.4.1, MA.A.3.4.2, MA.A.3.4.3, MA.A.4.4.1, MA.B.1.4.1, MA.B.1.4.2, MA.B.1.4.3, MA.B.2.4.1, MA.B.2.4.2, MA.B.3.4.1, MA.B.4.4.1, MA.B.4.4.2, MA.C.1.4.1, MA.C.2.4.1, MA.C.2.4.2, MA.C.3.4.1, MA.C.3.4.2
Science: SC.A.1.4.1, SC.A.1.4.2, SC.A.1.4.3, SC.A.1.4.4, SC.A.1.4.5, SC.A.2.4.1, SC.A.2.4.2, SC.A.2.4.3, SC.A.2.4.4, SC.A.2.4.5, SC.A.2.4.6, SC.B.1.4.1, SC.B.1.4.2, SC.B.1.4.3, SC.B.1.4.4, SC.B.1.4.5, SC.B.1.4.6, SC.B.1.4.7, SC.B.2.4.1, SC.C.1.4.1,

SC.C.1.4.2, SC.C.2.4.1, SC.C.2.4.2, SC.C.2.4.3, SC.C.2.4.4, SC.C.2.4.5, SC.C.2.4.6
Writing: None

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

The master schedule was designed and built using student achievement data from multiple sources (FCAT, FORF, DAR, BAT, and teacher recommendations) and implements a teaming approach to education. Teachers will obtain and be provided individual student data, plan collaboratively with each other and administrators to design and implement instructional strategies based on the individual needs of each student. Student data and trends will be monitored on an ongoing basis to provide for correction of instructional plans.

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

Opportunities for demonstrated relevance are imbedded within the applied course programs at Western High School. Examples include, but are not limited to, student internships, on-the-job training, shadowing, field trips, mentoring, classroom presentations, and co-curricular academic activities.

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 and career planning for Western students begins as they end their 8th grade year. Presentations are made to incoming freshman and their families about the program offerings and their related careers. Students will meet biannually with their guidance counselor to discuss future planning which includes current courses, future courses, post secondary and career goals. All data is recorded electronically. Course selection is a personal process whereby each student consults their parent/s and then meets with a counselor one-on-one to select courses. Students then get the opportunity to place their courses within a schedule to determine the day and order of their classes.

DO

Direct the Instructional Focus

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

Teachers meet in vertical and horizontal teams throughout the year in order to align themselves with Sunshine State & Broward County Standards, as well as best practices for success. Teachers use common exams in common subject areas to insure continuity. All teachers will follow the same Instructional Focus Calendar for common subjects. Teaming of teachers (English and World History) allows for cross curricular planning and integration. Pure teams of our lowest performing 9th and 10th grade students exist to provide for cross-curricular learning experiences for these students.

How are instructional focus lessons developed and delivered?

Teachers are provided with common planning within subject area to collaborate and develop lessons as well as share best practices. Lesson will be based on district provided Instructional Focus Calendars.

How will instructional focus lessons be revised and monitored?

Peer review as well as instructional coach and administrative review will be used to provide feedback as to the efficacy of the lesson and its delivery. Feedback will be presented both formally and informally followed by support for revisions when needed.

CHECK

Assessment

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

The following assessments will be used to measure student progress: FAIR, BAT, Mini Assessments, ILS (Read On), and teacher generated assessments.

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

Assessment, such as the FAIR and BAT, have correlations to anticipated FCAT success. Based upon the predicted levels as well as other data, such as student performance in class and on teacher generated assessment, a determination of mastery can be reached.

Maintenance

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

Assessment and maintenance components are built in to the district provided Instructional Focus Calendars.

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.

Common planning will provide time for peer review of progress monitoring data. Administrators will conduct regular "data chats" with instructional staff to review progress monitoring data. In preparation for the "data chats" administrators will have reviewed the necessary data. Suggestions for modifications will be made jointly at all levels.

Monitoring

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

The principal and leadership team will conduct regular classroom visitations and provide timely feedback to instructional staff. Opportunities for peer observation and teaching will be provided through the administration. Instructional coaches and specialists will be used to provide support and resources to teachers in need. Administrators will, when necessary, model effective instructional techniques.

ACT

Supplemental and Intensive Instruction/Interventions

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

Students identified as not proficient in reading and/or math will be enrolled in an Intensive Reading and/or Math course where their progress will be closely monitored and interventions and strategies implemented to meet their specific needs and address the areas where they have demonstrated deficiencies.

A supplemental Reading and Math program will be offered on Saturday's to help in all of the Reading and Math cluster areas. A pullout program will be instituted to provide additional Reading instruction to all students identified in the lowest quartile in Reading.

A mentoring program will be established to provide additional progress monitoring for students in the different AYP subgroups who do not demonstrate proficiency in Reading or Math.

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

Intensive Reading and Math classes have time built into the IFCs to allow for the re-teaching of concepts not mastered by students. Teachers will employ different strategies to re-teach concepts, dependent on the learning style of the students not mastering the concept.

Pure teams of our lowest performing 9th and 10th grade students exist to allow for flexibility and grouping of students according to ability level and identified academic strengths. Team teachers will work together to differentiate instruction to allow time for re-teaching and enrichment, where necessary.

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

The Professional Development Team conducts a needs assessment annually to plan staff development activities each year. Needs are also identified from class observation data.

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

Ninth and tenth grade students performing in the lowest quartile in reading and math, students identified as "bubble students" in reading and math, as well as upper level students who have not passed the FCAT test will be targeted for supplemental and intensive instruction.

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

The effectiveness of these interventions will be measured by a variety of assessments such as the FAIR, BAT, Mini Assessments, ILS (Read On), and teacher generated assessments.

Enrichment

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

Students are identified by a variety of assessments for enrichment strategies. Students will achieve mastery (score of 85% or above) of different standards at different rates; therefore, assessment via FAIR, BATs, and teacher generated tests will determine if and when a child attains mastery of a specific standard and that child will then be provided by enrichment activities.

Describe how students are identified for enrichment strategies.

Alternative instructional delivery methods include online tutorials, academic games, peer teaching, and project-based learning.

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)
PLC Organization (grade level, subject, etc.) Building a Web Page Grades 9-12, cross curricular.	Brandon Monse, Teacher	The PLCs will meet according to the Early Release and Employee planning days established by the District.	The PLCs are scheduled to meet on the following planning and early release days during the 2009-10 school year: Aug.18 - 8:00-9:00 am Aug. 20- 8:00-9:00 am Aug. 21- 8:00-9:00 am Sept. 24-12:30-3:00 pm Oct. 23-12:00-3:00 pm Mar. 26-12:00-3:00pm April 22-2:30-3:00 pm Total: 14 hours	Building a Web Page Teachers in grades 9-12 will create a unique web page to display daily homework assignments, material that can be down-loaded, and relevant links to the course. Students in grades 9-12 in all AYP subgroups will have access to these sites to enhance communication and achievement. Documents will be collected from participating teachers documenting the use of these sites.
Developing & Maintaining Academic Rigor: Effectively Preparing Students for Advanced Academic Courses Grades 9-12 AP/honors core academic teachers	Karl Linhart, AP History Teacher and Linda Morrell, Math Dept. Chair and AP Statistics Teacher	The PLCs will meet according to the Early Release and Employee planning days established by the District.	The PLCs are scheduled to meet on the following planning and early release days during the 2009-10 school year: Aug.18 - 8:00-9:00 am Aug. 20- 8:00-9:00 am Aug. 21- 8:00-9:00 am Sept. 24-12:30-3:00 pm Oct. 23-12:00-3:00 pm Mar. 26-12:00-3:00pm April 22-2:30-3:00 pm Total: 14 hours	Developing & Maintaining Academic Rigor: Effectively Preparing Students for Advanced Academic Courses A cross curricular group of teachers serving students in grades 9-12 in all AYP subgroups will focus on the implementation of instructional strategies that promote rigor. Strategies will be developed, implemented, and analyzed by the participants. Attention will be given to Marzano's Nine High-yield strategies.
Promethean Board (Beginner and Advanced) Grades 9-12 Cross curricular	Rachel Blanco (Advanced), Math Teacher Einav Danan and Fernanda Muller (Beginner), Math Teachers	The PLCs will meet according to the Early Release and Employee planning days established by the District.	The PLCs are scheduled to meet on the following planning and early release days during the 2009-10 school year: Aug.18 - 8:00-9:00 am Aug. 20- 8:00-9:00 am Aug. 21- 8:00-9:00 am Sept. 24-12:30-3:00 pm Oct. 23-12:00-3:00 pm Mar. 26-12:00-3:00pm April 22-2:30-3:00 pm Total: 14 hours	Promethean Board (Beginners) Participants will integrate "white board" technology into their lesson plans with the intended result of increasing student participation and engagement for students in all AYP sub groups. Participants will be able to navigate and utilize tools and resources available through the Active-studio program.
The Essential Elements of High School Teaching Grades 9-12 cross curricular	Scott Fiske, Principal	The PLCs will meet according to the Early Release and Employee planning days established by the District.	The PLCs are scheduled to meet on the following planning and early release days during the 2009-10 school year: Aug.18 - 8:00-9:00 am Aug. 20- 8:00-9:00 am Aug. 21- 8:00-9:00 am Sept. 24-12:30-3:00 pm Oct. 23-12:00-3:00 pm Mar. 26-12:00-3:00pm April 22-2:30-3:00 pm Total: 14 hours	The Essential Elements of High School Teaching Participants across all grade levels and curriculum groups will address a variety of issues pertaining to the education of high school students. Topics will include, but not be limited to: Adolescent Behavior and Development Classroom Management Diversity/Multicultural Education Strategies for Working with ESE Students Effective Communication Techniques Instructional Delivery Issues and Trends in Secondary Education Testing in the Classroom
Strategies for Working with Struggling Students Select teachers serving 9th and 10th grade students identified in the lowest quartile in reading, ESE inclusion, and ELL. Subjects include reading, math, English, science, world history, and JROTC.	Colleen Borden, Reading Coach Lauren Bond-Cohen, ESE, Instructional Coach, Steve Todd, Math Coach	The PLCs will meet according to the Early Release and Employee planning days established by the District.	The PLCs are scheduled to meet on the following planning and early release days during the 2009-10 school year: Aug.18 - 8:00-9:00 am Aug. 20- 8:00-9:00 am Aug. 21- 8:00-9:00 am Sept. 24-12:30-3:00 pm Oct. 23-12:00-3:00 pm Mar. 26-12:00-3:00pm April 22-2:30-3:00 pm Total: 14 hours	Strategies for Working with Struggling Students Participants in this PLC will learn how to effectively integrate reading and writing strategies into various content areas. Additionally, an emphasis will be placed on how to use these strategies with struggling students.

NCLB Public School Choice

Note: For Title I schools only

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

Pre-School Transition

N/A

Postsecondary Transition

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

Informational sessions for students and parents regarding postsecondary options such as college and vocational careers will be held throughout the school year to guide and assist families for the transition from high school to the postsecondary environment. Programs such as "Making College Count" address concerns and questions pertaining to college admissions requirements and processes, college tuition, financial aid and scholarship opportunities. Our Advanced Academic Informational program thoroughly explains the process of taking Advanced Placement courses, allowing students to earn college credits in high school and to begin college with completed course requirements. Additional workshops and informational sessions are hosted on campus by individual Universities. These allow students an opportunity to meet with admissions personnel from various public, private and community colleges to find out information about admissions, academic programs and the financial requirements of specific institutions. Our Vocational Programs such as HOSA and DCT/OJT, provide students with real-life job experiences to assist students in making postsecondary career choices.

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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
9th and 10th grade students in the lowest quartile in Reading		52% of the 9th and 10th grade students in the lowest quartile in reading will demonstrate a learning gains in reading as assessed on the 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will be placed in 9th and 10th grade Academies.	Gina Montagnino Michelle Kefford Mike Works David Olafson	Course scheduling	Alternate assessment where applicable. 2010 FCAT Reading Assessment FAIR Assessment BAT Assessment
2	An interdisciplinary teaming approach will be utilized including common planning for teachers.	Gina Montagnino	Teacher monitoring of academic performance and behavior	Alternate assessment where applicable.
3	Teachers and students will host parent nights to demonstrate the achievement of learning objectives.	Gina Montagnino Michelle Kefford	Attendance Rosters	Feedback forms
4	Teachers will create and implement interdisciplinary curriculum and projects.	Gina Montagnino Michelle Kefford Mike Works David Olafson	Classroom Walk -Through	Classroom Observation Forms
5	Teachers will apply established practices for assisting struggling students in all subgroups.	Gina Montagnino Michelle Kefford Mike Works David Olafson	Progress Monitoring Scores	Alternate assessment where applicable. 2010 FCAT Reading Assessment FAIR Assessment BAT Assessment
6	Students will be placed according to the District's adopted reading placement chart.	Gina Montagnino	Scheduling	District adopted chart
7	Teachers will implement the district approved instructional focus calendars.	Gina Montagnino Michelle Kefford Mike Works David Olafson	Ongoing communication between administration, guidance, reading coach, instructional coaches, and classroom teachers	2010 FCAT Reading Assessment FAIR Assessment BAT Assessment
8	Saturday Practice Sessions FCAT.	Gina Montagnino Michelle Kefford	Attendance records for practice sessions.	Alternate assessment where applicable. 2010 FCAT Reading Assessment

				FAIR Assessment BAT Assessment
9	Data Chats with Students and Teachers	Gina Montagnino Michelle Kefford Mike Works David Olafson	Principal will participate in Data Chats and meet with APs weekly to review schedule of Data Chats	Chat Logs

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
AYP Sub groups: ESE Students ELL Students FRL Students		40% of the ESE, 51% of the FRL and 39% of the ELL students will demonstrate proficiency in reading as assessed on the 2010 FCAT.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1	ESOL students with a language classification of A1, A2 will be placed in the Development Language Arts class.	Gina Montagnino	Monitoring of Master Schedule and Data Warehouse reports to insure proper placement.	Master Schedule Reports
2	Targeted Instructional Coaching for Teachers of ESE, ELL, and FRL students. Coaching will consist of data chats, modeling and individual student/teacher discussions.	Lauren Bond-Cohen	AP and Principal will monitor and meet regularly with Instructional Specialist to review logs or service	2010 FCAT Reading Assessment FAIR Assessment BAT Assessment
3	ESE, ELL, and FRL students will be targeted for participation in Saturday programs	Michelle Kefford	Attendance records for practice sessions. Progress Monitoring Scores 2010 FCAT Reading Scores	2010 FCAT Reading Assessment, FAIR Assessment BAT Assessment
4	Reference and Research	Gina Montagnino	Mentoring and modeling logs Weekly review of activities with Reading Coach and Instructional Specialist by AP	2010 FCAT Reading Assessment FAIR Assessment BAT Assessment Mini Assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
52% of the 9th and 10th grade students in the lowest quartile in Reading will demonstrate a learning gain in Reading as assessed on the 2010 FCAT.	<p>Professional Learning Communities (PLCs) which address the needs of students in the AYP subgroups (ESE, ED and ESOL) and /or lowest quartile in Reading will be implemented on the planning and early release days during the 2009-2010 school year.</p> <p>The PLCs are described below:</p> <p>The Essential Elements of High School Teaching This PLC is appropriate for new and/or veteran teachers. The following topics will be addressed in this PLC: Adolescent Behavior and Development Classroom Management Diversity/Multicultural Education Strategies for Working with ESE Students Effective Communication Techniques Instructional Delivery Issues and Trends in Secondary Education Testing in the Classroom</p> <p>Strategies for Working with Struggling Students Participants in this PLC will learn how to effectively integrate reading and writing strategies into various content areas. Additionally, an emphasis will be placed on how to use these strategies with struggling students.</p>	<p>Scott Fiske (Principal)</p> <p>Lauren Bond-Cohen (Instructional Coach)</p>	The PLCs will begin on August 18, 2009, and run through April 2010	Classroom visitation to ensure that strategies learned in the PLCs are being utilized in the classrooms Sharing of Best Practices at PLC meetings.	Michelle Kefford
		Scott Fiske		Classroom	

55% of the ESE, ED and ELL students will demonstrate a learning gain in Reading as assessed on the 2010 FCAT.	Professional Learning Communities (PLCs) which address the needs of students in the AYP subgroups (ESE, ED and ESOL) and /or lowest quartile in Reading will be implemented on the planning and early release days during the 2009-2010 school year.	(Principal) Lauren Bond-Cohen (Instructional Coach) Colleen Borden, Reading Coach	The PLCs will begin on August 18, 2009, and run through April 2010	visitation to ensure that strategies learned in the PLCs are being utilized in the classrooms Sharing of Best Practices at PLC meetings.	Michelle Kefford
9th and 10th grade students will improve their percentage correct in the area of Reference and Research by 5 points	Professional Learning Communities (PLCs) which address the needs of students in the AYP subgroups (ESE, ED and ESOL) and /or lowest quartile in Reading will be implemented on the planning and early release days during the 2009-2010 school year.	Scott Fiske (Principal) Lauren Bond-Cohen (Instructional Coach) Colleen Borden, Reading Coach	The PLCs will begin on August 18, 2009, and run through April 2010	Classroom visitation to ensure that strategies learned in the PLCs are being utilized in the classrooms Sharing of Best Practices at PLC meetings.	Michelle Kefford

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

The reading coach works with new teachers through the NESS program - presenting content literacy strategies at some of the monthly meetings.

The reading coach works with teachers on a one-to-one basis - reviewing student data on Virtual Counselor, modeling literacy strategies, and coaching the teachers as they try out the strategies.

District developed Instructional Focus Calendars will be utilized by all teachers, including reading teachers. The calendars outline literacy strategies and tools which address the reading benchmarks.

CWT will used to monitor teacher use of the literacy strategies and tools.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
EDGE Reading Program Texts and ancillary resources	Instructional Material Categorical Title IIA	\$5,000.00
		Total: \$5,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Reading Coach	Title II	\$55,000.00
		Total: \$55,000.00
		Final Total: \$60,000.00

End of Reading Goal

Mathematics Goal

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

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

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

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

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

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

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Lowest 25%		By June 2010, students in the lowest 25% making learning gains will increase from 62% to 72%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will be placed in 9th and 10th grade Academies based upon prior academic performance and test scores.	Michelle Kefford, AP	Verify placement within master schedule by administration and guidance	Class rolls and master schedule
2	Teams will utilize differentiated instruction to meet the needs of students in all AYP Subgroups.	Michelle Kefford, AP	Teacher-developed assessments based on benchmark assessments will be given at the end of tutorial session.	Results of assessments
3	Students enrolled in Intensive Math and Algebra IA and IB will be double blocked Saturday FCAT tutorial program, organized by Benchmark to provide personalized experiences for targeted students in all subgroups.	Michelle Kefford, AP	Attendance rosters.	Classroom observation and Coaching logs
4	Math Coach will model for and support impacted teachers. All math teachers will follow district developed IFC's.	Steve Todd, Math Coach	Classroom visitation.	Classroom Observation Log
5	All math teachers will follow district developed IFC's.	Michelle Kefford, AP	Approval of Lesson Plans	Lesson Plan Assessment

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
AYP subgroup - ELL		By June 2010, students in the ELL subgroup making learning gains in math will increase from 56% to 66%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	ELL students will be identified and targeted for support services such as pull out, mentoring and supplementary programs.	Denise Rakestraw, GDS	Pull out logs Assessment Data	Student grades,
2	Accommodations and strategies employed will match the individual needs of the student.	Amber Lewis, ELL Coordinator Michelle Kefford, AP	Student Interviews	Assessment results (FCAT, BAT, etc.)

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
AYP subgroup SWD		By June 2010, students in the SWD subgroup making learning gains will increase from 43% to 53%		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	SWD in lowest 25% will be on a pure team and provided with extensive support and a personalized learning experience.	Gina Montagnino, AP	Class Rolls Master Schedule	Student grades, Assessment results (FCAT, BAT, etc.)
2	Select teachers working with SWD will work in a PLC with an ESE teacher/ Instructional Coach to	Lauren Bond-Cohen, Instructional Coach	Coaching Logs PLC Logs and End of Year Projects	CWT/FPMS

modify and enhance instructional techniques.	Classroom observations
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
First time Algebra students		By June 2010, the pass rate of students taking Algebra for the first time will increase by 10%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will be provided with remediation on Saturdays.	Michelle Kefford, AP Math Teachers	Referrals to Saturday remediation Evaluation of Algebra I pass rates.	Pinnacle - Gradebook TERMS
2	Students will have access to after-school tutoring program.	Ralph Vidal, NHS Sponsor	Monitoring of student attendance/ participation in program	Attendance logs

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Students in the ELL subgroup making learning gains will increase from 56% to 66%	Strategies for Working with Struggling Students PLC	Lauren Bond Cohen, Facilitator	8/31/09	Presentations	Assistant Principals
Students in the SWD subgroup making learning gains will increase from 43% to 53%	Strategies for Working with Struggling Students PLC	Lauren Bond Cohen - Facilitator	9/10/09	Classroom Observation	Assistant Principals

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
After-school course recovery (APEX)	SAC	\$3,000.00
		Total: \$3,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Math Coach	Title II	\$55,000.00
		Total: \$55,000.00
		Final Total: \$58,000.00

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?

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Scientific Thinking			By June 2010, 56% of 11th grade students will improve their percentage of items correct in the area of Scientific Thinking by 5 points.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Address and reinforce strand H benchmarks daily.	Michelle Kefford, AP	Classroom observations CWT	FPMS , data from observations or post-observation conferences
2	Adherence to IFCs in all 9th-11th grade courses	Michelle Kefford, AP	Classroom observations Lesson Plans	FPMS , data from observations or post-observation conferences
3	Staff development regarding incorporation of strand H benchmarks in all science courses in 9th-11th grades during vertical and horizontal planning sessions	Michelle Kefford, AP	Classroom observations Attendance Logs from training.	FPMS , data from observations or post-observation conferences
4	Implementation of Saturday program for remediation and enrichment activities in all science benchmarks annually assessed on the Science FCAT.	Michelle Kefford, AP	Attendance Logs, Science Mini BATs	Science FCAT scores

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Physical and Chemical Science			By June 2010, the mean scale score in the area of Physical and Chemical Science will increase by 2 points.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Address, reinforce and integrate essential strand B and C benchmarks weekly.	Michelle Kefford, AP	Classroom observations	FPMS , data from observations or post-observation conferences
2	Adherence to IFCs in all 9th-11th grade courses	Michelle Kefford, AP	Classroom observations	2. FPMS , data from observations or post-observation conferences
3	Staff development regarding incorporation of strand B and C benchmarks in all science courses in 9th-11th grades	Charlie Morgan, Science Dept. Head	Classroom observations	FPMS , data from observations or post-observation conferences
4	Implementation of Saturday program for remediation and enrichment activities in all science benchmarks annually assessed on the Science FCAT.	Michelle Kefford, AP	Rates of program attendance, Science FCAT results	Science FCAT scores

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, the mean scale score in the following areas: Scientific Thinking, Physical and Chemical Science, Earth and Space Science and Life/Environmental Science will increase by 2 points.	Integration and reinforcement of all of the different benchmarks into every 11th grade science class and utilization of warm-up science curriculum exercises in all 11th grade science courses to appropriately integrate essential benchmarks into the IFCs.	Charile Morgan, Department Head	8/21/09	Classroom Observations; BAT assessment; mini-assessments.	Michelle Kefford, AP

Budget:

Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Saturday Program Staff – to provide remediation and reinforcement activities to all 11th graders in the areas of Scientific Thinking, Physical and Chemical Science, Earth and Space Science and Life/Environmental Science	Accountability funds	\$5,000.00
		Total: \$5,000.00
Final Total: \$5,000.00		

End of Science Goal

Writing Goal

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

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
FCAT Writing Scores for all AYP subgroups			By June 2010, the percentage of 10th graders scoring 3.5 or higher on FCAT writing will increase from 87% to 93%	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Biweekly prompts given in 9th and 10th grade Language Arts classes with feedback	Denise Jones, AP	Analysis of student scores using 6 point rubric. Feedback sheets	Student writing folders
2	Monthly prompts given in all core 9th and 10th grade classes	Gina Montagnino, AP Michell Kefford, AP David Olafson, AP Denise Jones, AP	Analysis of student scores using 6 point rubric Feedback sheets	Florida Writes Scores
3	Two school-wide prompts administered during the school year with feedback	Denise Jones, AP	Analysis of student scores using 6 point rubric Feedback sheets	Florida Writes Scores Student writing folders

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
ESE FCAT Writing			By June, 2010, 80% of ESE students, excluding gifted) will score 3.5 or better on FCAT Writing	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Targeted pull out with ESE certified instructor	Michelle Kefford, AP	Review of student Writing folders Attendance logs	Writing Samples Attendance logs
2	Targeted Saturday Programs to provide feedback on writing prompts to include conferencing and revisions.	Michelle Kefford, AP	Review of student Writing folders Attendance logs	Writing Samples Attendance logs

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, the percentage of 10th graders scoring a level 3.5 or higher will increase from 87% to 93%	Six point rubric	Staff from Core curriculum	9/30/2009	Meetings with teachers to ensure administration and proper scoring of writing prompts, one-on-one conferencing with students performing in the lowest quartile in writing, monitor through Florida Writes assessment Bat assessment.	Denise Jones, AP

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
Writing coach	Title II	\$55,000.00
Total: \$55,000.00		
Final Total: \$55,000.00		

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, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Increase parent membership in PTSA			By June 2010, parental membership in the PTSA will increase by 10%.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Promote PTSA at Open House	Denise Jones, AP	Number of new members monthly evaluated and shared	Membership records
2	Promote student membership in PTSA	Denise Jones, AP	Number of new members monthly evaluated and shared	Membership records
3	Promote Staff membership in PTSA	Denise Jones, AP	Number of new members monthly evaluated and shared	Membership records

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increase parent membership in SAC		By October, 2009 all parental SAC positions will be filled		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Advertise via marquee in front of school, parent link call and email data base to recruit parents to fill designated SAC positions.	Kristine Frailing, SAC Chair Michelle Kefford, AP	Positions filled.	SAC Compositition Report

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
PTSA Membership	Membership	Mary Dearmas	January 2010	PTSA Membership Drive; monthly meetings; parent link calls.	Michelle Kefford
School Advisory Council	Membership	Kristine Frailing	October 2009	SAC Compliance in membership; monthly meetings, implementation of and reevaluation of the SIP.	Michelle Kefford
Volunteer Program	Membership	Denise Jones	January 2010	Number of parents assisting in ESE, Esol, and Level I and II classrooms, volunteer training and support system development, bi-weekly meetings with facilitator.	Scott Fiske

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
Provide documentatio: school calendar, literature.	SAC	\$5,000.00
Total: \$5,000.00		
Final Total: \$5,000.00		

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 Texts and ancillary resources	Instructional Material Categorical/Title IIA	\$5,000.00
Mathematics	After-school course recovery (APEX)	SAC	\$3,000.00
			Total: \$8,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading Coach	Title II	\$55,000.00
Mathematics	Math Coach	Title II	\$55,000.00
Writing	Writing coach	Title II	\$55,000.00
Science	Saturday Program Staff – to provide remediation and reinforcement activities to all 11th graders in the areas of Scientific Thinking, Physical and Chemical Science, Earth and Space Science and Life/Environmental Science	Accountability funds	\$5,000.00
Parental Involvement	Provide documentatio: school calendar, literature.	SAC	\$5,000.00
			Total: \$175,000.00
			Final Total: \$183,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[Show Attached school's Differentiated Accountability Checklist of Compliance](#) (Uploaded on 9/25/2009 9:24:21 AM)

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
Saturday Programs	5000
Informational Literature	8000
After School Programs	4000

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

The role of SAC is to monitor the implementation of the School Improvement Plan, by having monthly meetings and gather data from the various departments to revise the plan as necessary. Our meetings are advertised one week in advance on a marquee and through a parent-link phone call.

SAC Members

Members

- 1) Scott Fiske, Principal
- 2) Kristine Frailing, SAC Chair
- 3) Alexander Carmona, Student
- 4) Will DeSalazar, Teacher
- 5) Karl Linhart, Teacher
- 6) Daniel Mullin, Business Member
- 7) Mary Blackinton, Parent
- 8) Lorraine Williamson, Parent
- 9) Janet Liacona, Parent
- 10) Susan Friend, Parent
- 11) Irene Denancourt, Parent
- 12) Judy Paul, Community Member
- 13) Tina Bajger, School Support Personnel
- 14) Mike Conti, Union Steward
- 15) Michelle Kefford, Assistant Principal

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward WESTERN HIGH SCHOOL 2831													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1640 Math: 1639		2008-2009 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?		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	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	
TOTAL ⁴	99	Y	99	Y	54	N	81	Y	94	94	Y	89	88	Y	44	46	NA	20	19	NA	55	NA	82	NA			
WHITE	99	Y	99	Y	60	N	85	Y		Y	90	88	Y	40	40	NA	16	15	NA	61	NA	85	NA				
BLACK	100	Y	100	Y		NA		NA					NA			NA			NA								
HISPANIC	99	Y	98	Y	45	N	74	Y	92	91	Y	86	87	Y	55	55	NA	30	26	NA	47	NA	76	NA			
ASIAN	100	Y	100	Y		NA		NA								NA			NA								
AMERICAN INDIAN		NA		NA		NA		NA								NA			NA								
ECONOMICALLY DISADVANTAGED	99	Y	98	Y	43	N	73	Y	89	92	Y	85	83	Y	55	57	NA	28	27	NA	46	NA	75	NA			
ENGLISH LANGUAGE LEARNERS	99	Y	98	Y	25	N	56	N	78	76	N				75	NA		44	NA		36	NA	62	NA			
STUDENTS WITH DISABILITIES	93	N	93	N	27	N	43	N	75	75	N	49	65	Y	81	73	NA	57	57	NA	22	NA	42	NA			

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward WESTERN HIGH SCHOOL 2831													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1328 Math: 1327		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			
TOTAL ⁴	98	Y	98	Y	56	N	80	Y		94	Y	78	89	Y	50	44	NA	21	20	NA	58	NA	86	NA			
WHITE	99	Y	98	Y	60	Y	84	Y			Y	79	90	Y	45	40	NA	18	16	NA	62	NA	89	NA			
BLACK	98	Y	98	Y		NA		NA						NA			NA			NA							
HISPANIC	98	Y	98	Y	45	N	70	Y	92	Y	73	86	Y	62	55	NA	28	30	NA	47	NA	77	NA				
ASIAN	98	Y	98	Y		NA		NA								NA			NA								
AMERICAN INDIAN		NA		NA		NA		NA								NA			NA								
ECONOMICALLY DISADVANTAGED	97	Y	98	Y	45	N	72	Y	89	N	67	85	Y	57	55	NA	29	28	NA	49	NA	81	NA				
ENGLISH LANGUAGE LEARNERS	96	Y	96	Y		NA		NA								NA			NA								
STUDENTS WITH DISABILITIES	94	N	94	N	19	N	43	N	75	75	N	49	49	N	83	81	NA	54	57	NA		NA					

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward WESTERN HIGH SCHOOL 2831													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1261 Math: 1260		2006-2007 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?		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			
TOTAL ⁴	98	Y	98	Y	50	N	79	Y	93		Y	55	78	Y	51	50	NA	22	21	NA	55	NA	82	NA			
WHITE	99	Y	98	Y	55	Y	82	Y			Y	66	79	Y	47	45	NA	21	18	NA	58	NA	84	NA			
BLACK	98	Y	98	Y		NA		NA		94	Y	28	77	Y			NA			NA							
HISPANIC	99	Y	99	Y	38	N	72	Y	88		Y	35	73	Y	60	62	NA	25	28	NA	51	NA	78	NA			
ASIAN	97	Y	97	Y		NA		NA				72	81	NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA									NA			NA							
ECONOMICALLY DISADVANTAGED	97	Y	99	Y	43	N	71	Y	83		Y	53	67	NA	75	57	NA	29	29	NA	51	NA	81	NA			
ENGLISH LANGUAGE LEARNERS	98	Y	99	Y		NA		NA			27	58	Y				NA			NA							
STUDENTS WITH DISABILITIES	93	N	94	N	17	N	46	N	73	75	Y	42	49	Y	83	83	NA	64	54	NA	34	NA					

SCHOOL GRADE DATA

Broward School District WESTERN HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	84%	89%	46%	276	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	55%	76%			131	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within

						Level 1 or 2
Adequate Progress of Lowest 25% in the School?	42% (NO)	62% (YES)			104	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	68%	59%			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					521	
Percent Tested = 99%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Broward School District WESTERN HIGH SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	85%	88%	49%	283	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%	78%			140	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?	47% (NO)	63% (YES)			110	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	69%	62%			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					543	
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 WESTERN HIGH SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	83%	91%	48%	276	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%	74%			131	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?	46% (NO)	65% (YES)			111	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	59%	46%			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					518	
Percent Tested = 98%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested