

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN

---



School Name: COLLEGE ACADEMY AT BCC

District Name: Broward

Principal: Helen Sapp

SAC Chair: Nancy Sakal

Superintendent: James F. Notter

Date of School Board Approval: 12/10/2009

Last Modified on: 09-17-2009

Dr. Eric J. Smith, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

---

## VISION and MISSION STATEMENTS

### Vision:

All College Academy @ Broward College students will be prepared for the academic rigor of upper division university studies by concurrently earning a high school diploma and an Associate of Arts degree.

### Mission:

The College Academy @ Broward College, in collaboration with students, parents, and Broward College, provides an educational bridge from high school to college for accelerated students who wish to begin the pursuit of their academic goals through dual-enrollment.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

- Established in cooperation with Broward College at the start of the 2001-02 school year.
- A full-time, dual enrollment program serving high school juniors and seniors county wide.
- Students attend courses taught by College Academy instructors (in English, Mathematics, and Social Science) as well as Broward College professors.
- Classes are taught in Broward College classrooms and students have full use of campus facilities.
- All College Academy instructors have a Masters Degree and at least 18 hours in the subject area taught.

#### Unique School Strengths for Next Year

- Partnership with Broward College Honors Program, enabling students to earn the 18 Honors credit hours required for the Honors Diploma (9 with College Academy, 9 with Broward College).

#### Unique School Weaknesses for Next Year

- Budget concerns may limit course offerings and availability of 8:00 A.M. classes.

#### Student Demographics

##### Student Demographics

- Total number of students: 343 (172 juniors, 171 seniors).
- 42% are male; 58% are female
- 10.5% are Asian, 16.1% Black, 33.8% Hispanic, 2.3% multi-racial, 0% Native American, and 37.3% White

#### Student Attendance Rates

Student Attendance Rates: 98.5% (08-09)

#### Student Mobility

Student Mobility: 1.5%

#### Student Suspension Rates

Student Suspension Rate: 0

#### Student Retention Rates

Student Retention Rate: 0

#### Class Size

Class Size: Teacher/Student ratio is 1/23

#### Academic Performance of Feeder Pattern

Academic Performance of Feeder Pattern: Because of the nature of the school, College Academy serves students from around the county.

#### Partnerships and Grants

Partnerships and Grants:  
• Partnership with Broward College (facilities, instructional program, academic advisement)

### 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	Helen Sapp	B.S.— Mathematics, University of Florida; M.A.— Administration and Supervision, Florida Atlantic University	8	18	2008-09: • FCAT Science: 1st in county (95% at level 3 or higher) • ACT, SAT scores pending • 100% graduation rate • 99% earned A.A. degree 2007-08 • FCAT Science: 1st in county (93% at level 3 or higher) • ACT : 1st in county (25.6) • SAT: 1st in county (Reading: 584, Math: 601, Writing: 587) • 100% graduation rate • 100% earned FL Bright Futures • 97% earned A.A. degree from Broward College • 97% entered a 4-year college upon graduating

\* 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 *
N/A	N/A	N/A			N/A

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

## HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. NESS	NESS Coordinator	Ongoing as needed	
2. Responsive to teacher requests for technology (software, staff development)	Principal; school website coordinator	Staff Development on Web Page Design, Oct. 2008	
3. Collaborative environment (only 10 full-time teachers; shared planning time)	Principal; teachers	Ongoing (instructional planning)	
4. Quality of students due to limited admission	Administrative Staff	Annually	

## Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
N/A	N/A	N/A	N/A

## 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
10	0	0	0	100	100	100	0	40	100

## Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Joan Kessler	Jane Koszoru, Nancy Sakal, Nancy Thompson, Doreen Williams	Web Design: Mrs. Kessler, our School Web Page designer, will help these four teachers design a website to be aligned with the each teacher's curriculum. The teachers want to provide course information, assignments, and samples of student work to the students in their classes via the Web.	Conferencing twice per semester; the first time for general instruction, and the second time for specific questions and monitoring.

## 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

- Prevention Liaison / Project Bridge (provided staff development for anti-bullying campaign)
- Cyber Crime Education Program, in cooperation with the State Attorney General's Office (provided guest speaker on Cyber Safety)
- Access to Student Services (Crisis Intervention, etc.)

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.

N/A

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

N/A

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

N/A

#### RtI Implementation

Describe the data management system used to summarize tiered data.

N/A

Describe the plan to train staff on RtI.

N/A

### 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?

- Class of 2010 were #1 in county on FCAT Science (95% scored at or above level 3)
- Class of 2009 ranked 1st in county on ACT (25.6 composite score); 1st in county on SAT (Reading 585, Math 600, Writing 587)
- Reading and understanding informational/fact-based text (PSAT Reading) has been identified as a weakness.

#### Instructional Calendar Development

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

- FCAT Science is a whole-school focus, led by the principal and participated in by all instructors and guidance:
- Principal meets with Guidance
  - Faculty meetings
  - Reports to SAC
- Math, Reading, Writing Focus Calendar developed departmentally

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

- Reading: reading informational text has been identified as a weakness.
- Math: identifying key terms has been identified as a priority.
- Writing: elements of style that contribute to improved writing (sentence complexity and variety, limited use of "to be" verbs, limited use of passive voice) have been identified as focus areas.
- Science: areas of weakness will be identified through pretests during the 2009-10 school year.

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

- Data from PSAT disaggregated and shared departmentally (Math and English) so that teachers can adjust and individualize instruction.
- Partnership with Broward College ensures students are informed about and enrolled in courses appropriate to their academic needs (meeting professional prerequisites is a priority for our students).
- Additional courses added as necessary (budget permitting).

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

- Students may take college courses with Broward College professors; these may include applied/integrated courses.
- We have added a Technical/Professional Writing course to accommodate student needs (business and engineering majors).
- We now offer college level economics for students majoring in business.
- Brace advisor is actively involved with students and regularly discussese the importance of today's coursework to their future academic and career paths.

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?

- Students declare a major and are given advisement as to course requirements and prerequisites; this includes an advisement session and degree audit with a Broward College advisor each semester.
- Brace advisor regularly conferences with students regarding career and college choice.

## DO

### Direct the Instructional Focus

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

- Departments work collaboratively to develop curriculum and plan academic calendar.
- Course design for dual enrollment classes draws on the college course description as well as the needs of our students (high school juniors and seniors).

How are instructional focus lessons developed and delivered?

- Focus lessons that involve multiple teachers in the same subject and grade level are developed collaboratively within the department.
- Focus lessons in reading will be developed collaboratively by members of the English and Social Studies departments.

How will instructional focus lessons be revised and monitored?

- Departmentally

## 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.

- Writer's Workbench reports (measuring reading level of student writing)
- FCAT Science pretest
- CPT Math test
- PSAT/SAT Reading

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

- Writer's Workbench scores are generated for each major essay (all juniors); mastery (for juniors) is defined as writing at or above a grade 11 readability level.
- FCAT Science Pre-test results are used to identify students needing extra preparation (lowest quartile)
- CPT Math test is retaken mid-year to determine student's eligibility for college-level math
- PSAT Reading scores are used to identify areas of weakness (lowest areas of performance)

### Maintenance

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

- FCAT Science (our only FCAT) is a school wide project in which principal, guidance, and all instructional personnel are involved. (We have no science faculty)
- Maintenance for other goals is handled departmentally, with principal oversight.

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.

- SAC meetings include discussions of mini-assessment and mid-year results
- Department/Grade level meetings (during shared planning time or early release days) are used as needed for monitoring and modification.

#### 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.

- SAC meetings include regular progress reports on each SIP goal; necessary modifications are discussed.
- Departments determine whether revision to instructional plan is necessary.

#### ACT

##### Supplemental and Intensive Instruction/Interventions

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

- Core: Writing and Reading instruction in targeted areas provided by English and Social Studies teachers.
- Supplemental Science instruction will be provided by a consultant (we have no science faculty).
- Supplemental Reading and Math instruction will be provided by Reading and Math coaches (SAT/ACT preparation classes)
- Teachers provide remedial tutoring daily during morning planning time.

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

- Supplemental instruction will be provided through an SAT/ACT preparation class (in reading and math) and a voluntary Science FCAT preparation sessions taught by a consultant.

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

- Professional Development Coordinator regularly surveys teachers about our needs and interests.
- Principal informs teachers of district-wide projects and efforts and we plan inservice activities accordingly.

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

- Students with low scores on the FCAT Science pre-test will be targeted for supplemental instruction.
- Students with low scores in math or reading on the SAT will be encouraged to take the SAT preparatory class.
- Students who have not met the math goal will be enrolled in the Integrated Algebra course (first semester) and if necessary will take an on-line course (second semester).

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

- Mid year results will be available for Writing and Math.
- SAT scores for some students will be available.
- Final results regarding effectiveness will be available in April for Writing and Math. Science and Reading results will be available in June or later.

#### Enrichment

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

- Our students also take college classes with Broward College Professors

- Students may participate in Broward College Honors Program and enroll in Honors Seminars

Describe how students are identified for enrichment strategies.

- Gifted specialist provides list of Gifted students and regular handouts regarding strategies for enrichment
- Students with GPA of 3.5 are eligible for the Broward College Honors Program

### 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)
English/Social Studies Teachers	Jane Koszoru	At least twice per semester	Early release days, 1:00-3:00 PM.	Developing lessons for teaching reading of fact-based passages of text
Math Teachers	Joan Kessler	At least twice per semester	Early release days, 1:00-3:00 PM.	Developing lessons to help students identify and understand key math terms

### 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.

- Data for 2009 graduates: 100% received high school diploma; 99% received A.A. degree; 100% were eligible for Florida Bright Futures, 76% graduated from Broward College with an Honors Distinction (3.25 GPA or higher), 100% graduated with a Gold Cord (3.75 GPA or higher)
- 97% of class of 2008 graduates went on to 4-year colleges
- Students declare a major as juniors
- Most College Academy courses are dual enrollment
- Students also take college course with Broward College professors and alongside Broward College students
- Students schedule/register for classes with a Broward College advisor who helps them select courses appropriate for their major and to meet prerequisites
- Brace advisor conferences with juniors to discuss possible college majors and appropriate colleges based on students' abilities and interests

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

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

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

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

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

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

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

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
In October of 2008, the junior class (class of 2010) average score on PSAT Critical Reading was 57.8.			By June 2010, the junior class (class of 2011) average score will be 580 on the SAT Critical Reading section	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Juniors will receive specific instruction on SAT Reading strategies and test-taking skills in ENC 1101 (Teacher-designed Close Reading tool)	1. Teachers of ENC 1101	1. Students will be surveyed to determine the effectiveness of instruction; SAT scores will be compared to PSAT results to monitor progress; multiple Close Reading Assignments will be graded and results compared	1. PSAT/SAT Critical Reading
2	2. Juniors will receive voluntary PSAT/SAT Critical Reading preparation classes. Students needing remediation (based on PSAT scores) will be given priority.	2. Principal	2. Students will be surveyed to determine the effectiveness of instruction; SAT scores will be compared to PSAT results to monitor progress.	2. PSAT/SAT Critical Reading
3	3. Teachers will provide students with the lowest reading scores individual instruction during morning office hours.	3. English Teachers	3. SAT Critical Reading scores (throughout year) will be monitored	3. SAT Critical Reading
4	4. English teachers will collaborate with Social Studies and Math teachers to develop specific reading strategies for use with the Social Studies and Math textbooks/curricula	4. Principal	4. Teachers of all three subjects will monitor student progress by comparing test and other grades over the course of the semester; SAT Critical Reading average score (at end of the junior year) will be compared to PSAT Critical Reading Score	4. SAT Critical Reading

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 junior class (class of 2011) average score will be ? on the SAT Critical Reading section.	Reading Fact-based passages of text	Jane Koszoru (English Teacher)	October 2009--twice a semester	PLC Log; walk-through	Nell Sapp (principal)

Teacher

- English/Social Studies/Math PLCs to develop an instructional tool in each subject area for teaching reading of fact-based textual passages (area of weakness identified in PSAT Reading results)

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
PSAT/SAT/ACT Reading Coach/Teacher to teach "Tricks of the Test" Seminar, and related student materials/supplies. for test preparation class	Accountability/General Funds	\$326.00
		Total: \$326.00
		Final Total: \$326.00

*End of Reading Goal*

## Mathematics Goal

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

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

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

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

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

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

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In August of 2009, 88.4% of entering juniors were eligible for college level mathematics courses based on CPT score of 100.		By May, 2010, 100% of Juniors (class of 2011) will qualify for college-level math courses by achieving minimum scores on the math portion of the CPT (100), SAT (500), or ACT (20).		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.Tutoring will be provided by College Academy math teachers during morning planning time and by the Broward College Math Lab assistants for students	1.Principal and Teachers of Integrated Math	1.CPT/SAT/ACT Test scores and course grades at end of first semester will be used to determine students still in need of remediation.	1.CPT/SAT/ACT Test

	identified by entrance exams as requiring assistance.			
2	2. Teachers of Integrated Math will design and use mini-assessments that incorporate CPT/ACT/SAT content and format to monitor student progress and to provide practice for students.	2. Principal and Teachers of Integrated Math	2. CPT/SAT/ACT scores and grades in Integrated Math at the end of first semester will be used to determine students still in need of remediation.	2. CPT/SAT/ACT and mini-assessments
3	3. SAT/ACT Math preparation classes will be offered to all students to improve math scores; priority will be given to those who fail to meet college-level requirements	3. Principal	3. Students will be surveyed to determine effectiveness of preparation course	3. Student Survey and CPT/SAT/ACT.
4	4. Students who fail to meet college-level math requirements by the end of their first semester will continue to be tutored by College Academy Math teachers during morning planning hours.	4. Principal and Math teachers	4. Students will re-test at the end of the second semester to determine eligibility for college-level math classes	4. CPT/SAT/SAT

Professional Development Aligned with Objective:

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

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
PSAT/SAT/ACT Math Coach/Teacher to teach "Tricks of the Test" Seminar, and related student materials/supplies.	Accountability/General Fund	\$326.00
		Total: \$326.00
		Final Total: \$326.00

End of Mathematics Goal

## Science Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In March of 2009, 95% of College Academy Juniors (class of 2010) scored at level 3 or better on FCAT Science.		By March of 2010, 96% of College Academy Juniors (class of 2011) will score at or above a level 3 on FCAT Science.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.Social Studies teachers will administer Science FCAT pre-test and distribute informational materials about the test to all Juniors	1.Social Studies Teachers	1.Students will be surveyed about the effectiveness of this step.	1.Student Survey
2	2.After pre-test results have been analyzed, all juniors will attend an FCAT Science instructional session based on baseline data and growth targets.	2.Instructional Coach / Consultant (College Academy has no science faculty)	2.Students will be surveyed about the effectiveness of this step; mini-assessments will be used covering each of the specific science categories	2.Student Survey; FCAT Science Scores (improvement in % scoring at or above level 3).
3	3.Additional Science FCAT remediation sessions in each of the specific science categories will be provided to those students whose pretest scores are lowest on each section.	3.Instructional Coach / Consultant (College Academy has no science faculty)	3.Students will be surveyed about the effectiveness of this step; Final FCAT results of the students who attended remediation will be analyzed	3.Student Survey; FCAT Science scores (improvement in % scoring at or 3above level 3)
4	4.Students will be provided direction on the use of BEEP web site for test information and assistance.	4.Social Studies Teachers	Students will be surveyed about their use of BEEP and its effectiveness.	4.Student Survey

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By March of 2010, 96% of College Academy Juniors (class of 2011) will score at or above a level 3 on FCAT Science.	FCAT Science Responsibilities and Procedures (Full Faculty Meeting)	Principal and Guidance Director	November 2009	A second FCAT Science faculty meeting will be held in February in preparation for the test	Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
FCAT Science Preparation Coach/Teacher and relevant student materials/supplies	Accountability / General Fund	\$1,000.00
		Total: \$1,000.00
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
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,000.00

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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
By April of 2009, 93% of juniors (class of 2010) scored at or above grade 11 on their Writer's Workbench Kinkaid Readability report. A new baseline score will be determined in the fall of the 2009-10 school year for incoming juniors (class of 2011), using the Flesch Readability Scale, which has been determined to be more reliable		By April 2010, 84% of juniors (class of 2011) will score at grade 11 or better on their Writer's Workbench Flesch Readability Report.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Teachers will provide instruction to all juniors on interpretation of Writer's Workbench Data and on improving writing in the specific areas identified by the assessment: level of diction, variety and complexity of sentence structure, active voice, and limited use of "to be" verbs.	1. English Teachers	1. At least two essays will be evaluated (using Writer's Workbench) after the first (baseline) assessment and before the final assessment (junior research paper). Results will be used to determine areas of weakness and improvement	1. Writer's Workbench Style Analysis (with Flesch Readability Assessment)
2	2. Juniors will utilize information from the Writer's Workbench assessment program to revise at least two essays during the 2009-10 school year and to verify improvement.	2. English Teachers	2. On at least two essays, students will use Writer's Workbench after the first draft and after the final draft to monitor and verify improvement.	2. Writer's Workbench Style Analysis (with Flesch Readability Assessment)
3	3. Teachers will identify and provide tutoring during morning office hours for students who fail to score at or above grade 11 readability on the Flesch scale by the end of the first semester.	3. English Teachers	3. Teachers will maintain records of Writer's Workbench Flesch readability scores for every student throughout the junior year to monitor improvement	3. Writer's Workbench Style Analysis (with Flesch Readability Assessment)

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By April 2010, 84% of juniors (class of 2011) will score at grade 11 or better on their Writer's Workbench Flesch Readability Report.	Understanding Writer's Workbench Software	English Dept. Chair	September, 2009	A second meeting in January 2010 to monitor student progress and address issues	Principal

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
Writer's Workbench Program renewal fee	General technology Monies	\$1,270.00
		Total: \$1,270.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,270.00

End of Science Goal

## Parent Involvement Goal

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

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
This will be our baseline year--we will be gathering data to assess needs		This will be our baseline year--objective to be determined based on information gathered.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	To be determined	Principal	Will be developed during the 2009-10 school year	Will be developed during the 2009-10 school year

Professional Development Aligned with Objective:

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

Budget:

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

*End of Parent Involvement Goal*

---

## Other Goals

No Other Goals were submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Science	FCAT Science Preparation Coach/Teacher and relevant student materials/supplies	Accountability / General Fund	\$1,000.00
			Total: \$1,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Writing	Writer's Workbench Program renewal fee	General technology Monies	\$1,270.00
			Total: \$1,270.00
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	PSAT/SAT/ACT Reading Coach/Teacher to teach "Tricks of the Test" Seminar, and related student materials/supplies. for test preparation class	Accountability/General Funds	\$326.00
Mathematics	PSAT/SAT/ACT Math Coach/Teacher to teach "Tricks of the Test" Seminar, and related student materials/supplies.	Accountability/General Fund	\$326.00
			Total: \$652.00
			Final Total: \$2,922.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> 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
1. Reading: Teacher/Coach to teach SAT/ACT Critical Reading preparation ("Tricks of the Test" Seminar) and related student supplies/materials.	326
2. Math: Teacher/Coach to Teach SAT/ACT Math preparation ("Tricks of the Test" Seminar) and related student supplies/materials.	326
3. Science: Teacher/Coach to teach FCAT Science preparation and related student supplies/materials.	1000

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

The College Academy SAC will meet in September and every month thereafter (excluding December) through April. After electing officers, jointly determining a calendar, and revising bylaws as necessary, SAC will meet routinely to discuss progress toward meeting SIP goals; data from standardized tests, student or parent surveys, and teachers will also be shared at monthly meetings. Development of the next year's SIP will also be discussed at the March and April meetings.

## SAC Members

### Members

- 1) Sapp, Nell, Principal
- 2) Sakal, Nancy, SAC Chair
- 3) Smith, Victoria, Student
- 4) Rojas, Camila, Student
- 5) Xanthos, John, Student
- 6) Lovett, Eric, Student
- 7) Koszoru, Jane, Teacher
- 8) Dunne, Wally, Teacher
- 9) Starson, Elena, Business Member
- 10) Thompson, Winston, Business Member
- 11) Warrior, Michelle, Parent
- 12) Rojas, Lyzeth, Parent
- 13) Fine, Randy, Parent
- 14) Goldstein, Donna, Parent
- 15) Johnson, Katya, Parent
- 16) Lovett, Lucy, Parent
- 17) Pierce, Sondra, Parent
- 18) Rhoten, Kim, Parent
- 19) Roher, Terri, School Support Personnel
- 20) Curtis, Pamela, School Support Personnel
- 21) Williams-Stewart, Doreen, Union Steward

# AYP DATA

## SCHOOL GRADE DATA

School District						
2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		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	0%	0%				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>
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)			0	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	%	%				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					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested

School District						
2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		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	0%	0%				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>
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)			0	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	%	%				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					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested

School District						
2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		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:

% of Students Making Learning Gains	0%	0%				<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>
Adequate Progress of Lowest 25% in the School?	% (0)	% (0)			0	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	%	%				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					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested