

**A. Crawford Mosley High School
Bay District Schools
2009-2010 SCHOOL IMPROVEMENT PLAN**

ASSURANCES

Our school held a properly noticed School Advisory Council (SAC) meeting where we reviewed the SIP mission/vision and goals.

Our School Advisory Council approved our School Improvement Plan, and our meeting minutes reflect the SIP approval vote.

We have copies of our approved SIP on file at school and available to the school community.

September 1, 2009
Date of SAC Approval

Principal Signature

Sandy C. Harrison

Principal Name (Type or Print)

SAC Chair Signature

Mr. Joe Grammer

SAC Chair Name (Type or Print)

Partnership Review Team Chairperson
Signature

Partnership Review Team Chairperson
(Type or Print)

School Board Chairperson Signature

Date of Board Approval

ADEQUATE PROGRESS STATEMENT

Adequate progress will be made if the school reaches 3 Of the 4 Objectives outlined in the School Improvement Plan for the 2009-2010 school term.

A. Crawford Mosley High School 2009-2010 SCHOOL IMPROVEMENT PLAN

DISTRICT VISION

Bay District Schools will be a national leader in education, and every student will be successful.

DISTRICT MISSION

Bay District Schools is committed to educational excellence where our community of learners gains the knowledge, skills and character to enrich the quality of life.

DISTRICT STRATEGIC IMPERATIVES

- Student Learning/Academic Excellence
- Positive School Climate
- High Performing Staff
- Effective Operations and Fiscal Responsibility

SCHOOL VISION/MISSION

The mission of A. Crawford Mosley High School is to provide a diverse student body with the knowledge and skills necessary to succeed in an increasingly complex and technological society.

SCHOOL PROFILE

A. Crawford Mosley High School, located between Panama City and Lynn Haven, Florida, is proud to be the leader in many innovative and prestigious educational programs. We provide a broad and academically-sound general education as well as numerous career options for students to explore. Our students excel in academic and career paths locally, statewide and nationally. They have distinguished themselves at universities from Notre Dame, Harvard and MIT to Florida State and Florida in careers as diverse as film-making, business, computers, teaching, nursing and professional football. Mosley has produced 41 students who have been recognized in the National Merit Scholarship Program and over 4100+ students have received passing scores on Advanced Placement exams since 1988. The top Hospitality student and the top Mock Trial Team in the State of Florida have all been Mosley students.

The school's 4x4 block schedule, in which students earn twenty-four credits in grades nine through twelve, allows them to explore a wide range of academic and career options. Approximately 2000 students select from a curriculum that offers one of the largest Advanced Placement programs in the southeast, a substantial dual enrollment program with Gulf Coast Community College, and numerous career and vocational programs that articulate with GCCC and Haney Technical School. Students receive career guidance through the MCAP Project (Mosley Career Academic Plan) and a full-time Occupational Specialist. In addition, a partnership with the Bay County Chamber of Commerce offers a variety of internships for interested students, as does our senior executive internship program coordinated through local businesses and organizations.

A faculty of 103 professionals, 42% of whom hold advanced academic degrees, provides outstanding educational opportunities. Since 2004, Mosley has had 21 teachers receive National Board certification, more than any other school in the district. While we encourage students to enjoy their present high school years, we also help them focus on the future by exploring career paths and planning a course of study that is appropriate, satisfying and challenging.

A. Crawford Mosley High School

Students garner millions of dollars in scholarship awards annually, achieve SAT and ACT scores higher than state and national averages, and are recognized as National Merit finalists and semi-finalists. Our ninth and tenth graders consistently score among the highest in the district and exceed state averages on the Florida Comprehensive Assessment Test, while our dual-enrollment students achieve outstanding averages on college placement tests and maintain enviable GPA's on college level course-work through Gulf Coast Community College. Mosley has also produced outstanding athletes, including a state champion in swimming and wrestling, a national championship cheerleading squad and the 2002 Florida 5A Baseball State Champions.

Mosley Advanced Placement Program for Success is a college-preparatory magnet program that seeks to develop the total person by providing both an internationally-accepted standard of academic excellence and a nurturing atmosphere. MAPPS welcomes applications for admission from highly-motivated and intellectually-capable students who are seeking an enriched high school experience while preparing for the rigorous demands of college life. To meet the distinctive academic needs of our students, MAPPS provides a flexible liberal arts curriculum with pre-majors available in engineering, computer science, biomedical studies, business, law and psychology. Furthermore, MAPPS students have access to special college application programs, professional career shadowing, SAT preparation courses and extensive counseling services. This popular program currently enrolls over one thousand and forty students in grades nine through twelve.

Freshmen Learning through Integrated Programs or F.L.I.P. is a curriculum program servicing approximately 260 freshmen and offering instruction through teams of teachers dedicated to improving the academic achievement of ninth graders. Through innovative lesson plans, incentive programs, character education and goal-oriented instruction, students find that ninth grade is challenging, structured and individualized. This program also prepares students for future classes and a variety of assessments. Reduced class size and student-teacher ratio, along with computer assisted instruction and applied learning strategies, provide a program of study to improve students' chances for success in high school.

Team 10

This year marks the onset of a new smaller learning community on our campus. For the 2009-2010 school year, Mosley will unveil Team 10. This is a curriculum model that mirrors our F.L.I.P. program; however, the goal of this course of study is to provide personalization strategies by closely monitoring the academic performance, attendance, and student behavior of sophomores on our campus in order to raise student achievement. A first year goal of the program will be to foster school characteristics that tend to promote increased student learning—such as collegiality among teachers, personalized teacher-student relationships, and the idea of a student community.

Academies

Beginning with the 2007-2008 school year, Mosley High School received three Florida Matchmaker Grants in the amount of \$40,000 each to develop and/or expand the following academies:

Culinary Academy - The Mosley Culinary Academy prepares students for employment or advanced training in the food industry through hands-on skill development and practical job-related experience.

Public Service Academy - The mission of the Public Service Academy is to prepare students to serve the general public as firefighters, law enforcement officers and educators.

In addition to academic and career opportunities, Mosley offers a wide array of extra-curricular activities for students to enjoy.

- **“The Sound of the Southland,”** our marching band, has attained national recognition and consistently earns the highest ratings possible in state and national competitions.

A. Crawford Mosley High School

- The **Mosley Marine JROTC** program achieved Distinguished Unit status for nine years in a row. Additionally, the program has won top Naval honors for the past nine years.
- **Mosley athletic teams** provide excellent opportunities for students to meet physical challenges and develop teamwork skills. We offer a wide variety of sports including swimming, golf, soccer, basketball, track, baseball, volleyball, softball, wrestling, diving, tennis and weight lifting. In 2007-2008, and four of the past six years, Mosley has received the Overall Sports Academic Award for the highest GPA in the district. Last year, our campus had over 25 athletic scholarships awarded to our athletes.
- **Mosley's academic teams** consistently set the standard for competitive excellence. Academic teams provide opportunities to positively affect future Mosley students through tutoring and mentoring at our feeder schools. Throughout our community, Mosley Dolphins organize and support avenues of involvement which allow students to apply the skills and abilities learned in the classroom. The Math Competition Team continues to dominate local and state competitions, collecting over 13 team awards and 23 individual awards in one year alone!

MHS Fin Facts

- Only multi-year "A" high school in Bay District Schools (2003, 2005, 2006, and 2008)
- Enrollment for 2008-2009: Approximately 1,950
- Over \$8 million in scholarships awarded in the 2008-2009 school year
- 2008-2009 ACT Composite Score: 21.5
- 2008 SAT Mean Score: 1109 (Critical Reading and Math only)
- 4 National Merit Scholars in 2008 (40 since 2001)
- Over 118 athletic scholarships since 2000
- 252 Bright Futures Scholars in 2008-2009 School Year
- Over 1,850+ Bright Futures Scholars since 2000
- 84,685 Volunteer Hours for the 2008-2009 School Year
- 769 Volunteers for the 2008-2009 School Year
- Percent of students in 2008-2009 earning 3.0 or above GPA: 63%
- Number of students in 2008-2009 earning 4.0 or above GPA: 357
- NEWSWEEK Top 5% of High Schools in America (2005, 2007, 2008, and 2009)

Summary of the School Grade and Adequate Yearly Progress Designation

	2005	2006	2007	2008	2009
School Grade	A	A	B	A	B
School Grade Points Earned	420	417	542	581	552
Adequate Yearly Progress	PROV	PROV	NO	YES	NO

NG= No Grade NA= No AYP Designation PROV= Provisional AYP

Data Analysis Statements – School Grade and AYP

Mosley High School earned enough points to be an “A” school, but because at least 50% of lowest our students in reading did not make learning gains, our school received a letter grade deduction. Our overall school grade decreased by 29 points from 581 in 2008 to 552 in 2009.

For the subgroup information listed under the heading Reading Proficiency Met, our subgroup populations all registered a decrease. The white subgroup decreased from 69% in 2008 to 63% in 2009. The economically disadvantaged subgroup fell from 55% in 2008 to 51% in 2009. There is no reporting data for the other subgroups.

For the subgroup information listed under the heading Math Proficiency Met, our subgroups met AYP by exceeding the required 68%; however, our subgroup populations again registered decreases. The white subgroup decreased from 89% in 2008 to 88% in 2009. The economically disadvantaged subgroup fell from 79% in 2008 to 75% in 2009. There is no reporting data for the other subgroups.

While our overall school grade information improved for % Meeting High Standards in Writing from 85% to 86%, two of our subgroups decreased. Our white subgroup decreased from >95% to >90%. The economically disadvantaged group maintained a 94% Proficiency Met score in both 2008 and 2009. However, our students with disabilities decreased from 92% in 2008 to 78% in 2009.

Some notable increases occurred among our subgroups in the Increased Graduation Rate by 1% category. The white subgroup increased from 87% in 2008 to 89% in 2009. The black subgroup maintained a 74% graduation rate in both 2008 and 2009. The economically disadvantaged subgroup increased from 73% in 2008 to 81% 2009. The students with disabilities subgroup increased form 64% in 2008 to 65% in 2009.

GOAL AREA: *Reading Needs Assessment Data*

Five-Year Reading Goal: Students will master the Sunshine State Standards in the area of reading and will demonstrate such by scoring at proficiency level or above on the Florida Comprehensive Assessment Test.

READING: FCAT SSS

School Grade Report				AYP Report							
Year	% Meeting High Standards in Reading (3 and above)	% Making Learning Gains in Reading	% of Lowest 25% Making Learning Gains in Reading	% At or Above Grade Level							
				White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities
2009	65%	56%	44%	63%	NA	NA	NA	NA	51%	NA	NA
2008	69%	66%	55%	68%	NA	NA	NA	NA	55%	NA	NA
2007	61%	56%	44%	57%	NA	NA	NA	NA	36%	NA	15%
2006	56%	58%	53%	53%	24%	NA	NA	NA	39%	NA	21%
2005	51%	54%	59%	47%	23%	NA	NA	NA	34%	NA	13%

N/A = not enough students to report a meaningful percentage or data not available

Data Analysis Statements:

The students scoring Level 3 and above decreased 4% from 69% to 65%.

There was a decrease of 10% in the number of students making learning gains to 56%.

There was a decrease of 10% in the number of students in the lowest 25% who made learning gains to 44%.

There was a decrease of 5% in the number of white students scoring at or above grade level to 63%.

Economically Disadvantaged students scoring at or above grade level decreased 4% to 51%.

GOAL AREA: *Reading*

End of Year Reading Objective:

New Continuing

The percentage of students meeting high standards will continue to improve and/or maintain a level of 65% scoring 3 or above in reading on the 2010 Florida Comprehensive Assessment Test.

Research-Based Strategies:

Strategy 1: Focus on individualized instruction with Snapshot. All teachers will analyze their students’ performances on previous FCAT exams using the Snapshot tools provided by the school and will then tailor classroom instruction, as much as possible, to meet those needs.

Strategy 2: Reinforce the importance of thinking-aloud, reading-aloud and comprehension strategies in the classroom. All teachers will incorporate these strategies, as well as regular comprehension practice, in their subject areas.

Strategy 3: Give students multiple opportunities to practice comprehension skills in a safe, supported environment. All teachers will use short response and extended response style questions as often as possible on formative and summative classroom assessments.

Evidence-Based Programs:

The Teaching Edge, The Learning Edge, Jamestown Readers, FAIR Ongoing Progress Monitoring, and C.R.I.S.S. Instructional Strategies

Progress Monitoring:

Strategy 1: District-provided/school-developed Snapshot worksheets completed during pre-service training, C.R.I.S.S. student work samples supporting this goal, and other documentation provided by classroom teachers.

Strategy 2: Evidence of site-based professional development sessions focusing on these goals, teacher-created lesson plans, and improved FAIR scores.

Strategy 3: IPDP goal sheets, teacher-created lesson plans, authentic classroom assessments, and student-generated work samples.

Professional Development needed to achieve this goal:

Professional Development Activity	Targeted Audience	Anticipated Completion Date
C.R.I.S.S.	All teachers	Refresher 8/17/2009
Snapshot	All teachers	Ongoing
CAR PD Training *	Specific content area teachers	Ongoing
Teaching on the Block Refresher	All teachers	Refresher 8/17/2009
Next Generation Standards	All content area teachers	Ongoing

* Several teachers are finishing CAR-PD training on our campus, and we have added two more content area teachers to begin for the 2009-2010 year.

Specific strategies for subgroups NOT making AYP in the area of Reading:

Subgroup(s) Identified	Reading Strategies / Action Steps	Person Responsible for Monitoring Action Step
White @ 63% and Economically Disadvantaged @ 51%	Data Chats, Increased Emphasis on Vocabulary Instruction/ FAIR testing for high 2’s and low 3’s (bubble) students to make appropriate scheduling decisions	Reading Coach, Reading Leadership Team, and School Leadership Team

End of Reading Goal

GOAL AREA: *Math Needs Assessment Data*

Five-Year Math Goal:

Students will master the Sunshine State Standards in the area of math and will demonstrate such by scoring at proficiency level or above on the Florida Comprehensive Assessment Test.

MATH: FCAT SSS

School Grade Report				AYP Report							
Year	% Meeting High Standards in Math (3 and above)	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Math	% At or Above Grade Level							
				White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities
2009	90%	82%	69%	88%	NA	NA	NA	NA	75%	NA	NA
2008	90%	85%	79%	89%	NA	NA	NA	NA	79%	NA	NA
2007	87%	81%	69%	84%	NA	NA	NA	NA	72%	NA	49%
2006	83%	82%	NA	79%	57%	NA	NA	NA	65%	NA	32%
2005	83%	81%	NA	78%	50%	NA	NA	NA	63%	NA	29%

N/A = not enough students to report a meaningful percentage or data not available

Data Analysis Statements:

The students scoring Level 3 and above maintained at 90%.

There was a decrease of 2% in the number of students making learning gains to 82%.

There was a decrease of 10% in the number of students in the lowest 25% who made learning gains to 69%.

There was a decrease of 1% in the number of white students scoring at or above grade level to 88%.

Economically Disadvantaged students scoring at or above grade level decreased 4% to 75%

All reported subgroups met the AYP criteria of 68% scoring at or above grade level in math.

GOAL AREA: *Math*

End of Year Math Objective:

New Continuing

The percentage of students meeting high standards will continue to improve and/or maintain a level of 85% scoring 3 or above in math on the 2010 Florida Comprehensive Assessment Test.

Research-Based Strategies:

Strategy 1: Ensure all incoming 11th grade students have completed a minimum of Algebra I, or its equivalent, followed by a Geometry class.

Strategy 2: Use Snapshot or Dashboard data to identify individual student’s strengths and weaknesses to tailor instruction when possible.

Strategy 3: Facilitate multiple learning styles through lessons using technology such as calculators, Smartboards, Geometer’s Sketchpad, FCAT Explorer and other multi-media tools. Success Maker will be used in the F.L.I.P. program only.

Evidence-Based Programs:

Smartboard Technology, Geometer’s Sketchpad, Success Maker, FCAT Explorer, Winplot, and MathType

Progress Monitoring:

Strategy 1: Students’ class schedules and permanent records to show progression through challenging math courses.

Strategy 2: Site-based Snapshot data sheets.

Strategy 3: Smartboard lessons, calculator and non-calculator formative and summative assignments, Geometer’s Sketchpad lessons, and lesson plans noting the use of FCAT Explorer.

Strategy 4: Students samples of C.R.I.S.S. work such as graphic organizers, etc.

Professional Development needed to achieve this goal:

Professional Development Activity	Targeted Audience	Anticipated Completion Date
Smartboard, Geometer’s Sketchpad	9 th and 10 th grade teachers	Ongoing
Site-based technology sessions	9 th and 10 th grade teachers	Ongoing
Snapshot	All teachers	Ongoing
Next Generation Standards	All content area teachers	Ongoing
C.R.I.S.S.	All teachers	Ongoing

Specific strategies for subgroups NOT making AYP in the area of Math:

Subgroup(s) Identified	Reading Strategies / Action Steps	Person Responsible for Monitoring Action Step
N/A		

End of Math Goal

GOAL AREA *Writing Needs Assessment Data*

Five-Year Goal:

WRITING: FCAT SSS

AYP Report										
Year	% Meeting High Standards in Writing (Level 3.5 and above)	Total % of students scoring 3.0 or better on prompt	% At or Above Grade Level							
			White	Black	Hispanic	Asian	American Indian	Economically Disadvantaged	English Language Learners	Students with Disabilities
2009	86%	>90%	>90%	NA	NA	NA	NA	94%	NA	78%
2008	85%	>95%	>95%	NA	NA	NA	NA	94%	NA	92%
2007	89%	94%	94%	NA	NA	NA	NA	87%	NA	72%
2006	85%	93%	94%	84%	NA	NA	NA	88%	NA	74%
2005	92%	94%	94%	NA	NA	NA	NA	89%	NA	66%

N/A = not enough students to report a meaningful percentage or data not available

Data Analysis Statements:

There was an increase of 1% in the number of students scoring 3.5 and above to 86%.

The total student subgroup decreased from greater than 95% of students scoring 3.0 or better on the writing prompt to 90% of students scoring 3.0 or better.

The white subgroup decreased from greater than 95% of students at or above grade level to 90% of students scoring at or above grade level.

The economically disadvantaged subgroup scoring at or above grade level maintained at 94%.

GOAL AREA: *Writing*

End of Year Writing Objective:

New Continuing

The percentage of students meeting high standards will continue to improve and/or maintain a level of 85% scoring 3.5 or above in writing on the 2010 Florida Comprehensive Assessment Test.

Research-Based Strategies:

Strategy 1: Focus on vocabulary development using our school-wide “Word of the Day” program. All teachers will endeavor to incorporate the words of the day into their regular classroom instruction and will, where possible, add those words to formative and summative assessments.

Strategy 2: Reinforce the importance of thinking-aloud, brainstorming, and pre-planning for writing in addition to the practice of the traits of good writing. All teachers will endeavor to incorporate these strategies and regular writing practice into their subject areas.

Strategy 3: Give students multiple opportunities to practice in a safe, supported environment. All teachers who assess writing will use FCAT-style and/or advanced writing rubrics to grade formative and summative classroom assessments. All ninth and tenth grade students will be given multiple opportunities for timed-writing practice during “Writing Wednesdays”.

Evidence-Based Programs:

FCAT Explorer
Fast ForWord
C.R.I.S.S.

Progress Monitoring:

Strategy 1: Site-generated Finmail newsletters, school-wide emailed Word of the Day spreadsheets, DTV-generated videos, IPDP sheets documenting this goal, teacher-generated lesson plans, other documentation provided by teachers, student works samples.

Strategy 2: Evidence of site-based professional development sessions focusing on these goals, teacher-created lesson plans, student-generated essays, improved writing scores.

Strategy 3: IPDP goal sheets, teacher-created lesson plans and rubrics, authentic classroom assessment, student-generated work samples.

Professional Development needed to achieve this goal:

Professional Development Activity	Targeted Audience	Anticipated Completion Date
C.R.I.S.S.	All Language Arts teachers	Refresher 8/17/2009 + Ongoing
Next Generation Standards	All Content Area Teachers	Ongoing

Specific strategies for subgroups NOT making AYP in the area of Writing:

Subgroup(s) Identified	Reading Strategies / Action Steps	Person Responsible for Monitoring Action Step
N/A		

End of Writing Goal

GOAL AREA *Science Needs Assessment Data*

Five-Year Goal:

SCIENCE: FCAT SSS

School Grade Report	
Year	% Meeting High Standards in Science (3 and above)
2009	50%
2008	42%
2007	45%
2006	43%
2005	NA

Data Analysis Statements:

There was an increase of 8% in the number of students scoring at Level 3 and above to 50%.

GOAL AREA: *Science*

End of Year Science Objective:

New Continuing

All student subgroups will continue to improve and/or maintain a level of 40% scoring 3 or above in science on the 2010 Florida Comprehensive Assessment Test.

Research-Based Strategies:

Strategy 1: Detect low level (1 and 2) FCAT reading performance of current and former students using research-based programs in correlation with the probability that these students have the potential to score below proficient on the Science FCAT.

Strategy 2: Integrate standards-based instruction within all science disciplines.

Strategy 3: Implement reading strategies in daily lesson plans and utilize reading techniques from other subject areas.

Evidence-Based Programs:

- Snapshot
- Science World and Chem Matters magazines
- Directed-reading workbooks
- FCAT Explorer

Progress Monitoring:

Strategy 1: Pre-and post-tests administered by classroom teachers, student performance on FCAT, analysis of Snapshot scores.

Strategy 2: Use of short response and extended response style questions on all tests. Continue to develop and incorporate short and extended response questions on all summative assignments to provide students with a better understanding of the 2-point and 4-point scoring rubrics.

Strategy 3: Lesson plans will incorporate, C.R.I.S.S. strategies, reading comprehension instruction, science magazines, science articles and reading workbooks.

Professional Development needed to achieve this goal:

Professional Development Activity	Targeted Audience	Anticipated Completion Date
Snapshot	All Teachers	Ongoing
CAR-PD	Level 1 and 2 Teachers	Ongoing
Next Generation Standards	All Content Area Teachers	Ongoing
C.R.I.S.S.	All Teachers	Ongoing

End of Science Goal

Response to Instruction/Intervention (RtI)

School-based RtI Team

The RtI Leadership Team for 2009-2010 will be the Mosley Unified Leadership Team (School Leadership Team).

Our RtI Leadership Team functions as a secondary responsibility for the School Leadership Team. This team meets during the summer to work on the school improvement plan, and meets periodically throughout the year to monitor the school improvement process as well as to provide feedback from the general faculty to the administration.

Mosley's school-based RtI Leadership Team is active in the development and implementation of the school improvement plan. For example, this school year, the team has already met to draft the school improvement plan. Members of the team will also present the plan to faculty on August 21, 2009, and to the School Advisory Council on September 1, 2009.

RtI Implementation

Mosley High School will begin to create a structure for data management this year that will be used to analyze and review tiered data following the model of increasing levels of intensity, frequency, and duration. Our faculty will be trained to recognize that the goal is to find the level of intervention necessary to support the student with the ultimate goal of finding the appropriate intervention for student success.

The administration will train our full staff on RtI during the August pre-service training sessions. As more information is provided for the RtI team, articles and other updates will be provided for the staff as needed.

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](http://data.fldoe.org/readiness/) <http://data.fldoe.org/readiness/>

- Mosley High School will begin a program of CPT readiness in the math and reading classes. Practice tests will be distributed to departments. Links to practice web sites will also be distributed. Our school will attempt to increase the number of students participating in taking the CPT as well as increasing the performance of students taking the CPT especially in the area of reading. The 2007 percent of graduates who took the CPT and scored at or above college-level cut scores was 98.4% for the Math CPT and it was 63.6% for the Reading CPT.
- Mosley High School will continue to promote student scheduling into level 3 high school math courses. Our campus had a percentage of 37.9% of graduates who completed at least one level 3 high school math course. The district had 41% and the state had 46.9%.

GUIDING PRINCIPLES

List and/or describe the goals and strategies that support the SIP Guiding Principles required by Bay District Board Policy and Florida Statute. If a Guiding Principle is not directly addressed in the SIP, describe the initiatives being used at your school.

Guiding Principles for <u>All</u> Schools	Support for the Guiding Principles
1. Ongoing formal and informal assessments to monitor individual student progress	Our school analyzes all student test data and ensures that all students are appropriately placed in courses to best meet the students' needs.
2. Quality professional development that supports enhanced and differentiated instructional strategies to better serve students	All content area teachers are strongly encouraged to participate and complete the CAR-PD program designed to assist struggling readers.
3. Alternative instructional delivery methods to support remediation, acceleration, and enrichment strategies.	Block scheduling allows for greater flexibility in working with a specific group of students to better meet their learning styles, strengths, and weaknesses.
4. Parental Involvement Activities (including parental access to student progress monitoring and communication between the parent and the school)	Our school encourages the use of Parent Portal so that parents can access their child's grades and attendance in real time.
5. School Safety and Discipline Initiatives	School Safety Plan is updated on a yearly basis and shared with all personnel responsible for its implementation.
6. Technology Initiatives	Our school has a technology committee that is responsible for approving all major purchases and upgrades to the school's existing system.
7. Closing the Achievement Gap – Equity	We will continue to encourage minority students to take dual enrollment and advanced placement courses as part of their high school requirements.
8. Increased opportunities for Students With Disabilities (SWD) to be with their non-disabled peers	Content mastery and support facilitation models are used to maximize inclusion opportunities.
Guiding Principles for Secondary Schools	Support for the Guiding Principles

A. Crawford Mosley High School

<p>9. Intensive intervention in Reading and Mathematics</p>	<p>A full-time reading coach is available to assist each faculty member in incorporating targeted reading strategies into their curriculum.</p>
<p>10. Innovative approaches to instruction for struggling students</p>	<p>All incoming ninth grade students receive services through one of three specific programs: FLIP (Freshmen Learning through Integrated Programs), MAPPS (Honors Program), or ESE.</p>
<p>11. Contributions by every teacher to assist in every student’s reading improvement</p>	<p>All teachers (with the exception of math teachers) have a professional development goal with at least one outcome related to teaching literacy/reading in their content area.</p>
<p>12. Small Learning Communities (SLC) that allow teachers to personalize instruction</p>	<p>All incoming ninth grade students receive services through one of three specific programs: FLIP (Freshmen Learning through Integrated Programs), MAPPS (Honors Program), or ESE.</p>
<p>13. Applied and integrated courses chosen by students that provide relevance for the student’s future based on their goals, interests, and talents</p>	<p>Our numerous academies integrate the core curriculum with vocational experiences to better meet the needs of our students.</p>
<p>14. Master Schedules based on student needs</p>	<p>Our master schedule is generated each year based on the number of students requesting each course.</p>
<p>15. Academic and Career Planning</p>	<p>All students will have access to FACTS.org, an online academic resource to help them plan their high school career while taking into consideration their post-secondary plans.</p>

Estimated Budget for SIP 2009-2010

Estimated Expenditures (materials, supplies, equipment, training stipends, professional development)	Funding Source	Cost
C.R.I.S.S. Staff Development	District Funding	0
Snapshot Staff Development	District Funding	0
Teaching on the Block Training	Site-based Funding	0
Peer Teacher Mentoring for New Teachers	District Funding	0
CAR-PD Training	District Funding	0
FAIR Training	District Funding	0
Snapshot Training	District Funding	0
Lunch Bunch Tutoring for FCAT Skills	Business Partnerships	0
Professional Development, Tutoring Materials, Faculty Tutors, and Tutoring Transportation for FLIP and Team 10 Students	REACH Budget	To Be Determined (~14,300.00 has been set aside)
FCAT Preparation Substitute Teachers	Carryover from 2008-2009 SAC Budget	~\$1,500.00
Academic Awards, Academic Letters and other Incentives	Site-based Funding	0
Next Generation Standards Training	District Funding	0
		Approximately 15,800.00+

**EXPENDITURES FROM SCHOOL ADVISORY COUNCIL FUNDS
2008-2009**

Funds Allocated: 16,278.12

Function	Object	Description	Purpose of Expenditure Objective #	Amount Expended	Percent of Total Budget
5100 (2133)	131	Other Certified / Regular Pay	After-school Tutoring	1,509.80	10%
	210	Retirement	After-school Tutoring	158.83	1%
	220	Social Security	Subs for FCAT Preparation	140.67	>1%
	240	Workers Comp. Ins.	Subs for FCAT Preparation	42.10	>1%
	330	Travel	FASRO Conference for School Resource Deputy + Travel for Math Team	2501.63	17%
	390	Other purchased Services	Magnets, Bell Schedule Cards, Student Handbooks	1,847.00	13%
	510	Supplies	Academic Awards, Academic Letters, Science Calculators, Tutoring Materials	6903.77	48%
	750	Other Personal Services	Subs for FCAT Preparation	1297.72	9%
				Total \$14,401.52 Carryover \$1,876.60	88% 12%

Attachment – Detailed AYP Report

A. Crawford Mosley High School

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Bay A. CRAWFORD MOSLEY HIGH SCHOOL 0491												
Number of students enrolled in the grades tested:										Read: 1032 Math: 1032		2008-2009 School Grade ¹ :			B		Did the School make Adequate Yearly Progress?			NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading	Growth model reading	% of students on track to be proficient in math	Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	
TOTAL ⁴	100	Y	100	Y	62	N	87	Y			Y	87	89	Y	34	38	N	12	13	NA	61	N	88	NA	
WHITE	100	Y	100	Y	63	N	88	Y			Y	89	91	Y	32	37	N	11	12	NA	63	N	88	NA	
BLACK	100	Y	100	Y		NA		NA			NA	74	74	N			NA			NA					
HISPANIC	100	Y	100	Y		NA		NA			NA			NA			NA			NA					
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	51	N	75	Y	94	94	Y	73	81	Y	45	49	N	21	25	NA	53	N	77	NA	
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA					
STUDENTS WITH DISABILITIES	98	Y	98	Y		NA		NA	92	78	N	64	65	Y			NA			NA					
KEY:	Economically Disadvantaged - Eligible for free or reduced price lunch ELL - English Language Learners SWD - Students with Disabilities													Y/N - Was the required target met? Yes or No NA - is shown when the number of students in the group is less than 30 ⁴ or the data are not applicable.											