

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN

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**School Name: WEST BROWARD HIGH SCHOOL**

**District Name: Broward**

**Principal: Daniel Traeger**

**SAC Chair: Randye Shanfeld, CMarie Mann**

**Superintendent: Mr. James Notter**

**Date of School Board Approval: 12/1/09**

**Last Modified on: 08-28-2009**



**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  
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325 West Gaines Street  
Tallahassee, Florida 32399

## VISION and MISSION STATEMENTS

Mission: Promote integrity, respect, and dignity by creating lifelong learners in a safe and trusting environment.

Vision: Building a spirit of collaboration and pride. To grow a community of self-reliant young adults who will explore and challenge their individual talents for future success.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

West Broward High School opened its doors in August 2008 to welcome approximately 1800 students, from grades 9-11. In August 2009, WBHS will welcome approximately 2500-2600 students, grades 9-12, and celebrate its first graduating class. The staff has grown to bring in about 42 new teachers/staff and over 650 Freshmen.

#### Unique School Strengths for Next Year

A growing community of teacher-leaders and the majority of the staff/faculty returning with the singular goal of achieving "A" status in the 2010 AYP Report. The returning faculty members have been trained on the effective implementation of the 21st Century classroom and will be paired with an incoming teacher for technology support. Departments are led by a department chair and no less than 2 team leaders for collaboration and focus on teaching and learning through horizontal and vertical teaming.

#### Unique School Weaknesses for Next Year

Growing with 42 new staff/faculty members without the finances to support a two-week technology camp that offers instruction to the incoming teachers on how to effectively implement the classroom technology and collaboration of horizontal/vertical teaming prior to the opening of the school year.

#### Student Demographics

Grade 9:  
 - White: 290  
 - Black: 86  
 - Hispanic: 284  
 - Asian: 21  
 - Indian: 1  
 - Multi: 22  
 - Male: 351  
 - Female: 353  
 Total: 704

Grade 10:  
 - White: 263  
 - Black: 75  
 - Hispanic: 263  
 - Asian: 33

- Indian: 0  
- Multi: 22  
- Male: 343  
- Female: 313  
Total: 656

Grade 11:  
- White: 212  
- Black: 42  
- Hispanic: 213  
- Asian: 23  
- Indian: 1  
- Multi: 9  
- Male: 251  
- Female: 249  
Total: 500

#### Student Attendance Rates

Average attendance rate for 2008-2009 school year: 92.6%

#### Student Mobility

During the 2008-2009 school year, there were a total of 338 withdrawals and 560 registrations for a mobility rate off 11.94%.

#### Student Suspension Rates

During the 2008-2009 school year, there were a total of 78 suspensions for a suspension rate of 4.2%.

#### Student Retention Rates

For the current student body we project to have 43 students retained for a retention rate of 2.31%.

#### Class Size

Average class size: 24.76

#### Academic Performance of Feeder Pattern

There are 3 middle schools that feed into West Broward:  
Silver Trail Middle: A  
Falcon Cove Middle: A  
Glades Middle: A

#### Partnerships and Grants

West Broward currently has 67 business partners from the local community.

## 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**

<b>Position</b>	<b>Name</b>	<b>Degree(s)/ Certification(s)</b>	<b># of Years at Current School</b>	<b># of Years as an Administrator</b>	<b>Prior Performance Record *</b>
Principal	Daniel Traeger	Bachelors Degree in Political Science and Physical Education Masters Degree in Educational Administration	1	21	PUT DATA HERE
Assis Principal	Jimmy Arrojo	Bachelors Degree in French and Spanish Masters Degree in Educational Leadership	1	8	School Grades: 2006-B, 2007-C, 2008-C  In 2006 as Assistant Principal, increased 10th grade math FCAT scores by 4.3% and Science FCAT scores by 19.3%.  In 2007 as Assistant Principal, increased reading FCAT scores by 15%.
Assis Principal	Teresa Hall	Bachelors in Math Masters in Math Education Certification in Educational Leadership	1	6	School Grades: 2006-D, 2007-C, 2008-C  In 2006 as Intern Principal, increased 9th grade Math FCAT scores by 2.5% and Reading FCAT scores by 4.6%.  In 2007 as Intern Principal, increased 9th grade Math FCAT scores by 1.4%; increased 10th grade math FCAT scores by 2.6% and reading FCAT scores by 4.7%.
Assis Principal	Wendolynn Thomson	Bachelors in English with Writing focus Masters degree in Educational Leadership	1	1	School Grades: 2006-B, 2007-C, 2008-B  In 2006 as Reading Coach, increased 9th grade reading scores 18% and 10th grade reading scores by 6.7%.  In 2007 as Reading Coach, increased 10th grade reading scores by 22%; increased FCAT Writes! scores by 1%.
Assis Principal	Richard Gonzalez	Bachelors in Education Masters in History Certification in Educational Leadership		5	Schools Grades: 2006-C, 2007-C, 2008-C

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

**HIGHLY QUALIFIED INSTRUCTIONAL COACHES**

<b>Subject Area</b>	<b>Name</b>	<b>Degree(s)/ Certification(s)</b>	<b># of Years at</b>	<b># of Years as a Coach</b>	<b>Prior Performance Record *</b>
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			<b>Current School</b>		
Reading	Amy Prinzo	Bachelors in Elementary Education Masters in Reading National Board Certified	1	9	2005-2006, as Reading Coach, increased 6th grade scores from 78% to 86%, 7th grade 78% to 83%, and 8th grade 68% to 70%.

\* 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)
All teachers will be trained to implement technology in the 21st Century Classroom for student success.	Department Chairs Team Leaders Literacy Coach Media Specialist District Support Personnel	ongoing	
All staff will be recognized for exceptional performance throughout the year.	SAC Sunshine Committee Student Activity Organizations PTSA Community Partners	ongoing	
NESS	Amy Prinzo, NESS Coordinator	ongoing	
Team Leaders- Empowering Teacher Leaders	Team leaders as identified by Department Chairs and Principal -Train teachers on data disaggregation via Virtual counselor	ongoing	
Summer Professional Development Training	Administrator over Professional Development and Technology	August 2009	
Common Planning Time for the reading department and department chairs	Master Scheduler	ongoing	
Personalized relationships between departments and administration	Assistant Principals	ongoing	

## Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Bartels, Kristopher	Humanities	Technology Education	INSERT DATA
Robinson, Diane	Biology	Agriculture/Family & Consumer Science	INSET DATA
Terribile	Math 6-12	Agriculture	INSERT DATA

## 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
102	10.68	38.84	33.01	28.16	54.37	80.68	10.68	11.65	66.02

## Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Borish, Richard	TBA	NBCT	-Mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies for each given domain -Mentor is given release time to observe the mentee. -Time is given for feedback, coaching, and planning.
Brown, Lisa	TBA	NBCT	-Mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies for each given domain -Mentor is given release time to observe the mentee. -Time is given for feedback, coaching, and planning.
Burgess, AnnMarie	TBA	NBCT	-Mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies for each given domain -Mentor is given release time to observe the mentee. -Time is given for feedback, coaching, and planning.
Calmer, Dean	TBA	NBCT	-Mentor and mentee will meet bi-weekly in a professional learning

			community to discuss evidence-based strategies for each given domain -Mentor is given release time to observe the mentee. -Time is given for feedback, coaching, and planning.
Campeau, Dominic	TBA	NBCT	-Mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies for each given domain -Mentor is given release time to observe the mentee. -Time is given for feedback, coaching, and planning.
Feldman, Nancy	TBA	NBCT	-Mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies for each given domain -Mentor is given release time to observe the mentee. -Time is given for feedback, coaching, and planning.
Houts, Deborah	TBA	NBCT	-Mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies for each given domain -Mentor is given release time to observe the mentee. -Time is given for feedback, coaching, and planning.
Marhefka, Tracy	TBA	NBCT	-Mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies for each given domain -Mentor is given release time to observe the mentee. -Time is given for feedback, coaching, and planning.
Prinzo, Amy	TBA	NBCT	-Mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies for each given domain -Mentor is given release time to observe the mentee. -Time is given for feedback, coaching, and planning.
Riley, Sherry	TBA	NBCT	-Mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies for each given domain -Mentor is given release time to observe the mentee. -Time is given for feedback, coaching, and planning.

## 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

ESOL Services-Services are provided through the district for educational materials and ELL District Support Services, to improve the education of immigrant and English Language Learners.

### Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate public education.

### Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction will be offered through after school tutoring sessions. Focus groups (based on AYP subgroups) will be identified and encouraged to attend to ensure that students are receiving the support needed, beyond the classroom, to ensure academic success.

### Violence Prevention Programs

WBH implements several programs that offer non-violence and anti-drug programs that incorporate field trip, community service, and counseling, including Youth Crime Watch and NOT.

### Nutrition Programs

WBHS considers itself to be a wellness education center. The goal of helping students to make healthier decisions for life-long wellness are incorporated into the curricular programs provided in the PE/HOPE and Culinary Arts programs.

### Housing Programs

DATA NEEDED HERE

### Head Start

N/A

### Adult Education

WBH is part of the South Area Community School System, offering GED, ESOL, credit recovery, as well as a variety of fee-support classes.

**Career and Technical Education**

WBH offers 5 CTACE programs. The Career and Technical Education Programs are designed to prepare students for entry into a variety of careers. The program emphasizes math, science, communications, and technical subjects related to career interests.

These programs are: Culinary Operations (ProStart), Veterinary Assisting, Early Childhood Development, First Responder, and Multi-Media and Design Technology

**Job Training**

Job training and assessment is incorporated into the coursework offered in West Broward High's CTACE programs. Students may work towards state certification in the area Veterinary Assisting, and a certificate of national recognition in the Early Childhood Development program.

**Other**

N/A

**Response to Instruction/Intervention (Rtl)**

**School-based RtI Team**

Identify the school-based RtI Leadership Team.

- Dan Traeger, Principal
- Wendy Thomson, 9th Grade IAP
- Richard Gonzalez, 10th Grade AP
- Jimmy Arrojo, 11th Grade AP
- Teresa Hall, 12th Grade IP
- Lorraine Liverpool, English Dept. Chair
- Lisa Brown, Math Dept. Chair
- Amy Prinzo, Reading Dept. Chair/Literacy Coordinator
- Miriam Rivas, Social Studies Dept. Chair
- Eileen Torraca, World Languages Dept. Chair/ELL Coordinator
- Alyson Laureano, ESE Dept. Chair/ESE Specialist
- Deb Houts, Science Dept. Chair
- Dean Calmer, Fine Arts Dept. Chair
- Rick DiVita, PE Dept. Chair

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

- CWTs (weekly)
  - Academic Alignment Meetings (Tuesdays)
  - Pre-tests
  - Common Formative/Summative Assessments
- August – May  
Weekly Academic Alignment Meetings (Tuesdays)
- Bi-weekly at Department Chair Meetings
- Team Meetings as scheduled by Team Leaders per subject area.

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

- Administration will meet weekly to discuss the progress and implementation of curriculum and instruction that promotes West Broward as a center of learning and instruction.
- Administration will meet bi-weekly with Department Chairs to discuss expectations and implementation of cross-curricular strengths, common assessments, Instructional focus calendars, and staff development.
- Administration will review the School Improvement Plan with the SAC Committee at each of the monthly meetings.
- Progress monitoring meeting to review data from departments (i.e. grade assessments, aligned curriculum, IFCs)

**RtI Implementation**

Describe the data management system used to summarize tiered data.

Progress monitoring via:

- Mini-Assessments
- Pre-tests
- Formative Assessments
- Summative Assessments
- Amy Prinzo and English Teachers will collect data that may be used for student progress monitoring and place it onto Virtual Counselor
- Amy Prinzo will collect reading data from the reading teachers and record it onto the Reading Assessment Matrix for progress monitoring
- Amy Prinzo will collect reading data from the reading teachers and record it onto the PMRN for progress monitoring

Describe the plan to train staff on RtI.

- Discuss RtI with the Department Chairs.
- Principal Data Chats to share information on learning gains and the implementation of school-wide literacy.
- Academic Tuesdays: Department Meetings, Horizontal Teaming Mtgs, Vertical Teaming Mtgs, RtI Mtgs discussing:
  - Academic Alignment Meetings and Data Chats
  - CWT data, Common assessment results, progress monitoring, etc.
- FPMS/Scripted Observations
- Summative and Formative Observations
- Meeting with each individual teacher to review the observation
  - Staff Development
  - NESS Coaches/Program

Through DWH, teachers will be provided the DSS and Learning Gains for their students.

- Teachers will review their 2009 results and work in teams to make adjustments to learning and instructional practices for the 2009-10 school year.

## School Wide Florida's Continuous Improvement Model

**Plan****Data Disaggregation 2008-2009 FCAT Data**

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

Grade 9 - FCAT SSS Reading  
61% Level 3 or higher  
Area of need = Cluster 4 - Reference and Research, 55% average

Grade 10 - FCAT SSS Reading  
51% Level 3 or higher  
Area of need = Cluster 1 = Words and Phrases, 66% average  
Area of need = Cluster 4 - Reference and Research, 66% average

**Instructional Calendar Development**

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

**WRITING PLAN**

- Monthly practice FCAT Writes! prompts
- Data entered into Virtual Counselor for progress monitoring
- Administration worked with department chairs and team leaders to create a plan that aligned the SIP Goals to a school-based Literacy Plan. The plan was created with a focus on pre-testing and skill building to ensure learner expectations were met on the 10th Grade FCAT Writes! Assessment.
  - o Mid-stream adjustments were made at the semester change.
- The information gathered for consideration in the planning process were the writing scores from the two feeder high schools, from which West Broward pulled its population of incoming 10th Graders.
  - o The middle school feeder patterns were reviewed to see what the incoming 9th Grader data showed.
- With this information, the Language Arts department chair will work with her team leaders and supervising administrator to create a schedule for monthly practice writing assessments that mimic the FCAT Writes! assessment.
- Through collaborative conversation and professional sharing of experiences, the leadership team decided that the following plan would be the best way to implement a comprehensive program that would establish a procedural protocol of pre-tests, measuring growth and areas of success.
  - o 9th Grade – practice test administered the assessment bi-monthly
  - o 10th Grade – practice test administered the assessment monthly
  - o 11th Grade – practice test administered the assessment bi-monthly, using SAT standards
- Tools used to progress monitor this program were:
  - o FCAT Writes! 6 point Rubric, provided consistency in grading across grade levels
  - o Pinnacle – viewing grade distribution between classes for monthly assessments
  - o Virtual Counselor – recording practice writing prompt scores, collecting monthly averages for progress monitoring

**READING PLAN**

- Amy Prinzo and English Teachers will collect data that may be used for student progress monitoring and place it onto Virtual Counselor
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- Amy Prinzo will collect reading data from the reading teachers and record it onto the PMRN for progress monitoring

#### MATH PLAN

- Schedule –Algebra and Intensive
  - o FCAT Re-takes
    - Remove passing students from Intensive/Algebra classes
- Pre-Test Algebra
  - o Grade, Data Analysis
  - o ID weaknesses (department head and 3 others with me)
  - o Re-teach using more daily practices and tests
    - Department meeting (Monday, 11/24/08)
    - 60/40 plan (Algebra/Basic Math)
  - o Grade distribution
    - Plan for re-teaching
- Daily Practice
  - o All 9th and 10th graders
  - o Instructional Focus Calendars- all strands, year round, 9th/10th/Intensive
  - o BEEP minis
    - Grade, Data Analysis
  - o BAT II Data
  - o Review strands, Data Analysis

#### SCIENCE PLAN

- All students will be placed in appropriate Science Courses in accordance with district placement guidelines
- Science data from science diagnostic tests will be reviewed by the teachers and teachers will restructure their instruction as needed.
- The Science teams will review the Pre-test assessment data and the time-lines will be structured according to the students needs.
- The teachers will be grouped according to subject areas and will review the pre-test data as to how it affects their students.
- ESOL and ESE students are placed in classes in accordance with their needs and accommodations.
- All Science teachers will review their class assessment data after each assessment.
- Academic performance conferences will be held in accordance with district generated timelines.
- Administrator in charge of science program will visit all science classes on a regular basis
- Feedback will be provided after each classroom visit.
- Classroom walkthroughs will be conducted periodically. Science chair will team up with science administrator to ensure effective instructional practices are observed.
- Science Department and Math Department identify benchmarks that may overlap and be used in both classes.

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

Reading:

Cluster 1 and Cluster 4

Math:

TBA

Writing:

Cluster 1

Science:  
TBA

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

- Teachers share common groups of students between the math, English, and reading courses in the 9th and 10th grade levels.
- Students participating in the initial levels of the Career Pathways (CTACE Programs) are identified and offered program planning to continue with the pathway for the duration of their high school career.
- For the 2009-10 school year, opportunities are being given for dual enrollment and additional learning support to encourage post-secondary enrollment upon graduation.

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

- Identified CTACE teachers will work with community and business partners to prepare our students for the transition from school to career.
- Establish partnerships with community business partners and advisory boards to grow a community of self-reliant young adults who will explore and challenge their individual talents for future success.
- Network with businesses in the community informing them of WBHS CTACE programs and future candidates for employment.
- Local businesses (i.e. Post-Secondary Institutions, Animal Hospitals, Civic Municipalities, Daycare Centers, and Preschools)
- Students engaged in mentoring and volunteer programs, Internships and Dual enrollment
- Guidance will work with teachers to identify students who have successfully completed the required coursework to satisfy the variety of certifications and programs for proper recognition upon graduation.
- Students awarded Gold Seal Scholarships
- Students awarded Pro-Start Certificates
- Students awarded 20-30 hour CDA certificates to work in a daycare
- Students earning Vet-assisting certification for real-world employment

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?

Personalization is a key aspect of High School Reform that needs to be at the focus of how we impact the students when a program is researched for implementation. For this reason, West Broward High School plans to implement an Advisory Program that allows for the adults on campus to work with a small group of students in order to personalize the high school experience for each student. Research shows that successful students were engaged and actively participated in the educational process of their high school experience.

- The WBHS advisory program is planned to be implemented as follows: 20:1 students to adult; meeting monthly; topics to be discussed will be needs-based and specific to grade level (i.e. Student service learning projects for 9th graders - Silver Knights project planning for 10th graders - College application process for 11th graders, etc.); teachers will keep the same group of students for four years (in order to foster the relationships between the teachers and students, and build the capacity of the teachers for grade-specific knowledge); and curriculum will be built by instructional leaders specific to topic being discussed (guidance, administration, AP teachers, Literacy Coach, etc).

**DO****Direct the Instructional Focus**

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

- Common Formative Assessments (bi-weekly/per unit of instruction)
- Monday mornings, data presented to Leadership Team, along with summative evaluations on teachers.
- Tuesday mornings – Academic Tuesdays – Vertical/Horizontal alignment meetings, departmental alignment, RtI (re-teaching, realignment of curriculum through differentiated instruction)
- Utilize Virtual Counselor for data-driven instructional needs (Interest Inventory)
- BEEP/Common Assessments for progress monitoring and data collection of summative assessments.
- Utilize Bobcat Tracker, student info database, for teachers to access TERMS information at their own discretion – user-friendly FileMaker program, open to teachers, support staff, and administration; including contact information and recorded FCAT assessment scores.
- Pinnacle reports that graph grade distribution in courses, allowing teachers to see how their assessments compare between classes and teachers – establishing comparisons of grading practices, rigor, and learning progress.
- Teacher teams work collaboratively on Instructional Focus Calendars to maintain rigor and relevance, while streamlining coursework horizontally, to prepare students for the progression of academia vertically.
- Vertical/Horizontal Planning in Summer 2009

How are instructional focus lessons developed and delivered?

Weekly Academic Alignment Meetings (Tuesdays)

Bi-weekly at Department Chair Meetings

Team Meetings as scheduled by Team Leaders per subject area.

How will instructional focus lessons be revised and monitored?

- Content Areas – Progress monitoring through common assessments (Formative and Summative)
  - o Developed through backwards planning model using 2008-09 data and instructional focus calendars
- Math, Reading, and Science – Mini-BATs
- English Department – Monthly practice FCAT Writes! prompts
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**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.

**WRITING PLAN**

- Monthly practice FCAT Writes! prompts
- Data entered into Virtual Counselor for progress monitoring
- Administration worked with department chairs and team leaders to create a plan that aligned the SIP Goals to a school-based Literacy Plan. The plan was created with a focus on pre-testing and skill building to ensure learner expectations were met on the 10th Grade FCAT Writes! Assessment.
  - o Mid-stream adjustments were made at the semester change.
- The information gathered for consideration in the planning process were the writing scores from the two feeder high schools, from which West Broward pulled its population of incoming 10th Graders.
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- With this information, the Language Arts department chair will work with her team leaders and supervising administrator to create a schedule for monthly practice writing assessments that mimic the FCAT Writes! assessment.
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- Academic performance conferences will be held in accordance with district generated timelines.
- Administrator in charge of science program will visit all science classes on a regular basis
- Feedback will be provided after each classroom visit.
- Classroom walkthroughs will be conducted periodically. Science chair will team up with science administrator to ensure effective instructional practices are observed.
- Science Department and Math Department identify benchmarks that may overlap and be used in both classes.

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

- Tuesday mornings – Academic Tuesdays – Vertical/Horizontal alignment meetings, departmental alignment, RtI (re-teaching, realignment of curriculum through differentiated instruction)
- Utilize Virtual Counselor for data-driven instructional needs (Interest Inventory)
- BEEP/Common Assessments for progress monitoring and data collection of summative assessments.
- Utilize Bobcat Tracker, student info database, for teachers to access TERMS information at their own discretion – user-friendly FileMaker program, open to teachers, support staff, and administration; including contact information and recorded FCAT assessment scores.
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- Teacher teams work collaboratively on Instructional Focus Calendars to maintain rigor and relevance, while streamlining coursework horizontally, to prepare students for the progression of academia vertically.
- Vertical/Horizontal Planning in Summer 2009

#### Maintenance

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

Common assessments (80% common questions using FCAT-style questions/distracters shared among team members in the subject area; 20% specific to individual teachers)  
 Pre-tests for diagnostic and lesson planning focus.  
 Formative assessments for knowledge gaining in the process of learning.  
 Summative assessments/post-tests to gauge knowledge learned at the end of the unit.

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

- Common Formative/Summative Assessments data disaggregation
- Monday mornings, data presented to Leadership Team, along with summative evaluations on teachers.
- Tuesday mornings – Academic Tuesdays – Vertical/Horizontal alignment meetings, departmental alignment, RtI (re-teaching, realignment of curriculum through differentiated instruction)
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- Utilize Bobcat Tracker, student info database, for teachers to access TERMS information at their own discretion – user-friendly FileMaker program, open to teachers, support staff, and administration; including contact information and recorded FCAT assessment scores.
- Pinnacle reports that graph grade distribution in courses, allowing teachers to see how their assessments compare between classes and teachers – establishing comparisons of grading practices, rigor, and learning progress.
- Teacher teams work collaboratively on Instructional Focus Calendars to maintain rigor and relevance, while streamlining coursework horizontally, to prepare students for the progression of academia vertically.
- Vertical/Horizontal Planning in Summer 2009

### **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.

- CWTs (weekly)
- FPMS/Scripted Observations
- Common Formative/Summative Assessments data disaggregation
- Monday mornings, data presented to Leadership Team, along with summative evaluations on teachers.
- Tuesday mornings – Academic Tuesdays – Vertical/Horizontal alignment meetings, departmental alignment, RtI (re-teaching, realignment of curriculum through differentiated instruction)
  - o Summative Observations with individual teacher follow-up conversations
- Common Formative/Summative Assessments data disaggregation

**ACT****Supplemental and Intensive Instruction/Interventions**

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

The reading coach will identify five pre-reading, during reading, and post-reading strategies for teachers in the core areas to infuse into their curricular areas.

Staff development on the effective implementation of these strategies will be offered to ensure that teachers are trained and knowledgeable in the pedagogy that best fits the learning needs of their students.

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

With the use of pre-tests and formative testing situations, teacher will be able to review the instruction given and the knowledge being acquired by their students. With the data provided by these assessments, teachers will be able to reteach and offer additional support on the areas of instruction where the students showed that the target knowledge was not mastered.

In addition to teachers offering their own outside of class instructional support, WBHS will offer tutoring after school in the media center with teachers and National Honor Society students for instructional support beyond the classroom.

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

- Share teacher needs, technology implemented in the classroom, instructional practices, data disaggregation and retrieval
- Plan additional training for teachers unable to attend summer training
- Use planning period for training as needed
- Seek National Board Certification
- Attend College-Board workshop and summer institutes
- Apply to become a College Board AP exams reader
- Earn Gifted endorsement for certification area
- Incorporate use of technology when creating lesson plans
- Horizontal/Vertical Teaming
- Horizontal and vertical curriculum maps will be based on district and state curriculum maps
- Use Quia.com to set up a survey to collect data on needed staff development information.
- Use Staff Development Committee to gather data for professional learning focus that drives student instruction and instructional mapping aligned to subject areas via the FCIM.
- Implement Team Leaders by subject area that work to build horizontal and/or vertical planning and common pre/post assessments.
- AP training available to all teachers encouraging the implementation of higher-level strategies vertically/horizontally through coursework.
- Use Rigor and Relevance Quadrants C (Assimilation) and D (Adaptation) Questioning (Knowledge-based Taxonomy)
- Implement Daggett's 17 Instructional Strategies
- Align lesson plans to Instructional Focus Calendar and Literacy Plan
- Infuse Pre-AP skills in courses by following vertical alignment and horizontal maps
- Horizontal and vertical alignment of curriculum; pre-testing; mini and formative assessments; data-driven re-teaching and extended learning opportunities
- Implementing teaching/learning strategies as designed in Learning by Doing

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

Levels 1 and 2 in FCAT SSS Reading at grades 9 and 10  
 Levels 1 and 2 in FCAT SSS Math at grades 9 and 10  
 Levels 1 and 2 in FCAT SSS Science at grade 11  
 FCAT SSS Reading Retake students in grades 11 and 12  
 FCAT SSS Math Retake students in grades 11 and 12

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

Progress monitoring via the formative and summative assessments.  
 Progress monitoring via the collection and entry of data on recording databases such as Pinnacle, Virtual Counselor, PMRN, and reading assessment logs.

### **Enrichment**

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

WBHS teachers will incorporate project-based lessons that allow the students to learn via a project that must produce a product at the culmination of the unit being taught. For some courses, i.e. the CTACE programs, certification is provided in the instructional areas at the end of the Levels 3 and 4 of completion.

Describe how students are identified for enrichment strategies.

- CWTs showing use of Bloom's Taxonomy during instructional practices
- Assessments showing use of Webb's Taxonomy regarding question complexity
- Using teacher recommendations for student placement during course registrations
- Consult AP Potential List from PSAT Scores
- Counselors will meet with each student individually to ensure that the students are taking the most rigorous schedule – there will be NO GATE-KEEPING.
  - o Increase enrollment of higher rigor courses.
  - o Virtual Counselor defaults set for rigorous classes
- Parents will be given information through curriculum nights and orientation to ensure that their students are in rigorous coursework.
- Students will be identified by data from their 7th grade FCAT scores, along with their academic progress.
- Students who have passed the FCAT will be prepared for ACT and SAT testing by participating in replicated testing models.
- Students will be encouraged to participate in the SAT tutorials (Math and English) after school each week.
- Increase ACT test prep and number of students taking the test as an alternative means of meeting the testing requirement for graduation.
- Increase enrollment of higher rigor courses to promote rigor in learning, and educational experiences not otherwise offered through regular coursework.
  - o No barriers to high rigor courses
- Marketing of after school tutoring sessions that offer students support and study strategies that support success in high rigor courses.
- All students will be using FCAT explorer in order to enrich classrooms and develop FCAT strategies.
- All students will complete a PBL in accordance to their science placement.

## 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)
No data submitted				

## 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.**

No report exists for WBHS.

## 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?

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Identify 9th and 10th grade students not proficient in Reading.		WBHS will reduce the number of 9th and 10th grade students requiring an intensive reading course by 25%.		
	<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	1. Student scheduling based on diagnosed reading needs  2. Ongoing progress monitoring, quarterly data chats with each teacher, and in house created data matrix tool.  3. Use of 100-minute structured instructional block that maintains fidelity and consistency within the department.	Literacy Coordinator Reading Teachers	DATA NEEDED	Spring 2010 FCAT SSS Reading scores; Ongoing progress monitoring.

<b>Based on the Needs Assessment, Identify</b>	<b>Objective Linked to Area of Improvement</b>
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<b>Area(s) for Improvement</b>				
Increasing the graduation rate.		33% of 2009-10 11th Grade students retaking the Reading SSS FCAT will complete the retake test in order to meet the graduation requirement.		
	<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	1. Use of 100-minute structured instructional block that maintains fidelity and consistency within the department.  2. Student scheduling based on diagnosed reading needs  3. Technological web-based reading component (Achieve 3000) to reinforce reading processing skills and show learning gains.	Reading Teachers Literacy Coordinator	DATA NEEDED	Fall 2009 and Spring 2010 SSS FCAT Reading Score

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Increasing the graduation rate.		20% of 2009-10 12th Grade students retaking the SSS Reading FCAT will complete the retake test in order to meet the graduation requirement.		
	<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	1. Use of 100-minute structured instructional block that maintains fidelity and consistency within the department. 2. Student scheduling based on diagnosed reading needs 3. Technological web-based reading component (Achieve 3000) to reinforce	Reading Teachers Literacy Coordinator	DATA NEEDED	Fall 2009 and Spring 2010 SSS FCAT Reading Scores

reading processing skills and show learning gains.			
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<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Increasing the graduation rate and providing an additional opportunity to meet the graduation requirement.		95% of all eligible reading retake students will be present for the SSS Reading administration.		
	<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	Motivation using the Stirling Improvement Model.	Reading Teachers Literacy Coordinator	DATA NEEDED	Fall 2009 and Spring 2010 SSS FCAT Reading attendance

**Professional Development Aligned with Objective:**

<b>Objective Addressed</b>	<b>Content/Topic</b>	<b>Facilitator</b>	<b>Target Date</b>	<b>Strategy for Follow-up/Monitoring</b>	<b>Person Responsible for Monitoring</b>
Differentiated Instruction	Data driven instruction: reading and monitoring data	Amy Prinzo	August	Data chats, ongoing progress monitoring assessments	Department Chairs, Reading Coach AP Supervisor
Growth of lowest quartile	Test taking strategies	Amy Prinzo	September	August Data chats, ongoing progress monitoring assessments	Reading Coach AP Supervisor

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

- Identify and implement 5 pre-reading strategies, 5 during reading strategies, and 5 post-reading strategies that may be applied across curricular areas to ensure academic success within the core content areas.
- Offer staff development that instructs teachers on the effective implementation of the 5 pre/during/post reading strategies in the core content areas.
- Plan additional training for teachers unable to attend summer training
- Use planning period for training as needed
- Seek National Board Certification
- Attend College-Board workshop and summer institutes
- Apply to become a College Board AP exams reader

- Earn Gifted endorsement for certification area
- Incorporate use of technology when creating lesson plans
- Horizontal/Vertical Teaming
- Horizontal and vertical curriculum maps will be based on district and state curriculum maps
- Use Quia.com to set up a survey to collect data on needed staff development information.
- Use Staff Development Committee to gather data for professional learning focus that drives student instruction and instructional mapping aligned to subject areas via the FCIM.
- Implement Team Leaders by subject area that work to build horizontal and/or vertical planning and common pre/post assessments.
- AP training available to all teachers encouraging the implementation of higher-level strategies vertically/horizontally through coursework.
- Use Rigor and Relevance Quadrants C (Assimilation) and D (Adaptation) Questioning (Knowledge-based Taxonomy)
- Implement Daggett's 17 Instructional Strategies
- Align lesson plans to Instructional Focus Calendar and Literacy Plan
- Infuse Pre-AP skills in courses by following vertical alignment and horizontal maps
- Horizontal and vertical alignment of curriculum; pre-testing; mini and formative assessments; data-driven re-teaching and extended learning opportunities
- Implementing teaching/learning strategies as designed in Learning by Doing

**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>

*End of Reading Goal*

## Mathematics Goal

**Needs**

Based on School Grade and Adequate Yearly Progress Data:

**Assessment:**

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?

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Increase 10th Grade students scoring a minimum of Level 3 on the FCAT MATH SSS assessment.		WBHS will increase the percentage of students' proficiency on the FCAT MATH SSS assessment 10th grade assessment by 10 %.		
	<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	1. 17 Instructional Strategies by Daggett 2. Utilize Virtual Counselor for data-driven instructional needs; BAT and Mini-benchmark Assessments	Teacher Team Leaders	DATA NEEDED	Post-Test 8-Step Process Attendance at PM Tutorials

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Increase 9th and 10th Grade students scoring at Levels 4 and 5 on the FCAT MATH SSS assessment.		75 % of 9th and 10th graders at WBHS will meet high standards in math on the state's FCAT MATH SSS assessment.		
	<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	1. 17 Instructional Strategies by Daggett 2. Implementation of school-wide Literacy	Teacher Team Leaders Literacy Coach	DATA NEEDED	Results of FCAT SSS Math

Plan 3. Utilize Virtual Counselor for data-driven instructional needs			
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<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Increase 9th and 10th Grade students making learning gains on the FCAT MATH SSS assessment.		70% of the lowest 25% of 9th and 10th graders at WBHS will make learning gains in math on the state's FCAT MATH SSS assessment.		
	<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	1. 17 Instructional Strategies by Daggett 2. Implementation of school-wide Literacy Plan 3. Utilize Virtual Counselor for data-driven instructional needs	Teacher Team Leaders Literacy Coach	DATA NEEDED	Results of FCAT SSS Math

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Increase 9th and 10th Grade students scoring a Level 3 to reduce intensive math course enrollment, in order to decrease 11th Grade students enrolled in intensive math courses.		WBHS will decrease the number of students enrolled in 9th, 10th and 11th grade Intensive Math classes who scored at a Level 1 and 2 on the FCAT MATH SSS assessment by 10%.		
	<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	1. 17 Instructional Strategies by Daggett 2. Utilize Virtual Counselor for data-driven instructional needs 3. Align lesson plans to Instructional Focus Calendar	Teachers Team Leaders Department Chair	DATA NEEDED	Teacher observation Results of FCAT SSS Math Attendance at PM Tutorials

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
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Identify minority and disadvantaged students who are not meeting proficiency as demonstrated by the FCAT MATH SSS assessment.		WBHS will decrease the number of minority and disadvantage students in remedial math classes by 15%.		
	<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	1. 17 Instructional Strategies by Daggett 2. Utilize Virtual Counselor for data-driven instructional needs	Teacher Team Leaders	FCAT assessment results will show proficiency being met by AYP subgroups according to demographic identification.	Post-Test 8-Step Process

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Identify students with the ability to perform in upper-level math courses.		WBHS will increase the number of students enrolled in Honors and AP Math classes by at least 5%.		
	<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	1. Encourage students to enroll in high rigor courses based on teacher recommendations and alternative assessments.  2. 17 Instructional Strategies by Daggett 3. Use Rigor and Relevance Quadrant C and D questioning and PBL	Honors and AP Level Teachers Team Leaders Guidance Administration	DATA NEEDED	An increase in the number of students enrolled in Honors and AP math courses listed on School Curriculum Bulletin, master schedule and student transcript

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Identify minority and disadvantaged students with the ability to perform in upper-level math courses.		WBHS will increase the number of minority and disadvantage students enrolled in Honors and AP math classes by at least 10 %.		
	<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>1. Guide students to enroll in high rigor courses based on teacher recommendations and alternative assessments.</p> <p>2. 17 Instructional Strategies by Daggett</p> <p>3. Use Rigor and Relevance Quadrant C and D questioning and PBL</p>	Honors and AP Level Teachers Team Leaders Guidance Administration	DATA NEEDED	An increase in the number of minority and disadvantages students enrolled in AP math courses listed on School Curriculum Bulletin, master schedule and student transcript
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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
All students who have completed their math course will be able to demonstrate mastery of a common set of essential skills related to the course and grade level as identified by the curriculum maps.	Horizontal teaming	Teachers, team leaders, department chairs, AP supervisor	ongoing	Post test, 8-step process, students will be able to answer open-ended essential questions, formative and summative assessments	Team Leader, Department Chair, AP supervisor
All math teachers will align the curriculum maps to the SSS according to the instructional focus calendar for mathematics.	Team building, establish essential questions, horizontal and vertical teaming	Teachers, team leaders, department chairs, AP supervisor	ongoing	Post test, 8-step process, students will be able to answer open-ended essential questions, formative and summative assessments	Team Leader, Department Chair, AP supervisor
All math teacher will receive professional development materials to support instruction.	Learning gains training, BEEP, Bobcat Tracker	Teachers, team leaders, department chairs, district curriculum specialists	ongoing	Post test, 8-step process, students will be able to answer open-ended essential	Team Leader, Department Chair, AP supervisor

				questions, formative and summative assessments	
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**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>

*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?

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>	<b>Objective Linked to Area of Improvement</b>
Increase the number of students scoring a 3 or higher on FCAT Science.	50% of WBHS students will demonstrate proficiency in state and district standards by passing the FCAT Science component with a score of 3 or better.

	<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	1. Horizontal and vertical alignment of curriculum 2. Pre-test; Mini and Formative Assessments 3. Data-driven re-teaching and after-school tutorials	Teacher Team Leaders Guidance Parent/Guardian	Monitoring of formative assessments by team leaders.	Student scores of at least a 77% or higher on: Quarterly grades Midterm and Final Exams C+ or higher GPA

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Increase the offering of Science Electives over the course of ten years.		Based on student interest, the number of elective courses will increase on an average of 1 every 3 years for the first ten years based on student interest.		
	<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	Survey student interests; Promote electives throughout school leading to 8th, 9th, 10th and 11th grade Articulation	Teachers Guidance	DATA NEEDED	An increase in the number of elective courses listed on School Curriculum Bulletin, master schedule and student transcripts

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Identify students with the ability to perform in upper-level science courses.		WBHS will increase by at least 5% every year the number of students enrolling in Honors courses.		
	<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	1. Use Rigor and Relevance Quadrant C and D Questioning; 17 instructional strategies; Literacy Plan 2. Generate honor role list every quarter to	Regular and Honor- Level Teachers Team Leaders Guidance Administration	DATA NEEDED	An increase in the number of Honors courses listed on School Curriculum Bulletin, master schedule and student transcript

celebrate A-B students at school and department-wide levels			
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<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Identify students with the ability to perform in upper-level science courses.		WBHS will increase by at least 5% every year the number of students enrolling in AP courses		
	<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	1. Infuse Pre-AP skills in honor-level Environmental Science, Biology, Chemistry and Physics courses by following vertical alignment maps 2. For students not currently enrolled in a science course seeking to sign up for honors or AP level for the following year, obtain recommendation from Science teacher and use student transcript 3. Promote awareness of AP courses in classrooms, at Open House, Curriculum Fair and Articulation	Teachers Team Leaders Guidance	DATA NEEDED	An increase in the number of AP courses listed on School Curriculum Bulletin, master schedule and student transcript

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Increase the number of students participating in Science related extracurricular activities.		WBHS will promote Science related extracurricular activity by having at least 5% of the student population participating in a club, competition, internship or community service		
	<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	1. Establish school chapters of national and international	Teachers Guidance Parents	DATA NEEDED	1. Name of club(s) listed on school publications

	<p>organizations                  2. Establish teams for district and national competitions                  3. Nominate senior for Silver Knights in Science award each year beginning in 2009-10.</p>	<p>Community Partners</p>		<p>2. Name of team and results in competition listed on school publications                   3. Silver Knight nominee listed in The Sun Sentinel list of Broward nominees</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
<p>All students who have successfully completed their science courses will be able to demonstrate mastery of a common set of essential knowledge and skills related to the course and grade level as identified in the horizontal and vertical curriculum maps</p>	<p>Horizontal and Vertical curriculum maps</p>	<p>Team Leaders                      Teachers                      Department Chair                      AP supervisor</p>	<p>ongoing</p>	<p>Student Performance as measured by: Cap stone Project                      GPA                      Quarterly grades                      Formative and Summative Common Assessments                      FCAT and/or AP scores                      Teacher observation</p>	<p>Department Chair                      Team Leader                      AP over Science</p>
<p>All students who have successfully completed their science courses will be able to demonstrate mastery of a common set of essential knowledge and skills related to their grade level as identified in the Instructional Focus calendar</p>	<p>Instructional Focus Calendar</p>	<p>Teacher                      Team Leaders                      Department Chair                      AP supervisor</p>	<p>ongoing</p>	<p>FCAT Science score                       Formative and Summative Assessments</p>	<p>Department Chair                      Team Leader                      AP over Science</p>

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
<p>No Data</p>	<p>No Data</p>	<p>\$0.00</p>

		<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>

*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?

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Improve FCAT Writes! performance by 1%.		WBHS will increase the percentage of students exhibiting proficiency on the FCAT Writes! assessment from 90% to 92%.		
	<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	1. Monthly practice writing prompts, aligned to FCAT Writes! prompt. 2. Entering and tracking monthly prompt practice data via Virtual Counselor for progress monitoring.	Teacher, team leaders	WBHS achieves AYP in 2010 for improving FCAT Writes! performance by 1%.	FCAT Writes! Rubric

3. Align instructional focus calendars to address areas of need.			
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<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Increase 10th grade students scoring a minimum of level 3.5 on the FCAT Writes! assessment.		WBHS will raise achievement standards for students scoring a 3.5 or higher on the FCAT Writes! assessment from 90% to 92%.		
	<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	1. Monthly practice writing prompts, aligning to FCAT Writes! prompt.  2. Entering and tracking monthly prompt practice data via Virtual Counselor for progress monitoring.  3. Assess student learning gains and align instructional focus calendar to address areas of need.	Teacher Team leaders	1. WBHS achieves AYP in 2010 for improving FCAT Writes! performance by 1%  2. Teachers adjust instructional methodologies to promote increased practice writing results.  3. Teachers modify instruction through collaboration to meet the areas of need identified by the monthly prompt data recorded in VC.	FCAT Writes! rubric

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>		<b>Objective Linked to Area of Improvement</b>		
Increase 10th grade students scoring a minimum of level 4 on the FCAT Writes! assessment.		WBHS will raise achievement standards for students scoring a 4.0 or higher on the FCAT Writes! assessment from 78% to 80%		
	<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	1. Monthly practice writing prompts, aligning to FCAT Writes! prompt.  2. Entering and tracking monthly prompt practice data	Teachers Team leaders	1. WBHS achieves AYP in 2010 for improving FCAT Writes! performance by 1%  2. Teachers adjust instructional methodologies to	FCAT Writes! rubric

	<p>via Virtual Counselor for progress monitoring.</p> <p>3. Assess student learning gains and align instructional focus calendar to address areas of need.</p>		<p>promote increased practice writing results.</p> <p>3. Teachers modify instruction through collaboration to meet the areas of need identified by the monthly prompt data recorded in VC.</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
Improving FCAT Writes! performance by 1%.	Virtual Counselor -Understanding school and classroom demographics -Analyzing data from the SSS Reading Learning Gains report -Analyzing data from the SSS Reading Details report	Team leaders Department Chairs	ongoing	Teachers will be able to track ELL students more effectively; differentiate instruction based upon students needs; personalized attention for struggling students identified with a disability or language barrier	Teachers Team leaders Department Chairs AP Supervisor

**Budget:**

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

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

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

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

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

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

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

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
To provide ESE students with realworld experience to ease the transition from high school to the job market			ESE Department will collaborate with family and community leaders to build real world work experiences for no less than 80% of ESE SVE population as a transition for the Specialized Varying Exceptionality students.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Local businesses 2. Vocational Schools 3. Job Shadowing	ESE teachers parents students	DATA NEEDED	Community-based work experience rating form

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
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Increase the number of parents identified by AYP subgroups involved in parent organizations (i.e. SAC, SAF, PTSA)			Parent Involvement Goal	
	<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	Recruit parents to attend the SAC, SAF, PTSA meetings.	SAC and SAF Chairs, PTSA President	Attendance pattern of parents representing the AYP subgroups at SAC, SAF, and PTSA meetings.	SAC, SAF, PTSA sign-in sheets.

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increasing Parent attendance at SAC, SAF, and PTSA meetings.	Parent Involvement	SAC/SAF Chairs, PTSA President	Monthly parent organization meetings	ParentLink phone calls, website notices, and personal invitations to invite target parents to parent organization meetings.	SAC Co-Chairs; SAF Chair; PTSA President

**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
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>		

<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>

*End of **Parent Involvement** Goal*

## Other Goals

### Graduation Goal:

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>			<b>Objective Linked to Area of Improvement</b>	
85% of students in their fourth year at WBHS will graduate in 2010.			WBHS will graduate 85% of the senior class of 2010.	
	<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	Assessment monitoring	AP Supervisor, Guidance Counselors, Literacy Coach, Department Chairs, Team Leaders, Teachers	Leadership meetings, BEEP, TERMS, Bobcat Tracker	graduation rate
2	Attendance	AP Supervisor, Guidance Counselors, social worker	Pinnacle, TERMS	monthly attendance rates
3	Credit Recovery	AP Supervisor, Guidance Counselors	Quarterly Credit Checks	Number of students participating in APEX/FATDEK

### Professional Development Aligned with Objective:

<b>Objective Addressed</b>	<b>Content/Topic</b>	<b>Facilitator</b>	<b>Target Date</b>	<b>Strategy for Follow-up/Monitoring</b>	<b>Person Responsible for Monitoring</b>
Graduating 85% of students in their fourth year of high school.	Data Chats Virtual Counselor Training for use as a data resource Bobcat Tracker (school-based database) Vertical and Horizontal Teaming	Literacy Coach Department Chairs Administrators	Ongoing	Academic Tuesdays: Department Meetings, Horizontal Teaming, Vertical Teaming, Response to Intervention (RtI)	Literacy Coach Department Chairs Team Leaders Administration

**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>

*End of **Graduation** Goal*

## FINAL BUDGET

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

## Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene    
  II Correct    
  II Prevent    
  I Correct    
  I Prevent    
  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
Summer Vertical/Horizontal Alignment	4500
Quia Accounts for all teachers	500

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

Topics to be discussed: School Improvement, Department Goals/Reports, Professional Development, Needs Assessment, and Budget.

### SAC Members

#### Members

- 1) Dan traeger, Principal
- 2) C. Marie Mann, SAC Chair
- 3) Randye Shanfeld, SAC Chair
- 4) Joel Hiller, Student
- 5) Ashley Gleissner, Student
- 6) Gustavo Junco, Teacher
- 7) Arlene Mandel, Teacher
- 8) Janet Milder, Teacher
- 9) Sherry Riley, Teacher
- 10) Judy Terboss, Teacher
- 11) Mary Gambale, Teacher
- 12) Kay Bryant, Parent
- 13) Marienella Ganaim, Parent
- 14) Pete Lamoia, Parent
- 15) Bert Mann, Parent
- 16) Lisette Morales, Parent
- 17) Sandra O'Keefe, Parent
- 18) Maria Pagan, Parent

- 19) Leslie Theile, Parent
- 20) Melissa Gleissner, Parent
- 21) Marie Cruz, Parent
- 22) Bob Dolan, Community Member
- 23) Ryan McLain, Community Member
- 24) Olimpia Peters, School Support Personnel
- 25) Cindy Fankhauser, School Support Personnel
- 26) Ann Burgess, Union Steward

## AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Broward WEST BROWARD HIGH SCHOOL 3971												
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>													Read: 1366 Math: 1362		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 of students proficient us AYP via the c					
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 in reading
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	
TOTAL <sup>4</sup>	99	Y	99	Y	57	N	83	Y			Y			NA	43	NA		17	NA	57	N				
WHITE	100	Y	100	Y	65	Y	87	Y			Y			NA	35	NA		13	NA	66	NA				
BLACK	100	Y	100	Y	45	N	71	Y			Y			NA	55	NA		29	NA	43	N				
HISPANIC	99	Y	99	Y	51	N	82	Y			Y			NA	49	NA		18	NA	50	N				
ASIAN	98	Y	98	Y		NA		NA			Y			NA		NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA		NA			NA						
ECONOMICALLY DISADVANTAGED	99	Y	98	Y	40	N	75	Y			93	Y		NA	60	NA		25	NA	38	N				
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y		NA		NA			NA			NA		NA			NA						
STUDENTS WITH DISABILITIES	99	Y	99	Y	19	N	48	N			NA			NA	81	NA		52	NA					NA	

## SCHOOL GRADE DATA

Broward School District WEST BROWARD HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	60%	86%	93%	46%	285	<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>	56%	78%			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>	46% (NO)	71% (YES)			117	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
<b>% of 11th and 12th graders meeting the graduation requirement on the FCAT retake</b>					NA	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					536	
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

School District						
2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	0%	0%	%	%		<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>	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>
<b>Adequate Progress of Lowest 25% in the School?</b>	% (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.
<b>% of 11th and 12th graders meeting the graduation requirement on the FCAT retake</b>	%	%				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
<b>School Grade</b>						Grade based on total points, adequate progress, and % of students tested

School District						
2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
<b>% Meeting High Standards (FCAT Level 3 and Above)</b>	0%	0%	%	%		<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>	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>
<b>Adequate Progress of Lowest 25% in the School?</b>	% (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.
<b>% of 11th and 12th graders meeting the graduation requirement on the FCAT retake</b>	%	%				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
<b>School Grade</b>						Grade based on total points, adequate progress, and % of students tested