

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



**School Name: MARJORY STONEMAN DOUGLAS HIGH SCHOOL**

**District Name: Broward**

**Principal: Ann Andersen-Kowalski**

**SAC Chair: Lisa Gray/Kimberly Johnson**

**Superintendent: James Notter**

**Date of School Board Approval: 12/01/09**

**Last Modified on: 09-01-2009**

**Dr. Eric J. Smith, Commission**  
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## VISION and MISSION STATEMENTS

### \*Vision

All students can learn given the opportunity and fostered within an environment of respect.

\*The Mission of Marjory Stoneman Douglas is to promote global awareness in a collaborative, learning community of rigor and relevance, emphasizing academic excellence through critical thinking and character development in a technologically enriched environment.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

\*Marjory Stoneman Douglas was established in 1989. It is located in Parkland, Florida.

\*It is the only high school in Parkland, with a seven period rotator schedule.

\*The school was named after Marjory Stoneman Douglas for her contributions to the restoration of The "Florida Everglades."

\*Marjory Stoneman Douglas has a population of 3,289 students.

\*The socioeconomic status of the students at the school is of -middle and -upper income.

\*Westglades Middle School and Coral Springs Middle are our feeder schools

#### Unique School Strengths for Next Year

\*Marjory Stoneman Douglas High has a very high percentage of students entering college.

\*The Science Department has a very high percentage of students doing very well on the Science FCAT.

\*The Math Department has successfully and consistently done well on the Math FCAT on an annual basis.

\*Marjory Stoneman Douglas High (MSDH) has been deemed as one of the best high schools in the nation for its academic success.

\*MSDH is one of the Broward's School District highest ranking schools on Advanced Placement tests.

\*The school has won the District Soccer Championship.

#### Unique School Weaknesses for Next Year

\*The 9th/10th grades need to meet AYP with the lowest quartile students in reading and writing in all subgroups.

\*The school fell to a "B" in 2009.

#### Student Demographics

\* 68.97% White

\* 14.09% Hispanic

\* 8.53% Blacks

\* 5.88% Asian

- \* .22% Indian
- \* 2.30% Multi

**Student Attendance Rates**

93% is the average daily attendance

**Student Mobility**

3289 students are full time  
 46 students are fulltime reassigned  
 3 students are Mckay Scholarship  
 1 students reassigned for psychological reasons  
 3 students are from Palm Beach  
 35 students are assigned to the school due to hardship  
 1 homeless student

**Student Suspension Rates**

33 students external suspension  
 5 recommended for expulsion

**Student Retention Rates**

N/A

**Class Size**

Grade Level Average Class Size  
 09 25.76%  
 10 25.33%  
 11 26.94%  
 12 25.25%

**Academic Performance of Feeder Pattern**

Most of the incoming 9th graders have obtained credits in Algebra, Geometry, Spanish prior to entering Stoneman Douglas High.

Many of the students are high achieving students academically.

Many of the students have at least a Level 3 or higher in Math or Reading upon entering high school.

\*Both Westglades and Coral Springs Middle schools have been an " A" school for last three years.

**Partnerships and Grants**

- \*Allstate
- \*Bank of America
- \*Maddy's Print
- \*Neiman Marcus
- \*TD Bank
- \*City of Parkland
- \*City of Coral Springs
- \*State Farm
- \*Westside Bagels

In 2008-09, the school received \$334,000 in in-kind and cash contributions.

**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	Ann Andersen-Kowalski	BS Master of Education/K-12SLD K-12 EMH/K-12 Principal	9	13	08/09 B 07/08 A 06/07 B
		BS Biology			08/09 B

Assis Principal	Lucille Flynn	MS Instructional Leadership	3	3	07/08 A 06/07 B
Assis Principal	Maximo Rosario	BA Political Science with minors in History and Secondary Education MA Bilingual Secondary Education Specialist Degree Administartion &Supervision	2	2	08/09 B 07/08 A 06/07 A
Assis Principal	Thomas C. Correa	Ed.d Education Administration Specialist Degree in Education Leadership Master's in Degree Sports Medicine BS in Business Administration		14	08/09 B 07/08 D 06/07 C
Assis Principal	Delania D. Cunningham	BS English MS Educational Leadership Certification English with ESOL endorsement	5	5	08/09 B 07/08 A 06/07 B
Assis Principal	Ty Thompson	BS Political Science MS Social Science Education Specialist in Educational Leadership Certification		8	08/09 B 07/08 A 06/07 C

\* 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	Chrissy Pomper	BS- Elementary/ESOL and Reading Endorsement	1	7	08/09 B 07/08 D 06/07 C

\* 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)
Teaming: New and veteran teachers will be paired with teachers who are showing academic success to improve their teaching instructions to help increase student achievement in all academic areas school wide.	NESS Liason/Assistant Principal/Principal	On-going	
Professional Development Monthly/Weekly.	Staff Development Committee	On-going	
National Board Certification: Recognition for teachers who obtain National Board Certification	Principal	On-going	

#### Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
No data submitted			

#### Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
162	7	23	25	47	56	90	7	18	75

## Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Lisa Hitchcock	Danielle Schuster	NESS/Social Studies Teachers	Classroom Drop-ins', Lesson Planning, Classroom Management
John Rusnack	Sandi Bruington	NESS/Fine Arts Teachers	Classroom Drop-ins', Lesson Planning, Classroom Management
Dianne Melita	Gary Kunz	NESS/Science Teachers	Classroom Drop-ins' Lesson Planning, Classroom Management
Cynthia Boyd	Robert DeCarlo	NESS/Science Teachers	Classroom Drop-ins' Lesson Planning, Classroom Management
Holly Van Tassel Schuster	Alexis Dorf	NESS/Science Teachers	Classroom Drop-ins' Lesson Planning, Classroom Management
Dianne Melita	Risa Carpenter	NESS/Science Teachers	Classroom Drop-ins' Lesson Planning, Classroom Management
Gail Gallagher	Language Arts PLC teachers	Team Leader/PLC	Implements Objectives/Goals/ Assessments and Training
Lisa Chauvin	Social Science PLC teachers	Team Leader/PLC	Implements Objectives/Goals/ Assessments and Training
Annettee Traverso	Science PLC teachers	Team Leader/PLC	Implements Objectives/Goals/ Assessments and Training
Terri Silva	Mathematics PLC teachers	Team Leader/PLC	Implements Objectives/Goals/ Assessments and Training
Lauren Rosen	Fine Arts PLC teachers	Team Leader/PLC	Implements Objectives/Goals/ Assessments and Training
Alicia Blonde	World Language teachers	Team Leader/PLC	Implements Objectives/Goals/ Assessments and Training
Jan Pryzinski	Media specialists	Team Leader/PLC	Implements Objectives/Goals/ Assessments and Training
Phyllis Study	Career Technology teachers	Team Leader/PLC	Implements Objectives/Goals/ Assessments and Training
Sheri Hendrix	ESE Specialists/paraprofessionals	Team Leader/PIC	Implements Objectives/Goals/ Assessments and Training
Charlene Martin	Guidance	Team Leader/PLC	Implements Objectives/Goals/ Assessments and Training
Sam Landrian	ESOL	Team Leader/PLC	Implements Objectives/Goals/ Assessments and Training
Randy Miller	HOPE/Physical Education	Team Leader/PLC	Implements Objectives/Goals/ Assessments and Training
Lyn Domino	Reading teachers	Team Leader/PLC	Implements Objectives/Goals/ Assessments and Training

## 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

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Response to Instruction/Intervention (RtI)

**School-based RtI Team**

Identify the school-based RtI Leadership Team.

Sheryl Hendrix- ESE Specialist  
Charlene Martin- Guidance Director  
Dr. Beth Pomerantz- School Psychologist  
Zulema Bond- Social Worker  
Appropriate guidance counselors, administrators, and teachers that know the students and can implement interventions as needed.

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

Collaborative, problem -solving team follows a process to organize resources, provide supports to the teacher, teach in a different manner in order to help the student, and make environmental changes. The team is used as a support for the regular education teachers. There is a standardized procedure that guides data collection, analysis, development of interventions, and monitoring of student progress.

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

Interventions must be implemented, monitored, reviewed, and changed as necessary to judge its efficacy.

**RtI Implementation**

Describe the data management system used to summarize tiered data.

- \*Progress Monitoring: PMRN, Benchmark Assessment,FCAT Simulation
- \*Beginning of Year: Benchmark Assessments,FCAT Reading, Writing,and Math
- \*Midyear: Benchmark Assessments;DAR; FORF

\*End of year: FCAT Writes,FCAT;ACT/SAT;DAR;and FORF

Describe the plan to train staff on RtI.

Staff development will be provided during teacher planning days and small sections of staff training throughout the year. Each section of staff development will focus on data retrieved from the School's Accountability Reports. Staff will get training on how to monitor and evaluate the students impacted by RtI.

## 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?

Stoneman Douglas High School has a tradition of performing well on the FCAT. The ninth grade scored above a 70% on the reading portion of the FCAT on comparison and contrast (88%), words and phrases (78%) and main idea (79%). The tenth grade class scored above a 70% in main idea (76%). Tracking data shows that students moving from the ninth grade to the tenth grade increased in the cluster of main idea.

In reading, Stoneman Douglas High School students show an cluster of concern in reference and research, where ninth graders scored a 56% and tenth graders scored a 67%. Tenth graders also continue their work on words and phrases (67%) and comparison and contrast (69%). Tracking data shows that students moving from ninth to tenth grade decreased slightly in comparison and contrast and reference and research. Additionally, words and phrases had a larger decrease in percentages.

Students in the ninth grade scored at or above 70% in algebraic thinking (70%), geometry (73%) and data analysis (75%). Students in the tenth grade scored at 70% in measurement. Tenth grade student's strand of geometry scored a 50%, an area of concern. Ninth grade students scored below a 60% in measurement (57%). In tracking data, students moving from ninth grade to tenth grade increased in measurement, while decreasing in the four other strands.

Data indicates that Stoneman Douglas High School is performing well on the eleventh grade FCAT Science when compared to other students within the state. Students are scoring above 60% in all strands, with the highest percentages in scientific thinking (67%) and Earth and space (67%). Students continue to work on the strand of physical and chemical (62%).

#### Instructional Calendar Development

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

Stoneman Douglas High School develops the instructional focus through disaggregating FCAT data, mini-benchmarks and formative/summative classroom exams. Each department looks at the data to determine the needs of the current student body in their classroom. It is then up to the department to develop an instructional focus calendar. Teachers are also encouraged to be familiar with their student performance data and to develop their own instructional focus to insure that the IFC caters to the individual classroom, thus easing the transition from development to implementation.

Monitoring occurs through the administrative team, department heads and with individual teacher data chats. Mini-benchmark exams increase the accuracy of the interventions that are the focus of the IFC.

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

Reading: Reference and Research

Mathematics: Measurement

Writing: Expository Writing

Science: Strands of Earth/Space and Physical/Chemical

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

The master schedule is balanced between student academic need and their personal goals. Students are the first line of the master schedule as they choose their classes. Teachers are then an integral part of the master schedule equation by being able to advise and recommend students for advanced coursework through the online registration process. After teachers

make their student recommendations, the master schedule is developed. The school's needs are assessed and then master schedule is developed.

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

The school has an active career technical program focusing on business education. Students have been able to compete at regional, state and national levels in their Career Technical Student Organization. Through their CTSO, students are able to see the relationship between school and the world of work/business community.

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?

Guidance counselors meet with students to ensure proper articulation and movement from grade level to grade level. Teachers are encouraged to assist their students in guiding them on their course selection. Students are given the opportunity to explore the various courses that Stoneman Douglas High School offers through an annual curriculum night.

## DO

### Direct the Instructional Focus

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

\* Lessons plans are created to meet differentiated instruction, which provides academic instructions for students below a Level 1 or 2 in reading, math, and writing.  
\* Lessons will be adjusted to meet the needs of ELL, SWD, and ED, ESE, and 504 students.

How are instructional focus lessons developed and delivered?

Teachers will utilize FCIM Instructional Model (Plan-Do Check-Act), data analysis, on going mini assessments of SSS standards for re-teaching, remediation, and enrichment

Reading/Language Arts teachers 9-12 will develop  
Direct and explicit instruction through teacher and student  
"Think Alouds/Read Aloud" or mental modeling

Teachers need to use research-based strategies that are systematic, explicit, scaffolded, differentiated, and print rich

How will instructional focus lessons be revised and monitored?

Classroom walk-throughs, PLC's Lesson Plans and Team meetings  
Min-Bat results, BAT I and II results  
Data Chats  
Daily and or weekly quizzes and Tests

## 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.

Quizzes, tests, in-classroom discussions, use of Promethean software/interactive white board, district created mini-benchmark exams

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

Assessments assist in driving instruction in all classrooms. When students are not reaching mastery in their course, re-teaching occurs. Students are also given alternative methods for learning through peer tutoring and afterschool/Saturday School opportunities.

### Maintenance

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

Maintenance is built into the IFC through results garnered from the district mini-benchmark exams and through PLC discussions on formative assessments.

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

Professional Learning Communities meet monthly to discuss data and student progression in their courses. The PLC is charged with looking at summative, formative and mini-benchmarks information as well as developmental information.

### 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.

Classroom walk-throughs, PLC's, Department Meetings, Team Meetings, Data Chats, and Workshop Facilitators

### ACT

#### Supplemental and Intensive Instruction/Interventions

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

Intensive Reading instruction 2 Hour block.....The Edge Program

Mathematics Tutorials before and after school

National Honors Society Tutorials

FCAT Camp/Saturdays

AES(Cypress Creek)-for suspended students

Saturday Science

Fly like an Eagle Freshman Program

Pull-out Program

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

Struggling students are given a chance for subject remediation/tutorials/ After school help...mentoring by teachers and alternative options to maintain academic success...

Differentiated Instruction strategies will be used to re-teach non-mastered areas

Resources from the state-adopted textbooks, which are designed for intensive instruction

Best Practices from teachers in all subject areas through PLC'S

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

PLC Communities help to develop their own objectives /goals and training through a Needs Assessment through Quia Survey.

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

Students that are scoring at or below a level 3 (level 1 +2) in Reading

Students that are scoring at or below a level 3 (level 1+2) in Mathematics

ESOL/ELL students scoring below a level 3 (level 1+2)

ESE students scoring below a level 3 (level 1+2)

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

All personnel providing services to a student not meeting mastery will meet in their PLC's to discuss their evidence and documentation of strategies and interventions that have been previously utilized.

Factors hindering implementation of a strategy (attendance, behavior, etc...)

Strategies that are unsuccessful will be discontinued and replaced with alternative interventions.

BAT I and BAT II, mini assessment benchmarks

**Enrichment**

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

Students who typically exceed master levels are encouraged to participate in Honors, Advanced, AP classes, and Dual Enrollment.

Describe how students are identified for enrichment strategies.

FCAT results, in addition to student progress in a specific course as well as assessment results that demonstrate consistent proficiency/mastery, are used to determine placement in higher level courses and or/academic programs....

Teacher recommendation are also taken into consideration

Parent Conferences are held with the recommending teacher , instructional coach, guidance counselor, and a member of the leadership team or administrative team

Parents are counseled on the expectations for the student in the higher level course as well as their continued parental involvement.

**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)
Math	Terri Silva	Monthly	Thursday	Student Achievement
Science	Annette Traverso	Monthly	Thursday	Student Achievement
Reading	Lynn Domino-Saffir	Monthly	Thursday	Student Achievement
Fine Arts	Lauren Rosen	Monthly	Thursday	Student Achievement
Physical Education	Randy Miller	Monthly	Thursday	Student Achievement
Social Studies	Lisa Chavin	Monthly	Thursday	Student Achievement
Guidance Department	Charlene Martin	Monthly	Thursday	Student Achievement
English	Gail Gallagher	Monthly	Thursday	Student Achievement
World Languages	Alicia Blonde	Monthly	Thursday	Student Achievement
Media	Jan Pryzinski	Monthly	Thursday	Student Achievement
Career	Phylis Study	Monthly	Thursday	Student Achievement

**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.

- \*Coordination of Junior high school students to attend "Experience College Fair" at Marjory Stoneman Douglas High.
- \*Implementation of Personal Career Counseling for each student during the Senior and Junior years at Marjory Stoneman Douglas High.
- \*Personal Classroom visitations by each counselor to discuss student goals after high school graduation.
- \*The "Ethical Seminar" provided by partnerships to encourage shared decision making process and work ethics.

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

<b>Needs Assessment:</b>	<p>Based on School Grade and Adequate Yearly Progress Data:</p> <p>Did the total percent proficient increase or decrease? What is the percent change?</p> <p>What clusters/strands, by grade level, showed decrease in proficiency?</p> <p>Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?</p> <p>Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?</p> <p>Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?</p>
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009-65% of all students scored a level 3 or above in Reading		For 2009-10, at least 67% of all 9th and 10th grade students who are required to meet FCAT criteria, will score a level 3 or above on the Reading test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>Use of PLC Reading Focus Groups quarterly 4 times a year)</p> <p>Reading/Language Arts teachers 9- 12 will develop Direct and explicit instruction through teacher and student "Think Alouds/Read Aloud" or mental modeling</p> <p>Teachers need to use research-based strategies that are systematic, explicit, scaffolded, differentiated, and print rich</p> <p>Comprehension monitoring strategies used/mini benchmarks, and BAT.</p> <p>Silent Sustained reading using Teenlink Magazine using discussions,and questioning tactics</p> <p>Professional Development/CRISS/McRel technology</p> <p>Utilization of District Instructional Focus Calendar</p> <p>Utilization of Edge (District based Reading Program) FCAT explorer, Reading Tutorial, and FCAT Sat Camp</p> <p>ESOL students received Developmental Language through 2 hour Reading blocks. Scheduling and Evaluations of all</p> <p>ESOL/ESE students for proper placement...</p>	<p>Reading Coaches,English Deapartment Chair, Assistant Principal</p> <p>Reading Coaches,English Deapartment Chair, Assistant Principal</p> <p>Reading Coaches,English Deapartment Chair, Assistant Principal</p> <p>Reading Coach</p>	<p>Classroom walkthroughs,and PLC's</p> <p>Classroom walkthroughs, PLC's Lesson Plans and Team meetings</p> <p>One-on-one Data chats, Department meetings, PLC's</p>	<p>Min-Bat results, BAT I and II results Fluency/Word recognition</p> <p>Dar-Diagnostic</p> <p>ESOL students received Developmental Language through 2 hour Reading blocks and are assessed using CELLA</p> <p>Intensive Reading students received services through The Edge A, B, and C programs assessments</p>

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
For 2009- 43% African American students scored a level 3 or above in Reading.		For 2009-10 51%, African-American students who are required to meet FCAT criteria, will score a level 3 or above on the Reading test.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	<p>Use of PLC Reading Focus Groups quarterly 4 times a year)</p> <p>Use Human Relations Council/Diversity support</p> <p>Reading/Language Arts teachers 9- 12 will develop Direct and explicit instruction through teacher and student "Think Alouds/Read Aloud" or mental modeling</p> <p>Teachers need to use research-based strategies that are systematic, explicit, scaffolded, differentiated, and print rich</p> <p>Comprehension monitoring strategies used/mini benchmarks, and BAT.</p> <p>Silent Sustained reading using Teenlink Magazine using discussions,and questioning tactics</p> <p>Professional Development/CRISS/McRel technology</p> <p>Utilization of District Instructional Focus Calendar</p> <p>Utilization of Edge (District based Reading Program) FCAT explorer, Reading Tutorial, and FCAT Sat Camp</p> <p>ESOL students received Developmental Language through 2 hour Reading blocks. Scheduling and Evaluations of all</p> <p>ESOL/ESE students for proper placement...</p>	<p>Reading Coaches,English Deapartment Chair, Assistant Principal</p> <p>Reading Coaches,English Deapartment Chair, Assistant Principal</p> <p>Reading Coaches,English Deapartment Chair, Assistant Principal</p> <p>Reading Coach</p>	<p>Classroom walkthroughs,and PLC's</p> <p>Classroom walkthroughs, PLC's Lesson Plans and Team meetings</p> <p>One-on-one Data chats, Department meetings, PLC's</p>	<p>Min-Bat results, BAT I and II results Fluency/Word recognition</p> <p>Dar-Diagnostic</p> <p>ESOL students received Developmental Language through 2 hour Reading blocks and are assessed using CELLA</p> <p>Intensive Reading students received services through The Edge A, B, and C programs assessments</p>

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
For 2009- 57% Hispanic students scored a level 3 or above in Reading.		For 2009-10 65%, Hispanic students who are required to meet FCAT criteria, will score a level 3 or above on the Reading test.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	<p>Use of PLC Reading Focus Groups quarterly 4 times a year)</p> <p>Use of Human Relations Council/Diversity</p> <p>Reading/Language Arts teachers 9- 12 will develop Direct and explicit</p>	<p>Reading Coaches,English Deapartment Chair, Assistant Principal</p> <p>Reading Coaches,English Deapartment Chair, Assistant Principal</p>	<p>Classroom walkthroughs,and PLC's</p> <p>Classroom walkthroughs, PLC's Lesson Plans and Team meetings</p> <p>One-on-one Data chats, Department meetings, PLC's</p>	<p>Min-Bat results, BAT I and II results Fluency/Word recognition</p> <p>Dar-Diagnostic</p> <p>ESOL students received Developmental Language through 2 hour Reading blocks and are assessed</p>

<p>instruction through teacher and student "Think Alouds/Read Aloud" or mental modeling</p> <p>Teachers need to use research-based strategies that are systematic, explicit, scaffolded, differentiated, and print rich</p> <p>Comprehension monitoring strategies used/mini benchmarks, and BAT.</p> <p>Silent Sustained reading using Teenlink Magazine using discussions, and questioning tactics</p> <p>Professional Development/CRISS/McRel technology</p> <p>Utilization of District Instructional Focus Calendar</p> <p>Utilization of Edge (District based Reading Program) FCAT explorer, Reading Tutorial, and FCAT Sat Camp</p> <p>ESOL students received Developmental Language through 2 hour Reading blocks. Scheduling and Evaluations of all</p> <p>ESOL/ESE students for proper placement...</p>	<p>Reading Coaches, English Department Chair, Assistant Principal</p> <p>Reading Coach</p>		<p>using CELLA</p> <p>Intensive Reading students received services through The Edge A, B, and C programs assessments</p>
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<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
For 2009- 41% economically disadvantaged students scored a level 3 or above in Reading.		For 2009-10 51%, economically disadvantaged students who are required to meet FCAT criteria, will score a level 3 or above on the Reading test.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	<p>Use of PLC Reading Focus Groups quarterly 4 times a year)</p> <p>Identify Free and Reduced Lunch candidates..</p> <p>Reading/Language Arts teachers 9-12 will develop Direct and explicit instruction through teacher and student "Think Alouds/Read Aloud" or mental modeling</p> <p>Teachers need to use research-based strategies that are systematic, explicit, scaffolded, differentiated, and print rich</p> <p>Comprehension monitoring strategies used/mini benchmarks, and BAT.</p> <p>Silent Sustained reading using Teenlink Magazine using discussions, and questioning tactics</p>	<p>Reading Coaches, English Department Chair, Assistant Principal</p> <p>Reading Coaches, English Department Chair, Assistant Principal</p> <p>Reading Coaches, English Department Chair, Assistant Principal</p> <p>Reading Coach</p>	<p>Classroom walkthroughs, and PLC's</p> <p>Classroom walkthroughs, PLC's Lesson Plans and Team meetings</p> <p>One-on-one Data chats, Department meetings, PLC's</p>	<p>Min-Bat results, BAT I and II results Fluency/Word recognition</p> <p>Dar-Diagnostic</p> <p>ESOL students received Developmental Language through 2 hour Reading blocks and are assessed using CELLA</p> <p>Intensive Reading students received services through The Edge A, B, and C programs assessments</p>

Professional Development/CRISS/McRel technology			
Utilization of District Instructional Focus Calendar			
Utilization of Edge (District based Reading Program) FCAT explorer, Reading Tutorial, and FCAT Sat Camp			
ESOL students received Developmental Language through 2 hour Reading blocks. Scheduling and Evaluations of all			
ESOL/ESE students for proper placement...			

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
For 2009- 25% SWD students scored a level 3 or above in Reading.		For 2009-10 35%,SWD students who are required to meet FCAT criteria, will score a level 3 or above on the Reading test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>Use of PLC Reading Focus Groups quarterly 4 times a year)</p> <p>Reading/Language Arts teachers 9-12 will develop Direct and explicit instruction through teacher and student "Think Alouds/Read Aloud" or mental modeling</p> <p>Teachers need to use research-based strategies that are systematic, explicit, scaffolded, differentiated, and print rich</p> <p>Comprehension monitoring strategies used/mini benchmarks, and BAT.</p> <p>Silent Sustained reading using Teenlink Magazine using discussions,and questioning tactics</p> <p>Professional Development/CRISS/McRel technology</p> <p>Utilization of District Instructional Focus Calendar</p> <p>Utilization of Edge (District based Reading Program) FCAT explorer, Reading Tutorial, and FCAT Sat Camp</p> <p>ESOL students received Developmental Language through 2 hour Reading blocks. Scheduling and Evaluations of all</p> <p>ESOL/ESE students for proper placement...</p>	<p>Reading Coaches,English Department Chair, Assistant Principal</p> <p>Reading Coaches,English Department Chair, Assistant Principal</p> <p>Reading Coaches,English Department Chair, Assistant Principal</p> <p>Reading Coach</p>	<p>Classroom walkthroughs,and PLC's</p> <p>Classroom walkthroughs, PLC's Lesson Plans and Team meetings</p> <p>One-on-one Data chats, Department meetings, PLC's</p>	<p>Min-Bat results, BAT I and II results</p> <p>Fluency/Word recognition</p> <p>Dar-Diagnostic</p> <p>ESOL students received Developmental Language through 2 hour Reading blocks and are assessed using CELLA</p> <p>Intensive Reading students received services through The Edge A, B, and C programs assessments</p>

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Promote Reading Endorsement in order to Implement Reading PLC community using CRISS and MCKrel strategies	Reading Endorsement/Develop strategies for lower quartile students and minority sub groups	PLC/Staff Development Committee	09/24/09	Staff Portfolio and data chats	Assitant Principal, Principal, Department heads/Reading Coach
ESOL students received Developmental Language through 2 hour Reading blocks and are assessed using CELLA	ESOL Endorsement Community/Develop strategies for students	PLC/Staff Development Committee	09/24/09	Staff Portfolio and data chats	Assitant Principal, Principal, Department heads/Reading Coach
67% of all students will demonstrate learning gains in Reading	Differentiated Instruction through CRISS training, McRel Reading Content, Socratic workshop, Edge and Wilson Training	Reading/Language Arts PLC	September 2009-May 2010	Classroom walkthroughs conducted by Department Chairs	Assistant Principal, Principal
67% of all students will demonstrate learning gains	The Literacy Group PLC will share an implement SSS Reading Program to enhance student comprehension and learning	Staff Development and Literacy Chair	September 2009	Classroom walkthroughs conducted by PLC leader, and Department Chairs	Assistant Principal, Principal

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

Reading Focus Groups ( only 4 times a year)  
 Reading teachers 9-12  
 Teacher training for new state adopted reading series.  
 Master plan update to address the reading needs of White,African- American, Hispanic, Economically disadvantaged students.  
 Create Instructional Focus Calendar  
 Intensive/Remedial Reading teachers will attend trainings and workshops for these sub-groups.  
 Meet with the Reading Coach to align the reading curriculum to district mandates/NCLB.  
 Implement SSS Reading Program through Literacy PLC

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
State Adopted Reading Series	State of Florida/District	\$10,000.00
		<b>Total: \$10,000.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
Literacy strategies workshop:teacher training to implement CRISS and McRel strategies	General Budget	\$2,000.00
		<b>Total: \$2,000.00</b>
Other		
Description of Resources	Funding Source	Available Amount
FCAT Camp to improve student reading proficiency	Accountability	\$5,000.00
		<b>Total: \$5,000.00</b>
		<b>Final Total: \$17,000.00</b>

## Mathematics Goal

<b>Needs Assessment:</b>	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		
In 2008-09 88% of all students scored a level 3 or above in Mathematics.		For 2009-10, at least 90% of all 9th and 10th grade students must have must score a level 3 or above on the FCAT Mathematics Assessment to meet the criteria for AYP.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Math teachers will align their lessons with the district IFC's and create instructional focus calendars to drive instruction, remediation, and testing	Assistant Principal, Math Coach, Department Chair	Classroom walkthroughs, PLC's, Depatment Meetings, Team Meetings	Mini-BAT results, Teacher made tests, BAT I and II results
2	Math teachers will implement PLC by subject area to create common tests, quizzes, midterms, finals, and grading scales	Assistant Principal	Classroom Walkthroughs, Department Meetings/Team Meetings	Mini-BAT results, Teacher made tests, BAT I and II results
3	Math teachers will utilize FCIM Instructional Model (Plan-Do Check-Act), data analysis, on going mini assessments of SSS standards for re-teaching, remediation, and enrichment	Assistant Principal, Department Chair, Math Coach	PLC's, Classroom Walkthroughs, Department Meetings/Team Meetings	Mini-BAT results, Teacher made tests, BAT I and II results
4	Beep Lesson plans used to incorporate into daily lessons aligned with SSS	Math teachers/Department Heads	PLC's	Lesson Plan Rubrics, quizzes and tests
5	Continued Slate Training (Using technology in the classroom to indicate problem solving).	PLC'S	Department Head/Assistant Principal	Assessments provided in core textbooks and or computer-based Integral Learning Systems
6	Math Department will provide before and after-school tutorials for struggling students starting August 2009	Math teachers and Department Head	PLC's	Weekly and Daily classroom assessments
7	Scheduling according to k-12 ESOL Plan, Implementation of paraprofessional working with ELL students/teachers /All teachers implementing interactive mutimedia and multimodal strategies and testing accomadations for ESOL students	Assistant Principal, Department Head, Math Coach	PLC's, Classroom Walkthroughs, Department Meetings/Team Meetings	Mini-BAT results, Teacher made tests, BAT I and II results

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement	
In 2008-09 88% of all students scored a level 3 and above on in Mathematics		For 2009-10, at least 72% of the lower quartile students will make learning gains on the Mathematics Assessment in order to meet the criteria for AYP.	

	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Math teachers will align their lessons with the district IFC's and create instructional focus calendars to drive instruction, remediation, and testing	Assistant Principal, Math Coach, Department Chair	Classroom walkthroughs, PLC's, Department Meetings, Team Meetings	Mini-BAT results, Teacher made tests, BAT I and II results
2	Scheduling according to k-12 ESOL Plan, Implementation of paraprofessional working with ELL students/teachers /All teachers implementing interactive multimedia and multimodal strategies and testing accommodations for ESOL students	Assistant Principal, Math Coach, Department Chair	Classroom walkthroughs, PLC's, Department Meetings, Team Meetings	Mini-BAT results, Teacher made tests, BAT I and II results
3	Math teachers will implement PLC by subject area to create common tests, quizzes, midterms, finals, and grading scales	Assistant Principal, Math Coach, Department Chair	Classroom walkthroughs, PLC's, Department Meetings, Team Meetings	Mini-BAT results, Teacher made tests, BAT I and II results
4	Math teachers will utilize FCIM Instructional Model (Plan-Do Check-Act), data analysis, on going mini assessments of SSS standards for re-teaching, remediation, and enrichment	Assistant Principal, Math Coach, Department Chair	Classroom walkthroughs, PLC's, Department Meetings, Team Meetings	Mini-BAT results, Teacher made tests, BAT I and II results
5	Beep Lesson plans used to incorporate into daily lessons aligned with SSS	Math teachers, Department Heads	PLC's, Team Meetings/Department Meetings	Daily and Weekly quizzes and Tests
6	Continued Slate Training (Using technology in the classroom to indicate problem solving).	Math teachers/Department Heads	PLC's Team Meetings/Department Meetings	Assessments provided in core textbooks and or computer-based Integral Learning Systems

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In 2008-09 all subgroups met AYP results.		For 2009-10 80% of all sub groups will score at or above a level 3 on the Mathematics Assessment Test.		
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Math teachers will implement PLC by subject area to create common tests, quizzes, midterms, finals, and grading scales	Assistant Principal/Department Head	Classroom walkthroughs, PLC's, Department Meetings, Team Meetings	Mini-BAT results, Teacher made tests, BAT I and II results...Daily and Weekly Assessments
2	Math teachers will align their lessons with the district IFC's and create instructional focus calendars to drive instruction, remediation, and testing	Assistant Principal, Math Coach, Department Chair	Classroom walkthroughs, PLC's, Department Meetings, Team Meetings	Mini-BAT results, Teacher made tests, BAT I and II results...Daily and Weekly Assessments
3	Continued Slate Training (Using technology in the classroom to indicate problem solving).	Assistant Principal, Math Coach, Department Chair	PLC's, Department Meetings, Team Meetings	Assessments provided in core textbooks and or computer-based Integral Learning Systems
4	Math Department will provide before and after-school tutorials for struggling students starting August 2009	Math Teachers/Department Heads	PLC's, Department Meetings, Team Meetings	Mini-BAT results, Teacher made tests, BAT I and II results...Daily and Weekly Assessments

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
In 2008-09 56% of SWD subgroup scored a level 3 or above in Mathematics.		For 2009-10 58%, Students with Disabilities who are required to meet FCAT criteria, will score a level 3 or		

			above on the Math test.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Math teachers will implement PLC by subject area to create Supplemental materials common tests, quizzes, midterms, finals, and grading scales for ESE students	Assistant Principal, Math Coach, Department Chair	Classroom walkthroughs, PLC's, Department Meetings, Team Meetings	Mini-BAT results, Teacher made tests, BAT I and II results
2	Math teachers will include short response, extended response, and gridded response questions into all math assessments throughout the school year.	Assistant Principal/Department Head	Classroom walkthroughs, PLC's, Department Meetings, Team Meetings	Mini-BAT results, Teacher made tests, BAT I and II results
3	All teachers will access , analyze, and chart student AYP demographical data to identify and develop strategies	Assistant Principal	PLC's, Team Meetings, Department Meetings	Daily and Weekly in class assessments
4	Math teachers will utilize FCIM Instructional Model (Plan-Do Check-Act), data analysis, on going mini assessments of SSS standards for re-teaching, remediation, and enrichment	Assistant Principal, Math Coach, Department Chair	Classroom walkthroughs, PLC's, Department Meetings, Team Meetings	Mini-BAT results, Teacher made tests, BAT I and II results Daily and Weekly in class assessments
5	Math Department will provide before and after-school tutorials for struggling students starting August 2009	Assistant Principal/Department Head	PLC's, Team Meetings, Department meetings	Mini-BAT results, Teacher made tests, BAT I and II results...Daily and Weekly Assessments

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In 2009-10 90% of all students scored a level 3 or above Mathematics.	The Math PLC members will learn , use and share strategies useful to integrate Geometry into Algebra classrooms and Algebra into geometry classrooms.	Mathematics Learning Community	09/01/09	Mini-Bat, BAT I along with daily and weekly assessments	Assistant Principal/Department
In 2009-10 90% of all students scored a level 3 or above Mathematics.	The Math PLC will use and share strategies useful for student success in AP Math Courses and on AP Math Exams	Math PLC's	09/01/09	Standard Assessments/daily and weekly quizzes/tests	Assistant Principal/Department Head
In 2009-10 90% of all students scored a level 3 or above Mathematics	The Math PLC will develop strategies for struggling students and incorporate ESE and ESOL/ELL accommodations	Math PLC	09/01/09	Standard Assessments/daily and weekly quizzes/test	Assistant Principal

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
Slate Training software	District Funded	\$0.00
<b>Total: \$0.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
Slate Technology Training/Promethean	District/Promethean Funded	\$0.00
<b>Total: \$0.00</b>		

Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$0.00</b>

End of **Mathematics** Goal

## Science Goal

<b>Needs Assessment:</b>	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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In the 2008-2009 school year, 59% of 11th grade students scored level 3 or higher on the Science FCAT.		For 2009-10 at least 61% of the 11th grade student will score a level 3 or higher on the 2009 Science FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Disaggregate FCAT Science 2008-09 Scores 2. Integrate earth science components into the curriculum of physics, chemistry, and Biology. 3. Integrate 9 high yield strategies into the all science classrooms. 4. Implement science instructional focus calendar 5. Provide tutorials to re-teach target areas not mastered 6. Implement program to provide enrichment opportunities for students who have mastered target areas 7. Monitor progress through mini-benchmark testing 8. Inservice science teachers on the Next Generation Science Sunshine State Standards	1. Assistant Principal, Science Department Head 2. Assistant Principal, Science Department Head, Physics, Chemistry and Biology teachers 3. Assistant Principal 4. Assistant Principal, Science Department Head 5. Assistant Principal, Science Department Head 6. Science Department Head 7. Science Department Head, classroom teachers 8. Assistant Principal, Science Department Head	1. Monthly monitoring by administration and department heads 2. Monitoring by administration and science department head, use of Probeware Lab equipment, software by Pasco time sensors temperature and location usage in Chemistry and Physics. 3. Classroom integration of strategies as evidenced in lesson plans 4. Monitor through formative assessments 5. Monitor through formative assessments 6. Monitor and Maintenance of FCAT scores at level 3 or higher 7. Ongoing assessment 8. Ongoing assessment	1. FCAT Scores 2. Ongoing in-classroom assessments 3. FCAT Scores 4. FCAT Scores/mini-benchmark tests 5. FCAT Scores/mini-benchmark tests 6. FCAT Scores science FCAT practice test for all 9th and 10th grade science students. 7. Mini-benchmark tests 8. FCAT Scores

### Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Integrate 9 high yield strategies into the all science classrooms.	9 High Yield Strategies	In-house	November 2009	In classroom observation	Assistant Principal
Inservice science teachers on the Next Generation Science Sunshine State Standards	Next Generation Science Sunshine State Standards	In-house	December 2009	Ongoing monitoring through lesson plans	Assistant Principal

### Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
9 High Yield Strategies	none necessary	\$0.00
		<b>Total: \$0.00</b>
Technology		

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
Next Generation Science Sunshine State Standards	none necessary	\$0.00
<b>Total: \$0.00</b>		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
<b>Final Total: \$0.00</b>		

*End of Science Goal*

## Writing Goal

<b>Needs Assessment:</b>	<p>Based on School Grade Data:</p> <p>Did the total percent proficient increase or was the percent proficient maintained?</p> <p>What clusters/strands showed decrease in proficiency?</p>
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2008-09, at least 92% of students scored a 3.5 or above.		For 2009-10, at least 94% of 10th grade students will earn a score of 3.5 or higher on FCAT Writing and all subgroups will meet writing proficiency requirements.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<ol style="list-style-type: none"> <li>Disaggregate 2008-09 writing score data</li> <li>Usage of 6 Traits Strategy in 9th and 10th grade Language Arts classes</li> <li>Incorporate writing across the curriculum</li> <li>Utilize BEEP for monthly writing prompts in the 9th and 10th grade classrooms</li> <li>Implement 10th grade Writing Portfolios</li> <li>Inservice teachers across the curriculum in the Six Traits Writing Strategy</li> <li>Inservice teachers across the curriculum on the FCAT Writing, SAT/ACT and Advanced Placement Writing rubrics</li> <li>Incorporate timed writings once per week including expository and persuasive essays</li> </ol>	<ol style="list-style-type: none"> <li>Administrator, Language Arts Department Head, 10th Grade Professional Learning Community</li> <li>Administrator, Language Arts Department Head, 9th and 10th Grade Professional Learning Communities</li> <li>Administrators, Language Arts Department Head</li> <li>Administrators, Language Arts Department Head, 9th and 10th Grade Professional Learning Communities</li> <li>Administrators, Language Arts Department Head, 10th Grade Professional Learning Community</li> <li>Administrators, Language Arts Department Head</li> <li>Administrators, Language Arts Department Head</li> <li>Administrators, Language Arts Department Head</li> </ol>	<ol style="list-style-type: none"> <li>Monthly monitoring by administration and department heads</li> <li>Professional Learning Communities collaboration, administration monitoring</li> <li>Ongoing assessment of writing within the Language Arts classroom</li> <li>Professional Learning Communities collaboration, administration monitoring</li> <li>10th grade Professional Learning Community collaboration, administration monitoring</li> <li>Ongoing assessment of writing within the Language Arts classroom</li> <li>Ongoing assessment of writing within the Language Arts classroom</li> <li>Ongoing assessment of writing within the Language Arts classroom</li> </ol>	<ol style="list-style-type: none"> <li>FCAT Scores</li> <li>FCAT Writing Rubric</li> <li>FCAT Writing Rubric</li> <li>FCAT Writing Rubric</li> <li>Writing portfolios</li> <li>FCAT Writing Rubric and Writing Portfolios</li> <li>FCAT Writing Rubric, SAT/ACT Writing Rubric, Advanced Placement Writing Rubric</li> <li>FCAT Writing Rubric</li> </ol>

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Inservice teachers across the curriculum in the Six Traits Writing Strategy	Six Traits Writing Strategy	In-house	September 2009	Monitor progress through the utilization of the FCAT Rubric	Administrators
Inservice teachers across the curriculum on the FCAT Write, SAT/ACT and Advanced Placement Writing rubrics	Use of Rubrics: FCAT Writing, SAT/ACT, Advanced Placement	In-house	September 2009	Monitor progress through the use of various rubrics within the classroom	Administrators
Incorporate writing across the curriculum	Strategies to Infuse Writing outside of the Language Arts Classroom	In-house	November 2009	1. Incorporating writing assignments into the 10th grade Writing Portfolio 2. Monitor through the use of turnitin.com 3. Monitor progress within the individual classroom	Administrators

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Six Traits Writing Strategy	District	\$0.00
		<b>Total: \$0.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$0.00</b>

*End of Science Goal*

## Parent Involvement Goal

<b>Needs Assessment:</b>	<p>Based on information from School Grade and Adequate Yearly Progress Data:</p> <p>Were parent involvement activities and strategies targeted to areas of academic need?</p> <p>Based on information from surveys, evaluations, agendas, or sign-ins:</p> <p>Was the percent of parent participation in school activities maintained or increased from the prior year?</p> <p>Generally, what strategies or activities can be employed to increase parent involvement?</p>
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**Professional Development Aligned with Objective:**

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

**Budget:**

<b>Evidence-based Program(s)/Material(s)</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
<b>Technology</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
<b>Professional Development</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
<b>Other</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$0.00</b>

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*End of Parent Involvement Goal*

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# 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	State Adopted Reading Series	State of Florida/District	\$10,000.00
Writing	Six Traits Writing Strategy	District	\$0.00
Science	9 High Yield Strategies	none necessary	\$0.00
			<b>Total: \$10,000.00</b>
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	Slate Training software	District Funded	\$0.00
			<b>Total: \$0.00</b>
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Literacy strategies workshop:teacher training to implement CRISS and McRel strategies	General Budget	\$2,000.00
Mathematics	Slate Technology Training/Promethean	District/Promethean Funded	\$0.00
Science	Next Generation Science Sunshine State Standards	none necessary	\$0.00
			<b>Total: \$2,000.00</b>
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	FCAT Camp to improve student reading proficiency	Accountability	\$5,000.00
			<b>Total: \$5,000.00</b>
			<b>Final Total: \$17,000.00</b>

## Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
  Correct II
  Prevent II
  Correct I
  Prevent I
  NA

No Attached school's Differentiated Accountability Checklist of Compliance

## School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

**Yes. Agree with the above statement.**

Projected use of SAC Funds	Amount
Technology, Turnitin.com, Student Planners	20000

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

1. The SAC will promote the use of technology in the classroom as a methodology to further engage student learners.
2. The SAC will train members on the use of FCAT data and how data information is implemented in the classroom.
3. The SAC will increase partnerships within the school's community.

SAC Members

## **Members**

- 1) Ann Kowalski, Principal
- 2) Lisa Gray, SAC Chair
- 3) Kimberly Johnson, SAC Chair
- 4) Lia Saifman, Student
- 5) Sharon Cutler, Teacher
- 6) Carla Verba , Teacher
- 7) Annette Traverso, Teacher
- 8) Richard Labocetta, Teacher
- 9) Marleen Sanders, Teacher
- 10) Alicia Blonde, Teacher
- 11) Lynn Domino, Teacher
- 12) Eric Garner, Teacher
- 13) Robin Saifman, Parent
- 14) Nancy Robeson, Parent
- 15) Debbie Erlich, Parent
- 16) Rhona Faulk, Parent
- 17) Susanne Ifcher-Flynn, Parent
- 18) Linda Mceachrane, Parent
- 19) Bob Goldfarb, Parent
- 20) Lisa Mayer, Parent
- 21) Micheal Udine , Community Member
- 22) Bob Marks, Community Member
- 23) Fran Priolo, School Support Personnel
- 24) Lauren Rosen, School Support Personnel

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward MARJORY STONEMAN DOUGLAS HIGH SCHOOL 3011													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 1639 Math: 1631		2008-2009 School Grade <sup>1</sup> : 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 <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						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 <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	
TOTAL <sup>4</sup>	99	Y	99	Y	62	N	85	Y			Y	82	90	Y	36	38	N	15	15	NA	62	N	87	NA			
WHITE	99	Y	99	Y	64	N	88	Y			Y	88	92	Y	33	36	N	12	12	NA	64	N	89	NA			
BLACK	98	Y	97	Y	43	N	66	N	93		Y	65	82	Y	63	57	N	35	34	N	45	N	71	Y			
HISPANIC	99	Y	99	Y	57	N	79	Y			Y	69	80	Y	42	43	N	23	21	NA	58	N	80	NA			
ASIAN	100	Y	100	Y		NA		NA			Y	81		Y			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	98	Y	97	Y	41	N	69	Y	92	93	Y	53	83	Y	60	59	N	34	31	NA	44	N	73	NA			
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y		NA		NA			NA	58	78	Y			NA			NA							
STUDENTS WITH DISABILITIES	97	Y	97	Y	25	N	48	N	85	86	Y	69	68	N	75	NA		52	NA								

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward MARJORY STONEMAN DOUGLAS HIGH SCHOOL 3011													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 1608 Math: 1604		2007-2008 School Grade <sup>1</sup> : 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 <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						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 <sup>3</sup> 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 <sup>4</sup>	99	Y	99	Y	64	Y	85	Y			Y	79	82	Y	41	36	NA	15	15	NA	66	NA	89	NA			
WHITE	99	Y	99	Y	67	Y	88	Y			Y	86	88	Y	39	33	NA	13	12	NA	68	NA	90	NA			
BLACK	99	Y	99	Y	37	N	65	Y	89	93	Y	59	65	Y	58	63	N	35	35	NA	42	N	77	NA			
HISPANIC	99	Y	99	Y	58	Y	77	Y			Y	66	69	Y	46	42	NA	19	23	NA	65	NA	84	NA			
ASIAN	100	Y	100	Y		NA		NA			Y	91	81	N			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	96	Y	95	Y	40	N	66	Y	88	92	Y	38	53	Y	62	60	N	38	34	NA	47	N	75	NA			
ENGLISH LANGUAGE LEARNERS	98	Y	97	Y		NA		NA			NA	51	58	Y			NA			NA							
STUDENTS WITH DISABILITIES	95	Y	95	Y		NA		NA	88	85	N	41	69	Y			NA			NA							

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward MARJORY STONEMAN DOUGLAS HIGH SCHOOL 3011													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 1602 Math: 1600		2006-2007 School Grade <sup>1</sup> : 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 <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						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 <sup>3</sup> 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 <sup>4</sup>	99	Y	99	Y	59	Y	85	Y			Y	77	79	Y	42	41	NA	16	15	NA	59	NA	84	NA			
WHITE	99	Y	99	Y	61	Y	87	Y			Y	82	86	Y	40	39	NA	13	13	NA	59	NA	85	NA			
BLACK	100	Y	100	Y	42	N	65	Y	88	89	Y	59	59	N	63	58	NA	39	35	NA	55	NA	76	NA			
HISPANIC	100	Y	100	Y	54	Y	81	Y			Y	71	66	N	48	46	NA	20	19	NA	58	NA	78	NA			
ASIAN	100	Y	100	Y		NA		NA	94		Y	86	91	Y			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	98	Y	97	Y	38	N	62	Y	83	88	Y	65	38	N	63	62	NA	36	38	NA	43	NA	66	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA	52	51	N			NA			NA							
STUDENTS WITH DISABILITIES	93	N	93	N		NA		NA	94	88	N	42	41	N			NA			NA							

## SCHOOL GRADE DATA

Broward School District MARJORY STONEMAN DOUGLAS HIGH SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	65%	88%	92%	59%	304
<b>% of Students Making Learning Gains</b>	60%	78%			138

**Writing and Science:** Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.

**3 ways to make gains:**

- Improve FCAT Levels
- Maintain Level 3, 4, or 5
- Improve more than one year within

						Level 1 or 2
<b>Adequate Progress of Lowest 25% in the School?</b>	48% (NO)	70% (YES)			118	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.
<b>% of 11th and 12th graders meeting the graduation requirement on the FCAT retake</b>	77%	69%			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					570	
Percent Tested = 99%						Percent of eligible students tested
<b>School Grade</b>					<b>B</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District MARJORY STONEMAN DOUGLAS HIGH SCHOOL 2007-2008</b>						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	67%	87%	96%	61%	311	<b>Writing and Science:</b> 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.
<b>% of Students Making Learning Gains</b>	67%	78%			145	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	55% (YES)	71% (YES)			126	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.
<b>% of 11th and 12th graders meeting the graduation requirement on the FCAT retake</b>	71%	82%			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					592	
Percent Tested = 99%						Percent of eligible students tested
<b>School Grade</b>					<b>A</b>	Grade based on total points, adequate progress, and % of students tested

<b>Broward School District MARJORY STONEMAN DOUGLAS HIGH SCHOOL 2006-2007</b>						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	62%	88%	90%	65%	305	<b>Writing and Science:</b> 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.
<b>% of Students Making Learning Gains</b>	60%	74%			134	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
<b>Adequate Progress of Lowest 25% in the School?</b>	43% (NO)	65% (YES)			108	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
<b>% of 11th and 12th graders meeting the graduation requirement on the FCAT retake</b>	58%	40%			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					547	
Percent Tested = 99%						Percent of eligible students tested
<b>School Grade</b>					<b>B</b>	Grade based on total points, adequate progress, and % of students tested