

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Other  
 Charter  Title I  Magnet  Choice

Name of Principal: Mr. Mark Thomas

Official School Name: William T. McFatter Technical School

School Mailing Address:  
6500 Nova Drive  
Davie, FL 33317-7405

County: Broward State School Code Number\*: 413

Telephone: (754) 321-5700 Fax: (754) 321-5980

Web site/URL: http://www.browardschools.com/schoolsplash1/schoolsplash.asp?inford=1291 E-mail:  
mark.thomas@browardschools.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Mr. James Notter

District Name: Broward School District Tel: (754) 321-0000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Ms. Maureen Dinnen

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

### DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |            |                     |
|------------|---------------------|
| 138        | Elementary schools  |
| 42         | Middle schools      |
| 0          | Junior high schools |
| 32         | High schools        |
| 71         | Other               |
| <b>283</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 7791

Average State Per Pupil Expenditure: 7812

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 4 Number of years the principal has been in her/his position at this school.

     If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K			0	8			0
1			0	9	78	70	148
2			0	10	81	56	137
3			0	11	69	75	144
4			0	12	62	69	131
5			0	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>560</b>

6. Racial/ethnic composition of the school:
- |  |
|--|
| <u>0</u> % American Indian or Alaska Native          |
| <u>0</u> % Asian                                     |
| <u>16</u> % Black or African American                |
| <u>36</u> % Hispanic or Latino                       |
| <u>3</u> % Native Hawaiian or Other Pacific Islander |
| <u>43</u> % White                                    |
| <u>2</u> % Two or more races                         |
| <b><u>100</u> % Total</b>                            |

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 3 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	5
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	11
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)].	16
<b>(4)</b>	Total number of students in the school as of October 1.	566
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4).	0.028
<b>(6)</b>	Amount in row (5) multiplied by 100.	2.827

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 9

Number of languages represented: 3  
Specify languages:

Spanish, Portuguese, German

9. Students eligible for free/reduced-priced meals: 28 %

Total number students who qualify: 156

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 3 %

Total Number of Students Served: 16

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>6</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>34</u>	<u>9</u>
Special resource teachers/specialists	<u>2</u>	<u>1</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>20</u>	<u>2</u>
Total number	<u>59</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	95%	96%	95%
Daily teacher attendance	95%	96%	94%	95%	95%
Teacher turnover rate	5%	11%	11%	8%	8%
Student dropout rate	2%	1%	2%	2%	3%

Please provide all explanations below.

In years 2003-2004 and 2005-2006 Daily Teacher Attendance was affected each year by one of the teachers dealing with a catastrophic illness.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	117	
Enrolled in a 4-year college or university	<u>48</u>	%
Enrolled in a community college	<u>41</u>	%
Enrolled in vocational training	<u>6</u>	%
Found employment	<u>4</u>	%
Military service	<u>1</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<b><u>100</u></b>	<b>%</b>

## PART III - SUMMARY

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William T. McFatter Technical Center opened September 1985 with three (3) buildings, nine (9) technology programs which included the Broward Fire Academy, and 1200 adult students. In 1995, McFatter Technical Center was invited to participate in a collegial organization, the South Florida Education Center (SFEC). It includes Florida International University, Florida Atlantic University, Broward College, McFatter Technical Center, Nova Southeastern University and the kindergarten through twelfth grade schools of the Nova complex. In 1998, the McFatter Technical Magnet High School (McFatter) with its own building was added to the Center structure. It is the first technical center in Broward County, Florida with a full magnet high school program that integrates academic and technical education; all students meet the magnet department requirements of level 3 math and reading scores on the previous FCAT or equivalent test and have a GPA of 2.0 or higher. Previously countywide, today, students who live in the southern part of the county attend classes from 9:15AM-4:15PM daily under a 4x4 college style system.

Over the past eight (8) years, McFatter has developed a model of curricular design composed of honors, Advanced Placement and dual enrollment classes which focus on rigor, relevance, relationship, responsibility and reflections. Unlike the traditional comprehensive high schools, during the junior and senior years, all students are required to participate in a technology program integrated with critical thought and innovation. The concept that education must bridge the gap between theoretical and practical is exemplified at McFatter. Students must earn 32 credits to graduate, six (6) more than the State of Florida requirement of 26 credits. The basic curriculum was based on the requirements of the University of Florida; this curriculum has now expanded to allow students to apply to all competitive universities. Students graduate with a high school diploma, a certificate in their technical program, credentials from the technical credentialing agencies, and the students have the ability to articulate into local, state, and college throughout the nation.

McFatter prides itself in promoting equity by uniting students from diverse backgrounds and offering a comprehensive set of courses designed to equip today's youth with the skills needed to compete globally. The 560 students of McFatter comprise several racial and ethnic groups. In 2007-2008, the student body was 3.2% Asian-American, 15.3% African American, 36.2 % Hispanic, 2.1% multicultural, and 43% Caucasian. These demographics remain consistent each school year for McFatter strives to recruit students from a wide variety of ethnic and cultural backgrounds. On the 2008 FCAT math assessment 90% of African American students, 98% of Hispanics, and 95% of Caucasian scored at level (three 3) and above. On the 2008 FCAT reading assessment 75% of Hispanics students, 55% of African American Students, and 71% of Caucasian students scored at a level three (3) and above. For those students who were designated economically disadvantaged by their qualification for free and reduced lunch status, 89% of ninth (9) grade students and 71% of tenth (10) grade students scored level three (3) and above in reading. In math, 97% of ninth (9) grade students and 97% of tenth (10) grade students scored three (3) and above.

School Advisory Council (SAC), the technical advisory committees, and the McFatter Scholarship Foundation are comprised of parents, community and governmental leaders, volunteers, students, teachers, business partners, and institutions of higher learning. All members have had input into the mission and vision of the school, "to provide a safe and secure environment which fosters individualized intellectual focus, technical preparation, and successful transition into post secondary work or study. We strive to instill the attitudes and skills necessary to produce motivated, self-sufficient individuals who are able to function effectively in our ever-changing, complex society." The members also work closely to assist the Foundation which has raised in excess of \$185,800.00 for McFatter students.

The schools' measure of success is indicated by the US News and World Report Annual List of America's Best High Schools which lists McFatter Technical Magnet High School as a Silver School. McFatter has been named a State of Florida Model High School by former Education Commissioner Warford and named one of the 25 best high schools in the United States by The Center for Educational Excellence. McFatter is also one of 20 New

Millennium High School in the State of Florida, has a State of Florida Model Physical Education Program, and has Oracle and Cisco Academy designations. The Class of 2008 graduated 100 percent of its 117 students. Sixty-three percent received the Florida Bright Futures Scholarship as well as earning \$1,560,564.00 in additional scholarships. Of the 31 high school teachers, four (4) are National Board Certified, eight (8) have master's degrees. Of the eighteen technical instructors, five (5) have an Associate's degree, 11 have a Bachelor's degree and one (1) has a master's degree. The faculty includes the 2004 Broward County, Florida Teacher of the Year and a published author.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

The Florida Comprehensive Assessment Test (FCAT) is the primary measure of student achievement. It is a criterion based assessment test that correlates a development scale score to a level of achievement. Student scores are classified into five (5) achievement levels, with one (1) being the lowest and five (5) being the highest. Proficiency is equated to a score of level three (3) or higher on mathematics and reading.

McFatter has consistently performed above district and state averages on the FCAT, since first testing in 2000-2001. Since that school year, McFatter has received an “A” grade on the Florida’s A+ Accountability Plan. The school’s accountability report can be found at: <http://schoolgrades.fldoe.org>.

When comparing McFatter students' FCAT average results to those students in the district and the state, a clear picture of success is seen. On the ninth (9) grade math test the state reported that 65% of the students scored at a level three (3) or above, the district reported 68% scored level three (3) or above, and McFatter reported 98% scored three (3) or above. On the ninth grade reading test the state reported that 46% of the students scored at level three (3) or above, the district reported 47% scored at level three (3) or above, McFatter reported 87% scored level three or above. On the tenth grade math test the state reported that 69% of the students were proficient, the district reported 71% proficiency, and McFatter reported 96% proficiency. On the tenth grade reading test the state reported 38% of the students scored level three (3) or above, and the district reported 38% of the students scored level three (3) or above, and McFatter reported that 70% of the students scored level three (3) or above.

In addition, McFatter students have excelled on the Florida Writing section of the FCAT since 2001. Scores have ranged from 96% to 99%. Mean writing scores have fluctuated from a 4.2 average to a 4.8. The Science section was implemented in 2006 and McFatter students have nearly doubled the State of Florida average percentages. Adequate Yearly Progress (AYP) has been met since the 2004-2005 school year with 100% of the criteria achieved.

In addition, McFatter students have performed well above college readiness standards, as well as state and national standards on such national tests as the SAT and ACT. For the Class of 2008, 92 students took the SAT. The average score in reading was 565 while the state average was 497, and the national average was 500. In math the average score was 522 while the state average 496, and the national average was 515. Sixty nine students took the ACT. The average score was 21.27 while the state average was 19.90, and the national average was 21.20.

### 2. **Using Assessment Results:**

As with all public schools in Florida, the Florida Comprehensive Assessment Test (FCAT) is the assessment that determines student progress (at, above or below level), the official grade of the school, a part of the No Child Left Behind (NCLB) formula, and a decider of Adequate Yearly Progress (AYP) compliance. Students are tested in grades three (3) through 11, dependent upon the section to be evaluated. High school students must test at or above a “cut score” in both reading and mathematics while in grade 10 to be eligible for graduation; the writing (grade 10) and science (grade 11) scores, while important to student success, and part of the school grading process, are not elements currently deemed necessary for graduation. Students, who do not meet the state standards in grade 10, may retake the test two additional times in both grades 11 and 12. These same students may also reach concordant scores on either the SAT or Act in order to meet the standards after three (3) failures.

The School Improvement Plan (SIP) for the McFatter is largely based on the results of FCAT, with one objective written for each testing area. These objectives evolve following review and analysis of the student data by counselors and the instructional staff for each discipline. Individual performance strands and writing performance reveal deficient areas in need of additional practice and development. Strategies for success are discussed, and with communal planning by all team members—the formal SIP evolves. In addition to the SIP, McFatter uses assessment results to promote FCAT Camp, remedial reading, math tutoring, and test preparation after school programs which are made available to all students. Professional development also utilizes assessment, as does a discipline plan and monitoring, all to provide for continued academic success.

### **3. Communicating Assessment Results:**

McFatter communicates the school's FCAT scores and AYP results to parents, students, and community members as soon as scores and data are available. As the results "drop" from the state websites, they are extracted, examined, and shared with students and staff via an in-house email system. Extrapolated results are then shared with parents and other parties through the weekly electronic newsletter. Scores are posted on the school website; additionally, the scores are communicated to community members by the county Public Relations and Testing offices through newspaper press releases and the Broward County schools website. McFatter parents have access to PINNACLE, a system which provides student reports for assignments, grades, absences, schedules, and FCAT test results which can be accessed from home or school. VIRTUAL COUNSELOR, a county-wide system, also provides information.

Individual student performance is communicated through the distribution of interim reports to all students at the midpoint of each marking period. All teachers are accessible through CLASS NOTES.COM and individual websites whereby assignments and message boards become immediate communication tools. Grade level guidance counselors are available to parents through phone calls to their office or through email; conferences are held, via appointments, mornings prior to the start of school. The Assistant Director is also available for any parent/student conference. Outstanding student performance is acknowledged at the annual student awards program through a myriad of awards, from outstanding subject area to Honor Roll. In addition, students scoring a six (6) on the Florida Writing Test are feted at a special luncheon and certificates are awarded; a per year average of 17 of 150 grade 10 students receive a six (6). Additional awards and incentives include a variety of certificates, free "stuff" at local restaurants and amusement parks, field days, and picnics.

### **4. Sharing Success:**

McFatter has presented its programs at the National Coalition of Essential Schools, Broward County Schools' Showcase and at the Model Schools National Conference three times. The programs are also included in the Model Schools compendium of schools volume, sharing Gold Seal lessons and academic ideas. The school has also presented at the Florida Association of Supervision and Administration (FASA) state conference, and the Assistant Director has been the featured speaker at the Louisiana Redesign Conference, again highlighting what makes McFatter a unique place for learning.

Following the release of FCAT scores, McFatter staff has been asked to present to both the district and the county high schools sharing what they have done to be successful. Each time it is the same message: increased student achievement is the result of solid teaching, student engagement, and the sharing of ideas. Each week a small learning community meets to enhance individual skills, to work toward Quadrant D (Model Schools) learning, to share ideas, and to work as teams.

The instructional staff is often asked to serve on county and state committees to review and revise curriculum. One of two Physical Education staff members is working with the state at the present time; a technology teacher is has been appointed the sub-chair of a state guidelines committee; and a Spanish teacher is presenting to both and national foreign language committees as to enhancement of vocabulary through CEPSTRAL, a text-to-speech program.

The Broward Academic and College Advisor (BRACE) was one of six (6) finalists as Outstanding Non-instructional Employee of the Year. Her program for student conferences includes their individual future and goals have been highlighted by both the Innovation Zone and county. Other staff members serve on county committees where their input is solicited for a variety of ideas, including re-engagement of drop-out students, discipline, student code of conduct, and as members of the Johnson and Wales Advisory Board.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

It is the mission of McFatter to ensure that the high school experience for all its students possesses the three “Rs”: Rigor, Relevance, Relationships, as articulated through the International Center for Leadership in Education of which the school is an active member and a Model School. All courses are offered ONLY at the honors or AP level. As a School of Choice, students apply to attend, must meet county magnet criteria, and face probation if their GPA falls below 2.5. All students have a unique opportunity: to be accepted into a four year university or articulate into a local college; to be prepared to enter the world of work through training in a technical area; and, to receive certification in a high wage, high demand technical area.

In order to achieve these goals, every student –including ESE and ESOL – is required to take a college preparatory curriculum of 24 credits predetermined by the school and an eight (8) credit course of technical study selected by the student studied during the junior and senior years .In a 4x4 college-type block schedule, students enroll in four (4) years each of English, science, social studies, mathematics; two (2) years of Spanish, the workforce language of South Florida; Computers for College and Careers; Speech and Debate; Technology Studies; Personal Fitness/Life Management Skills; Individual and Dual Sports; Research 1/2; Technical Studies levels I-8. AP courses include English 11 and 12; Government and Economics; American History; Biology; Spanish; Calculus; AP testing also available in World History, computers, Physics, Chemistry.

Courses in all areas are challenging and deviate from the traditional teaching techniques. Note-taking skills, critical thinking, technology use , project based learning, alternative forms of assessment, digitized portfolios, industry mentors are the norm, as are varied opportunities for college credit through dual enrollment, and on-line learning.

The challenging curriculum includes: science as Biology, Chemistry, Physics, Genetics or AP Biology; Speech and Debate is required and includes presentations of poetry and dramatic reading. These presentations are a part of every class. Mathematics begins at a student need level, and can include Algebra 1, Geometry, Algebra 2; Pre-calculus, Calculus, AP Calculus, Probability and Statistics; Geography is required; Spanish may encompass levels 1-4 plus AP; the Model Physical Education Program, as designated by the state of Florida, students are exposed to a wind-surfing, tennis, racquetball, golf, and more.; and inclusive in all Language Arts classes are creativw writing and presentations including literary fair material, Poetry Out Loud, and dramatic presentations. Many of these performances are repeated at local elementary and middle schools as well as filmed and photographed by the Television Production and Photography students.

For students to earn technical certification in their chosen career/technical area while they complete the standard high school tract of study, they spend half of each day, junior and senior year, accumulating eight (8) consecutive credits in one of eighteen programs of study. Within these same schools, technology focused programs are the norm. Programs include, but are not limited to, Photography, New Media Technology, Printing and Graphics, Network Support, Pharmacy Technician, Medical Assisting, Television Production, etc. Technical post-secondary dual enrollment credit is available to students who qualify; articulation agreements also provide for post-secondary credit.

Graduating seniors receive the New Millennium Graduate designation through successful demonstration in their technical area of field competencies in the form of an exhibition. Senior Exhibitions include the presentation and defense of a major technical project that must incorporate the year’s work and integrate both technical and academic knowledge and skills. The presentation is before a panel of industry experts, often also resulting in part-time jobs and scholarships. Students begin preparation as early as grade nine with mini-exhibitions required at all grade levels.

## **2b. (Secondary Schools) English:**

All McFatter students are required to complete four (4) years of Language Arts and one (1) Speech and Debate course throughout their high school careers. Students are challenged by reading and explicating a broad range of drama, poetry, and novels, short stories, and essays in order to improve their ability to read and analyze on a number of different and often difficult levels. When writing essays, rhetorical strategies are stressed with a further emphasis placed on genre, narrator, subject, structure, and style. The goal of all McFatter Language Arts courses is to increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. During the Language Arts courses, a wide variety of texts and writing tasks provide the focus for an exciting study of language, rhetoric, and artists.

At each grade level, students are asked to read at least two (2) books and/or plays from a list of high quality pieces of literature that are age and grade appropriate during the summer months. During the first month of the new school year, the students are then asked to complete various interactive reading activities.

Following the DOE state guidelines, students not meeting particular standardized reading test criteria were placed in an appropriate Intensive Reading Course with a certified reading teacher providing the designated coursework. Students passing the state reading exam, but still in the level two (2) category, were serviced by CRISS (Creating Independence through Student owned Strategies) and McRel trained teachers who incorporated these reading skills and strategies into their content areas to improve reading comprehension.

In addition to emphasizing reading in all of the content area classrooms, reading (FCAT) tutoring before and after school and on Saturdays, and SAT and ACT preparation tutoring is offered.

To encourage and motivate all students to read, several activities and clubs are sponsored: Teen Read, a competitive reading club, Trend Setters, teens reading to elementary students, Reading Across Broward, independent reading, Walking Words, SAT/ACT words posted throughout the school mall.

## **3. Additional Curriculum Area:**

McFatter is committed to providing a rigorous and relevant high school education which will allow students to proceed to a higher education or to employment in global occupations. This requires coursework which highlights technology, teamwork, cognitive and problem solving, and persistence. The National Center for Research in Vocational Education (NCRVE) has identified models of integrating academic and technical education. McFatter uses the occupational majors model to blend technology and theory.

The Technology Curriculum at McFatter is vertically and laterally implemented to provide all students the skills of a comprehensive education. In the 9th and 10th grades, students are required to take Computing for College and Careers, Research, Technology Studies, and Technical Spanish. In the Computing for College and Careers component, students are immersed into a hands-on problem solving approach to technology and theory. This course is designed to introduce students to various types of technology that will be integrated throughout their four years at McFatter, and their future college and workplace endeavors. The Research component introduces students to a myriad of tools and strategies aimed at providing life long academic and learning skills. This course provides relevant study strategies, test preparation skills, action-based research and technology as vehicles to self-discovery and career exploration. In Technical Spanish, language learning and acquisition are enhanced by dynamic, interactive, online resources available to McFatter students. We currently use PC technologies for the purpose of listening, speaking, reading, writing and acquiring contextual knowledge about Spanish-speaking cultures. The cornerstone is the online Spanish language textbook program that provides enriched experiences in communication, cultures, connections, comparisons, and communities.

Technology Studies students tour all of the technical programs allowing them to make informed decisions regarding which program to choose for their advanced technical major. Students return later in their 10th grade year to their selected technical program of choice to shadow junior and senior students.

#### **4. Instructional Methods:**

Broward County's Effective Schools Program has initiated a series of instructional enhancements in order to provide one voice for all its schools: McFatter has embraced these concepts—the Seven (7) Correlates of Effective Schools, the 8-Step Instructional Process, the Nine (9) High Yield Strategies—as well as Action Research and the Rigor, Relevance, Relationship framework (Model Schools) of Quadrant D lessons in ALL classes. As McFatter offers its classes at either the AP or Honors level, this variety of instructional methods assists students in achieving their full potential as learners. Many instructors have received training in, and employ the skills learned from both CRISS (Creating Independence through Student-owned Strategies) and the McRel system of reading strategies, as well as training in Gardner's multiple intelligences.

In each class, academic or technical, material is presented so that students employ critical and creative thinking skills. All instructors encourage their students to become independent learners, making “skills for life” the key, not just “skills for a test or “the moment.” The integrated curriculum of McFatter allows for state-of-the-art technology, project-based learning, and alternative forms of assessment, digitized portfolios, clinical training, and distance /virtual learning to be embraced. Vertical and lateral teaming is implemented across the school. Everyone reads; everyone writes. Academic curriculum aligns with the Florida Sunshine State Standards and technical curriculum frameworks.

Teachers meet to share and learn collegially, and then to employ these new skills in the classroom, benefiting all their students. Differentiated instruction allows for teaching, re-teaching, and remediation. Differentiated accountability procedures add to the mix. AP teachers utilize methodology learned in College Board workshops, methods that focus students on critical reading and analytical writing skills. Blackboard training allows instructors to enhance their manner of delivery, mixing classroom and virtual instructor and response.

Instruction has joined the new millennium, and students benefit.

#### **5. Professional Development:**

McFatter implements school based professional development in addition to district, state and national professional development that address specific student achievement needs of our school. The Professional Development aligns with the School Improvement Plan to improve student achievement in Reading, Math, Science and Writing. The professional development that is offered is determined by the teachers data analysis, surveys, and open forum faculty discussions expressing the need to further enhance specific knowledge. Included are Professional Learning Communities, available to all staff members; weekly Rigor, Relevance, Relationships and Reflection Collaborative Learning Communities; High School Professional Study Days; New Educator Support Services (NESS) Learning Communities. The school also hosts local university and college students from the Early Field Experience Student Teaching and the Good FIT program. This introduction to teaching is an effort to recruit, prepare and retain quality teachers. The symbiotic relationship between mentors and interns provides an exchange of quality teaching strategies and skills collaboration that carries into the classroom, providing an additional “teacher” to help students individually, and expanding the diversity of the lesson delivery.

The High School Professional Study Days consisted of creative collaborative learning communities addressing Vertical Teaming and Project Based Learning. In order to dramatically impact student achievement, MCFATTER teachers needed to team vertically and horizontally and infuse technology through each course, at every grade level. Through a step-by-step project-based learning process, the teachers were able to engage the students in authentic, interactive learning meeting high expectations through multi-disciplinary tasks. Students

were responsible for their own learning through effective cooperation and the exploration of various essential questions. These self-directed learners worked collaboratively using their higher order thinking skills to strategically make real world connections.

The benefits were not only celebrated by the students, the teachers also learned to embrace new challenges as they were able to use new and different methods to make the cross curricular connections. Besides forming a seamless transition of standards from grade to grade and subject to subject, the students and teachers were able to focus on the sequence linking curriculum with curriculum.

## **6. School Leadership:**

The leadership structure begins with the administrative team. The principal models all team behaviors. The team holds three leadership values that resonate throughout the entire organization. These values are: 1) “service leadership” which focuses on nurturing positive growth for the whole organization, 2) belief that all instructional and service staff must be supported as autonomous contributors and in turn are expected to recognize process, create, and deliver appropriate services as a community of caring professionals, and 3) respect for each individual.

The three assistant directors are role models for several instructional communities. They encourage and support group decision making in areas of guidance, education, and opportunities so that students achieve their potential. Group decision making enables the faculty and staff to grow as a team and develop leadership skills while addressing the important work of the school which is student success.

Examples of team decisions include: the directed funding to pay for math tutorials for all needy students. Test Preparation Camp is offered each January and February. SAT and ACT prep classes are available after school free of charge. Donated monies are channeled to the student government. The school SHAPE organization, an entrepreneurial training program, teaches students to earn monies and then distribute the monies through grants to school groups or community organizations. The new Boys and Girls Club facility located on campus has resulted in the creation of a partnership which provides a meeting place for students and after school activities. The student's desire for academic competitions was identified and McFatter students now participate in county, state, and national competitions. In addition community businesses support the McFatter Foundation with monetary donations which provide scholarships for McFatter students.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: FCAT

Edition/Publication Year: 2004 - 2008

Publisher: FL Dept. of Ed.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Levels 3 - 5	96	97	91	94	93
Levels 4 - 5	77	71	72	68	68
Number of students tested	146	146	141	145	147
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Levels 3 - 5	98	96	89	95	87
Levels 4 - 5	80	76	74	63	60
Number of students tested	34	25	27	22	15
<b>2. Racial/Ethnic Group (specify subgroup): Black</b>					
Levels 3 - 5	90	88	96	95	84
Levels 4 - 5	65	57	72	67	53
Number of students tested	20	26	21	39	35
<b>3. (specify subgroup): Hispanic</b>					
Levels 3 - 5	98	95	90	100	94
Levels 4 - 5	82	65	68	45	57
Number of students tested	61	46	42	22	35
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 10 Test: FCAT

Edition/Publication Year: 2004 - 2008

Publisher: FL Dept. of Ed.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Levels 3 - 5	70	67	65	68	58
Levels 4 - 5	39	37	39	37	34
Number of students tested	150	146	141	145	148
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Levels 3 - 5	71	72	66	51	53
Levels 4 - 5	37	44	44	37	43
Number of students tested	35	25	27	22	15
<b>2. Racial/Ethnic Group (specify subgroup): Black</b>					
Levels 3 - 5	55	62	57	55	35
Levels 4 - 5	28	37	28	19	21
Number of students tested	22	26	21	22	14
<b>3. (specify subgroup): Hispanic</b>					
Levels 3 - 5	76	65	74	69	35
Levels 4 - 5	43	32	33	31	21
Number of students tested	61	46	42	39	14
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 9 Test: FCAT

Edition/Publication Year: 2004 - 2008

Publisher: FL Dept. of Ed.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Levels 3 - 5	98	97	94	92	95
Levels 4 - 5	68	71	69	62	63
Number of students tested	143	148	145	144	146
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Levels 3 - 5	97	93	100	95	100
Levels 4 - 5	79	61	70	72	58
Number of students tested	38	28	28	22	24
<b>2. Racial/Ethnic Group (specify subgroup): Black</b>					
Levels 3 - 5	93	96	88	96	100
Levels 4 - 5	57	72	59	48	34
Number of students tested	28	25	24	21	21
<b>3. (specify subgroup): Hispanic</b>					
Levels 3 - 5	100	97	91	93	95
Levels 4 - 5	73	68	68	71	72
Number of students tested	51	56	44	41	39
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 9

Test: FCAT

Edition/Publication Year: 2004-2008

Publisher: FL Dept. of Ed.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Levels 3 - 5	87	85	77	72	66
Levels 4 - 5	47	39	39	34	34
Number of students tested	143	148	145	144	146
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Levels 3 - 5	90	82	82	85	58
Levels 4 - 5	37	43	57	46	29
Number of students tested	38	28	28	22	24
<b>2. Racial/Ethnic Group (specify subgroup): Black</b>					
Levels 3 - 5	86	62	85	67	62
Levels 4 - 5	43	27	25	35	24
Number of students tested	28	25	24	21	21
<b>3. (specify subgroup): Hispanic</b>					
Levels 3 - 5	88	84	66	87	64
Levels 4 - 5	41	39	23	39	36
Number of students tested	51	56	44	41	39
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Decrease in % advanced Free and Reduced subgroup 2006 - 2008 due to overall increase of students where English is not the first language spoken in the home. Reading classes have been added to the curriculum.