

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: PLANTATION MIDDLE SCHOOL

District Name: Broward

Principal: Patricia Hague

SAC Chair: Cedric Maddox and Jennifer Folger

Superintendent: James Notter

Date of School Board Approval: 12/01/2009

Last Modified on: 08-31-2009

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32395

Dr. Frances Haithcock, Chance
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32395

VISION and MISSION STATEMENTS

Vision Statement: On the 2009/2010 FCAT 68% of our students will achieve a level 3 or higher in Reading, 67% of our students will achieve a level 3 or higher in Math, 40% of our students will achieve a level 3 or higher in Science, and 95% of students will score of 4 or higher in Writing.

Mission Statement:

We, the members of the Plantation Middle School Community, are committed to ensuring that all students receive a quality education, within a safe and secure learning environment.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Brief History and Background of the School

Plantation Middle School is designated as an "In-Boundary, Whole School Magnet." Our "In-Boundary, Whole School" status allows us to include all students attending Plantation Middle School in our magnet program. The magnet theme was based upon a program that had been in place since 1996, "Advanced Communication Skills." This theme focused on developing students' reading, writing, and public speaking skills through extended activities in each academic area. During the 2004-2005 school year the program began to undergo changes that would provide differentiation of instruction to students who had met, or exceeded FCAT reading requirements. Also, a very unique partnership was established with the Florida Center for the Book, an affiliate of the Library of Congress. In recognition of the unique partnership, the School Board changed the focus of this school's magnet program to Literary Arts and Plantation Middle School became "The Center for Literary Arts." However, it should be noted that the communication skills of reading and public speaking, along with an increased emphasis on students' writing for publication, continue to be integrated into the Literary Arts curriculum at Plantation Middle School. There are 12 themes that students will experience while at Plantation Middle School. Each theme works on public speaking, writing and reading a piece of literature. The students will rotate every nine weeks to a new theme.

Unique School Strengths for Next Year

Unique School Strengths for Next Year

Plantation Middle School has a very dedicated staff and faculty. We are an in boundary Magnet School and are hoping to become an I.B. magnet for the middle years that will help to prepare our students to enter the I.B. magnet that is beginning at our feeder High School, Plantation High. This is our 8th year of receiving the Five Star School Award.

Unique School Weaknesses for Next Year

Unique School Weaknesses for Next Year

We have a large number of students who are brought in from areas by buses, so it is difficult for us to have consistent opportunities for remediation and enrichment other than the normal school day. Our after school and before school programs have always been unsuccessful and we would love an opportunity to utilize this time, however inconsistency in the attendance of selected students, due to transportation, is still an issue.

Student Demographics

Total number of students 1013

Demographic Total number Percentage

Sixth Grade 398
Seventh Grade 331
Eighth Grade 292

ELL 54 5%
ESE 126 12%
Free/Reduced 646 63%
White 210 21%
Black 598 59%
Hispanic 149 15%
Asian 21 2%
Native 4 1%
Multi 39 4%

Student Attendance Rates

Aug 98.2%
Sep 96.3%
Oct 95.5%
Nov 93.7%
Dec 93.6%
Jan 93.8%
Feb 93.6%
Mar 92.9%
Apr 90.3%
May 91.9%
June 94.8%

Student Mobility

24.50

Student Suspension Rates

In school 46.6
Out of School 22.6

Student Retention Rates

4.51

Class Size

21.04

Academic Performance of Feeder Pattern

Elementary Schools:

School Name School Grade AYP Status
Peters Elementary A 90% Not Met: Math-Black,SWD,EDS; - Reading-SWD
Mirror Lake Elementary B 87% Not Met: Math-White, Hispanic, SWD; - Reading-SWD
Sawgrass Elementary A 92% Not Met: Math-SWD; Reading- EDS,SWD)
Central Park Elementary A 100% AYP

High School:

School Name School Grade AYP Status
Plantation High C 77% Not Met: Reading-White, Black, - Hispanic, EDS; Math-Black, EDS

Partnerships and Grants

Partnerships and Grants

- Magnet Partnership with the Center for Literary Arts
- Business Partners
 - o Goofels
 - o Rainforest Café
 - o Dairy Queen

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Patricia Hague	Degree: Art Certification: K-12 Ed. Leadership	1	11	Principal of Plantation Middle in 2008-09. Grade: C Reading Mastery: 53% Math Mastery: 52% Science Mastery: Writing Mastery: AYP: Black, Hispanic, F/R and SWD did not make AYP in Reading; White, Black, Hispanic, F/R, SWD, did not make AYP in Math Principal of Peters Elementary in 2007-08 Grade: C Reading Mastery: 61% Math Mastery: 65% Science Mastery: Writing Mastery: AYP: Black did not make AYP in Reading; Black did not make AYP in Math Principal of Peters Elementary in 2006- 2007 Grade: A Reading Mastery: 72% Math Mastery: 71% Science Mastery: Writing Mastery: AYP: made AYP in all subgroups
Assis Principal	Cheryl Rubin	Degree: FAU Masters in Ed. Leadership Bachelors in Elementary Ed. Certification: K- 12 Reading	2	6	Assistant Principal of Plantation Middle in 2008-09, Grade: C Reading Mastery: 53% Math Mastery: 52% Science Mastery: Writing Mastery: AYP: Black, Hispanic, F/R and SWD did not make AYP in Reading; White, Black, Hispanic, F/R, SWD, did not make AYP in Math Assistant Principal of Plantation Middle in 2007-08 Grade: C Reading Mastery: 60% Math Mastery: 55% Science Mastery: Writing Mastery: AYP: Black, F/R, SWD did not make AYP in Reading; Black, Hispanic, F/R, and SWD did not make AYP in Math. Assistant Principal of Sunrise Middle in 2006-2007 Grade: C Reading Mastery: 55% Math Mastery: 56% Science Mastery: Writing Mastery: AYP: Black, F/R, ELL, SWD did not make AYP in Reading; Black, F/R, ELL and SWD did not make AYP in Math.
Assis Principal	Latrell Edwards	Degree: FSU Major in English with a minor in Business Administration FAU Ed. Leadership Certification: K-12 Ed Leadership Middle Grades English		8	Assistant Principal of Millennium Middle in 2008-09, Grade: A Reading Mastery: 63% Math Mastery: 70% Science Mastery: Writing Mastery: AYP: Black, Hispanic, F/R, ELL, SWD did not make AYP in Reading; Black, F/R, ELL, SWD did not make AYP in Math Assistant Principal of Millennium Middle in 2007-08 Grade: A Reading Mastery: 62% Math Mastery: 67% Science Mastery: Writing Mastery: AYP: Black, F/R, ELL, SWD did not make AYP in Reading; Black, F/R, and SWD did not make AYP in Math Assistant Principal of Millennium Middle in 2006-2007 Grade: B Reading Mastery: 57% Math Mastery: 60% Science Mastery: Writing Mastery: AYP: Black, F/R, ELL, SWD, did not make AYP in Reading; Black, F/R, ELL, SWD did not make AYP in Math
					Assistant Principal of Plantation Middle in 2008-09.

Assis Principal	Traci Brown	Degree: Stetson Univ. English FAU: Ed Leadership Certification: K- 12 EdLeadership Middle Grades English	5	5	Grade: C Reading Mastery: 53% Math Mastery: 52% Science Mastery: Writing Mastery: AYP: Black, Hispanic, F/R and SWD did not make AYP in Reading; White, Black, Hispanic, F/R, SWD, did not make AYP in Math Assistant Principal of Plantation Middle in 2007-08 Grade: C Reading Mastery: 60% Math Mastery: 55% Science Mastery: Writing Mastery: AYP: Black, F/R, SWD did not make AYP in Reading; Black, Hispanic, F/R, and SWD did not make AYP in Math. Assistant Principal of Plantation Middle in 2006-2007 Reading Mastery: 54% Math Mastery: 56% Science Mastery: Writing Mastery: AYP: Black, F/R, SWD did not make AYP in Reading, Black, F/R and SWD did not make AYP in Math.
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* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading Coach	Jennifer Folger	Degree: FAU Sociology Certification: Reading Endorsement Middle Grades Integrated Applied for ESOL endorsement 09/2010	5	1	2008/2009 Plantation Middle Grade: C 2007/2008 Plantation Middle Grade: B 2006/2007 Plantation Middle Grade: A
Math Coach	Susan McCafferty	Degree: FAU Certification: Middle Grades Integrated	1		2008/2009 Plantation Middle Grade: C
Science Coach	AnneMarie Poulos	Degree: Certification: Middle Grades Science	4		2008/2009 Plantation Middle Grade: C 2007/2008 Plantation Middle Grade: B 2006/2007 Plantation Middle Grade: A

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

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. NESS-partnering new teachers or teachers with less than 3 years experience with veteran staff member	Pamela Powell	June 2010	
2. Regular meetings of teachers and Assistant Principals	Traci Brown and Cheryl Rubin	June 2010	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Ambreen Farrukh	Language Arts	Developmental Reading (1 hour only)	Working on Reading Endorsement
Monica Bullen	Language Arts	Developmental Reading (1 hour only)	Working on Reading Endorsement
Kaitlin Jordan	Language Arts	Developmental Reading (1 hour only)	Working on Reading Endorsement

Roxanna Rivero	Science	Spanish	Spanish Test
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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
55	0	34	44	22	20	82	15	4	60

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Ronnie Simon	Anne Marie Poulos	Ms. Poulos is the Science Coach and will have the opportunity to help Mr. Simon with lessons and activities	IFC development, lesson plan development and support with learning the logistics of the school.
Keddie Casseus	Richard Ledgister	Mr. Ledgister is the Department Head for the Language Arts Department and will have the opportunity to help Ms. Casseus with lessons and activities	IFC development, lesson plan development and support with learning the logistics of the school

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I Funds will be utilized for Parent Involvement Trainings—including staff, supplies and materials. Student Agendas will also be purchased so that communication between parents, teachers, and students can continue. Parent Seminar attendance will also be paid for out of Title I funds.

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

SAI funds will be used for Student Tutoring Programs—including staff salaries and materials. Teacher trainings for Parent Involvement will also be paid from SAI.

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Principal: Patricia Hague
 Assistant Principal: Cheryl Rubin
 Assistant Principal: Latrell Edwards
 Assistant Principal: Traci Brown
 Reading Coach: Jennifer Folger
 Math Coach: Susan McCafferty
 Science Coach: AnneMarie Poulos
 Magnet Coordinator: Bressy Rubio
 ESE Specialist: Luanne Fortney
 Guidance Director: Leroy Kerr
 Guidance Counselor: Crystal Walker
 Guidance Counselor: Sam Rossi
 Micro-tech Specialist: James Burke
 Department Heads: Thomas Allen, Richard Ledgister, Cara Correa, Lisa Vitrella

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

The team meets once a week to discuss the following items: data chats, trends from walkthroughs, CPST, safety, technology concerns, and DART model.

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

The RtI Leadership team will meet with the School Advisory Council (SAC) and principal to help develop the SIP.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: Progress Monitoring Reporting Network (PMRN), Broward Assessment Test (BAT 1 & 2 for reading, math, and science), Florida Comprehensive Assessment Test (FCAT)
 Midyear: Florida Assessments for Instruction in Reading (FAIR)
 End of Year: FAIR, FCAT
 Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on RtI.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.

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?

8th -----Strengths Weaknesses

Reading Main Idea Reference and Research

Math Data Analysis Algebraic Thinking

Science Physical and Chemical Earth and Space

7th -----Strengths Weaknesses

Reading Main Idea Reference and Research

Math Algebraic Thinking Number Sense

6th -----Strengths Weaknesses

Reading Main Idea Reference and Research

Math Data Analysis Measurement

Instructional Calendar Development

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

Each department head will be responsible for developing an Instructional Focus Calendar, for their subject area. The Instructional Focus Calendar will begin with the subject area's strongest area and work towards their weakest area.

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

Reading: Reference and Research and Comparison will be given priority focus

Math: Algebraic Thinking

Science: Earth and Space

Writing: The Writing Process

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

Ongoing progress monitoring by the teacher must take place as well as a minimum of a bi-weekly assessment on the focus area. Meetings will also take place with the teacher and Assistant Principal in charge of the corresponding subject area. Differentiated instruction must take place for those students in need of remediation vs. those students who need enrichment.

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

Plantation Middle School is a whole school magnet program that is partnered with The Center for the Literary Arts. Each year students will be introduced to four different themes that are accompanied with reading, writing and public speaking requirements that need to be fulfilled for each area. Our Literary Arts classes give our students the opportunity to experience varied activities that correspond with the subject area their theme focuses on.

Plantation Middle School has been a GLIDES school for the past 2 years and we have a number of teachers who are trained in the process of incorporating project based learning into their classrooms. Our school also has a taken on a team approach as far as scheduling so that teachers and students share common information throughout the school year as well as learning to work together with others on their team

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?

In 7th grade, our students are required to complete a career planning course as part of their social studies curriculum. All students are also required to complete EEP that is specific to their personal choices when choosing academic courses in their high school.

DO

Direct the Instructional Focus

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

Lesson plans and instructional delivery are aligned across grade levels and subject areas by utilizing the District Instructional Focus Calendars.

How are instructional focus lessons developed and delivered?

Instructional Focus lessons are developed by the teachers and support staff including the Reading and Math coaches. The lessons can be delivered by the classroom teacher or an instructional coach as needed.

How will instructional focus lessons be revised and monitored?

The instructional focus lesson will be revised and monitored according to the IFC. Data from the lessons activity will be collected and disaggregated to determine what remediation and enrichment needs to be done.

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.

Reading, Math, and Science all use the district created Mini BATs to measure student progress. Writing is assessed through numerous writing prompts that are scored by teachers that are not always the student's classroom teacher. Prompts are scored according to the FCAT 6 point rubric and the Six Traits rubrics.

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

This Mini BAT information for Reading, Math, and Science is scanned into Virtual Counselor where the reports are generated and disaggregated. Students can then be grouped by class to differentiate what activities each individual student needs to work on, whether it is remediation or enrichment.

Maintenance

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

The district IFC's list when and what should be used for each grade level and content area. The school IFC does will follow the district.

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.

The process and schedule for teams to review progress monitoring will take place on a weekly basis during common planning times. Teachers will have discussions about students who have reached mastery as well as those who have not. This information will need to be reported back to the Assistant Principal in charge of the corresponding grade level.

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.

The Principal's and Leadership Team's roles as instructional leaders will be involved by participating in classroom walkthroughs, data chats, and progress monitoring.

ACT

Supplemental and Intensive Instruction/Interventions

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

Intensive Reading classes use the Read XL textbook as well as REWARDS core materials. Jamestown fluency books are used as well as the district created workbooks for Read XL for supplemental. Compass Learning Odyssey is used for both Math and Reading interventions.

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

Compass Learning Odyssey will be used to re-teach non-mastered target areas.

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

Plantation Middle School has a Professional Development Team that includes teacher leaders, instructional coaches, AP's, and department heads. This year we will also administer a survey that will be handed out at the beginning of the school year to find out what the needs of the staff are.

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

Students who will be targeted for supplemental and intensive instruction/interventions will be those students who are a level 1 or 2 in reading and/or math as well as those who have been retained. Students who have also moved up a level but were a level 1 or 2 the year before will be targeted so that their progress is not lost.

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

The effectiveness of the interventions will be measured through data chats with teachers, support staff, and administration. Data will need to be recorded to develop measurable objectives.

Enrichment

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

Alternative instructional delivery methods to support acceleration and enrichment would be those students placed in our advanced classes including GEM. Having students in the advanced classes allows for alternative activities to be completed including curriculum and in-depth projects that go challenge the students to build upon what they have already attained.

Describe how students are identified for enrichment strategies.

Students are identified for enrichment strategies by continuously showing mastery of the subject area being tested.

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)
6th, 7th, and 8th grade	6th grade-Cheryl Rubin 7th grade-new AP 8th grade-Traci Brown	Bi-monthly	Every other week, rotated with PD trainings	School Updates and data chats
IFC task meetings	Department Head	Bi-monthly	Rotates on a weekly schedule with Department meetings	Lesson Study and IFC, best practices
Team Meetings	Administrator	Monthly	During common planning times	Data Analysis and integrated curriculum

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

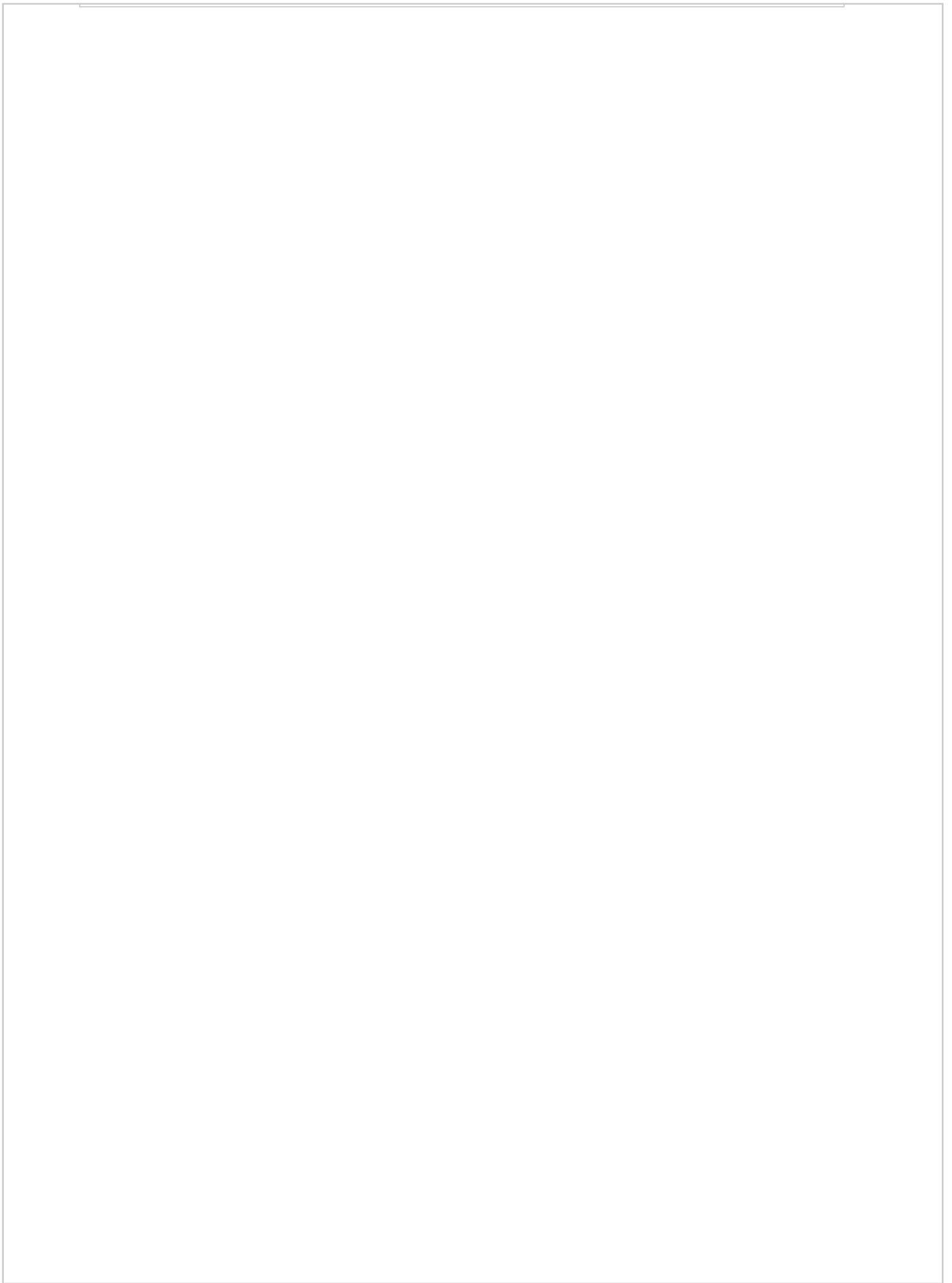
Pre-School Transition

N/A

Postsecondary Transition

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

N/A



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?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 56% of students achieved mastery on the 2009 administration of the FCAT Reading Test.		In grades 6-8, 68% of the students will achieve mastery for reading on the 2010 FCAT Reading Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. An instructional focus calendar will be developed and revised using current disaggregated data, utilizing reading strategies to enhance comprehension through curriculum	1. Cheryl Rubin and Jennifer Folger	1. Teachers will administer Mini Benchmark Assessment Tests	1. The Mini Benchmark Assessment tests will be entered into Virtual Counselor so that the data can be utilized to drive instruction
2	2. Teachers will attend meetings and staff development to increase their skills in teaching reading concepts and utilizing research based reading strategies	2. Jennifer Folger and Cheryl Rubin	2. Teachers will be asked to provide follow-up samples of work they have done with students in their classes.	2. Student workbooks
3	3. Students will participate in technology labs featuring the Compass Odyssey Learning Program	3. Jennifer Folger	3. Teachers will be trained on how to pull reports to check student progress.	Compass Reports

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 58% of students achieved learning gains on the 2009 administration of the FCAT Reading Test		In grades 6-8, 62 % of students will achieve learning gains of the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. A Saturday program will be implemented to give all students additional assistance with FCAT skills. This program will consist of a variety of courses using Compass Learning Odyssey.	1. Saturday School Teachers and Saturday School Coordinator	1. Teachers will be trained on how to pull reports to check student progress	1. Reports from Compass
2	2. Continue Literary Arts Magnet curricula for students. The reading component of Literary Arts included reading four novels yearly and participation in the Accelerated Reader Program in which students develop their personal preferences in reading novels, at or above their instructional levels	2. Bressy Rubio	1. Teachers will be trained on how to pull reports to check student progress 2. Teachers and students receive a report generated from the technology-based program based on their understanding of the novel read.	Accelerated Reader Test
3	3. Students will have 30 minutes in either their Reading or Literary Arts	3. Jennifer Folger	3. Utilize various before, during, and after reading strategies to check	3. Various reading strategies

	class, once weekly, to participate in Sustained Silent Reading		comprehension	
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading Data, 45% of Black students scored at or above a Level 3.		Increase the percent of Black students scoring at or above a Level 3 from 45% to 55 % on the 2010 FCAT Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Tier 1: Determine core instructional needs by reviewing Florida Assessment for Instruction in Reading (FAIR) assessment data for all Black Students. Plan differentiated instruction using evidence-based instruction/interventions.	Jennifer Folger	1. Student progress is assessed using FAIR's ongoing Progress Monitoring (OPM) every 20 days. Percent of student s making adequate progress toward benchmark is calculated	1. FAIR OPM data will be used to determine progress from Benchmark 1 to Benchmark 2 and from Benchmark 2 towards Benchmark 3.
2	2.Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction, modeled instruction, guided practice and independent prac.	Jennifer Folger	2. Student progress is assessed using FAIR OPM every 20 days for all student receiving Tier 2 supplemental instruction. Percent of students making adequate progress toward benchmark is calculated.	2. FAIR OPM data will be used to determine progress from Benchmark 1 to Benchmark 2 and from Benchmark 2 towards Benchmark 3.
3	3.Tier 3: Plant targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence based, and provide in addition to core.	3. Rtl Team/Case Manager	2. Student progress is assessed using FAIR OPM every 20 days for all student receiving Tier 2 supplemental instruction. Percent of students making adequate progress toward benchmark is calculated.	3. FAIR OPM data and DAR data will be used to determine progress from Benchmark 1 to Benchmark 2 and from Benchmark 2 towards Benchmark 3

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading Data, 45% of the Economically Disadvantaged Students(EDS) scored at or above a level 3.		Increase the percent of EDS scoring at or above a level 3 from 45% to 55%on the 2010 FCAT reading		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Tier 1: Determine core instructional needs by reviewing Florida Assessment for Instruction in Reading (FAIR) assessment data for all Black Students. Plan differentiated instruction using evidence-based instruction/interventions within reading block.	Jennifer Folger	1. Student progress is assessed using FAIR's ongoing Progress Monitoring (OPM) every 20 days. Percent of student s making adequate progress toward benchmark is calculated	1. FAIR OPM data will be used to determine progress from Benchmark 1 to Benchmark 2 and from Benchmark 2 towards Benchmark 3
2	2.Tier 2: Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction, modeled instruction, guided practice and independent practice.	Jennifer Folger	2. Student progress is assessed using FAIR OPM every 20 days for all student receiving Tier 2 supplemental instruction. Percent of students making adequate progress toward benchmark is calculated.	2. FAIR OPM data will be used to determine progress from Benchmark 1 to Benchmark 2 and from Benchmark 2 towards Benchmark 3
3	3.Tier 3: Plant targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will	Rtl Team/Case Manager	3. Student progress is assessed using FAIR OPM every 20 days and/or DAR data bi-weekly for all students receiving Tier 3 targeted intervention.	3. FAIR OPM data and DAR data will be used to determine progress from Benchmark 1 to Benchmark 2 and from Benchmark 2 towards Benchmark 3

be matched to individual student needs, be evidence based, and provide in addition to core.			
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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
In grades 6-8, 68% of the students will achieve mastery for reading on the 2010 FCAT Reading Test	Thinking Maps, Superior Six, McRel, Renzulli, CHAMPS	Jennifer Folger and Bressy Rubio	Ongoing	Student Work	RtI Team
Increase the percent of EDS scoring at or above a level 3 from 45% to 55% on the 2010 FCAT reading	Framework for Understanding Poverty	Cheryl Rubin	August 2009	Data Chats	Traci Brown Cheryl Rubin

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

Each teacher will be responsible for attending monthly trainings on how to infuse Reading into the content area. These trainings will include Thinking Maps (a Plantation Zone initiative), CHAMPS, the Superior Six, and McRel's Teaching Reading in the Content Areas.

Teachers will also be responsible for attending trainings on "The Framework for Understanding Poverty".

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Jamestown Fluency Workbooks for Level 1 and 2 Students	General Budget	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Superior Six, McRel and Thinking Maps	N/A	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Saturday School	Accountability	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Reading Goal

Mathematics Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:
	Did the total percent proficient increase or decrease? What is the percent change?
	What clusters/strands, by grade level, showed decrease in proficiency?
	Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
	Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
	Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
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In grades 6-8, 55% of students achieved mastery on the 2009 administration of the FCAT Math Test.		In grades 6-8, 67% of the students will achieve mastery for reading on the 2010 FCAT Math Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. An IFC will be developed and revised using current disaggregated data, utilizing reading strategies to enhance comprehension through curriculum.	1.Cara Correa and Susan McCafferty	1.Teachers will administer Mini Benchmark Assessment Tests	Evaluation Tool 1. The Mini Benchmark Assessment tests will be entered into Virtual Counselor so that the data can be utilized to drive instruction
2	2.All math teachers will utilize and implement district unit plans, curriculum maps and pacing guides accessible from BEEP.	2. Cara Correa and Susan McCafferty	2. Lesson Plan Reviews	2. Lesson Plan Check
3	3.Students will be taught how to solve simple equations representing real-world situations using graphic models, manipulatives and other strategies that will extend the content through other subject areas	3. Susan McCafferty	3. Teachers will attend trainings on Effective use of Manipulatives and Hands-on Activities.	3. Meeting Sign-in and feedback

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 64% of students achieved learning gains on the 2009 administration of the FCAT Math Test .		In grades 6-8, 70% of students will achieve learning gains of the 2010 FCAT Math Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will participate in daily FCAT "math warm-ups" compiled by teachers, using resources provided by DOE, county math department, math department head and textbook publisher.	1. Cara Correa and Susan McCafferty	1. Student work samples and check of Lesson Plans	1. Lesson Plans
2	2. Students scoring at/or above level 3 will be encouraged to take pre-algebra, algebra, or geometry courses to challenge their abilities.	2. Cara Correa , Susan McCafferty and Cheryl Rubin	2. Checking FCAT scores and learning gains for student achievement	2. Checking student schedules to make sure students are placed correctly.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Math Data, 44% of Black students scored at or above a Level 3.		Increase the percent of Black students scoring at or above a Level 3 from 44% to 60 % on the 2010 FCAT Math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.Students scoring in the lowest quartile will be monitored throughout the year and provided additional assistance such as lab time and small group pull-out	1. Cara Correa and Susan McCafferty	1. Student progress will be monitored and assessments will be done via pre/post tests, Mini BATs, Compass reports and teacher-made assessments.	1. Mini BAT, Compass Reports, Teacher made assessments
2	2.Computer labs will be provided for technology based programs. An intensive math and technology lab will be operational and service level 1 and 2 students weekly	2. Susan McCafferty	2. Each student will receive personalized instruction through the computer programs to remediate weakness.	2. Compass Reports

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Math Data, 44% of the Economically Disadvantaged Students(EDS) scored at or above a level 3.		Increase the percent of EDS scoring at or above a level 3 from 44% to 60% on the 2010 FCAT Math.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.Students scoring in the lowest quartile will be monitored throughout the year and provided additional assistance such as lab time and small group pull-out	1. Cara Correa and Susan McCafferty	1. Student progress will be monitored and assessments will be done via pre/post tests, Mini BATs, Compass reports and teacher-made assessments.	1. Mini BAT, Compass Reports, Teacher made assessments
2	2.Computer labs will be provided for technology based programs. An intensive math and technology lab will be operational and service level 1 and 2 students weekly	2. Math Teachers	2. Each student will receive personalized instruction through the computer programs to remediate weakness.	1. Mini BAT, Compass Reports, Teacher made assessments 2. Compass Reports

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In grades 6-8, 67% of the students will achieve mastery for reading on the 2010 FCAT Math Test.	Effective use of Manipulatives and Hands-on Activities	Susan McCafferty	March 2010	Student work and teacher lesson plans	Cheryl Rubin
Based on the 2009 FCAT Math Data, 44% of the Economically Disadvantaged Students (EDS) scored at or above a level 3.	Framework for Understanding Poverty	Cheryl Rubin	August 2009	Teacher Feedback	Cheryl Rubin

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Compass Learning Odyssey	N/A	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Implementation of the IFC	N/A	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$0.00		

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009 FCAT Science data, 29% of students achieved level three and above.		Given instruction based on the Sunshine State Standards, 40% of students will score at level 3 or above on the 2010 FCAT Science Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. An Instructional Focus Calendar will be developed and revised using current disaggregated data, utilizing reading strategies to enhance comprehension through curriculum	1. Lisa Vitrella, Anne Marie Poulos and Administration	1. Teacher lesson plans will be checked to ensure that the IFC's are followed	1. IFC's
2	2. Students will be assessed every 6 weeks with mini-assessments to determine mastery of the science curriculum	1. Lisa Vitrella and Administration 2. Science Teachers	2. Teachers will administer Mini Benchmark Assessment Tests	2. The Mini Benchmark Assessment tests will be entered into Virtual Counselor so that the data can be utilized to drive instruction
3	3. Provide all students with FCAT Comprehensive Review Books and/or access to online programs for the purpose of review and remediation of SSS Benchmarks.	3. Lisa Vitrella and Anne Marie Poulos	3. Teachers will utilize information from the review books to drive instruction in their classroom.	3. The Mini Benchmark Assessment tests will be entered into Virtual Counselor so that the data can be utilized to drive instruction

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, 40% of students will score at level 3 or above on the 2010 FCAT Science Assessment.	Probeware and DataStudio	Lisa Vitrella and Anne Marie Poulos	Ongoing	Teachers will be observed during classroom walkthroughs	Anne Marie Poulos and Lisa Vitrella, Administration
Given instruction based on the Sunshine State Standards, 40% of students will score at level 3 or above on the 2010 FCAT Science Assessment.	FCAT Tutorials on science concepts and utilizing the scientific method and inquiry-based strategies	Lisa Vitrella and Anne Marie Poulos	Ongoing	Teachers will be observed during classroom walkthroughs	Anne Marie Poulos and Lisa Vitrella Administration

Budget:

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

Writing Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Writing Test, 93% of the students in the 8th grade scored level 4.0 or above in writing.		On the 2010 administration of the FCAT Writing Test, 95% of the students will achieve a 4.0 or above		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Teachers will continue to utilize Six Traits for persuasive and expository prompts	1. Richard Ledgister	1. Six Traits resources will be utilized based on specific needs of students	1. Rubrics provided by Six Traits
2	2. Teachers will assign and assess all genres of writing using the NAEP writing items as a guide for responding to literature, writing and interpreting poetry and writing narratives.	2. Richard Ledgister	2. Students will revise in all genres of writing	2. Writing rubrics from various sources
3	3. All Language Arts Teachers will assign at least one holistically scored essay per quarter.	3. Richard Ledgister	3. All students will maintain portfolios of student work and include rough and final copies of essays, to focus on the process of writing, not just the final product.	3. Quarterly checks of student portfolios.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
On the 2010 administration of the FCAT Writing Test, 95% of the students will achieve a 4.0 or above	Six Traits	Richard Ledgister	Ongoing	student portfolio checks	Richard Ledgister
On the 2010 administration of the FCAT Writing Test, 95% of the students will achieve a 4.0 or above	Vertical Teaming to maintain common language	Richard Ledgister	Ongoing	Agendas and Feedback from meetings	Richard Ledgister and Traci Brown

Budget:

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

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?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Sign-in sheets from Parent Workshops during 2008-2009 indicate that less than 10% of students' parents attended at least one parent workshop		Increase parent participation at parent workshops to 25% of students' parents		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Survey parents to determine high interest topics and best days and times for workshops	1. Cedric Maddox and Jennifer Folger	1. Collect sign-in sheets and participant feedback for each workshop	1. Sign-in sheets and evaluations
2	2. Publicize event using multiple methods and in student's home language	2. Patricia Hague, Cedric Maddox and Jennifer Folger	2. Collect attendance logs	2. Sign-in sheets and evaluations

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase parent participation at parent workshops to 25% of students' parents	Mega Skills	Cedric Maddox and Jennifer Folger	Ongoing	Parent Sign-in	Cedric Maddox and Jennifer Folger

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
MegaSkills-send SAC chairs to training in October.	Accountability	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Jamestown Fluency Workbooks for Level 1 and 2 Students	General Budget	\$0.00
Writing	PowerEd	N/A	\$0.00
Parental Involvement	MegaSkills-send SAC chairs to training in October.	Accountability	\$0.00
			Total: \$0.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	Compass Learning Odyssey	N/A	\$0.00
Writing	PowerEd	N/A	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Superior Six, McRel and Thinking Maps	N/A	\$0.00
Mathematics	Implementation of the IFC	N/A	\$0.00
Writing	Six Traits	N/A	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Saturday School	Accountability	\$0.00
			Total: \$0.00
			Final Total: \$0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> NA
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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
No data submitted	

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

- Increase parent involvement
- Implement effective means of raising student achievement levels
- Updating all stakeholders on progress made by the SAC
- Determine needs of students and their families to improve community relations.

SAC Members

Members

- 1) Patricia Hague, Principal
- 2) Jennifer Folger, SAC Chair
- 3) Cedric Maddox, SAC Chair
- 4) Michael Levinson, Teacher
- 5) Bressy Rubio, Teacher
- 6) James Burke, School Support Personnel
- 7) Richard Lowy, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward PLANTATION MIDDLE SCHOOL 0551												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 985 Math: 985		2008-2009 School Grade ¹ : C		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	2009	Y/N
TOTAL ⁴	100	Y	99	Y	53	N	52	N			Y			NA	40	47	N	45	48	N	53	N	53	N		
WHITE	100	Y	100	Y	66	Y	67	N			Y			NA	24	34	NA	23	33	N	70	NA	68	Y		
BLACK	100	Y	99	Y	45	N	44	N			Y			NA	50	55	N	59	56	N	45	N	46	N		
HISPANIC	100	Y	100	Y	59	N	61	N			Y			NA	34	41	N	45	39	Y	59	N	61	NA		
ASIAN		NA		NA		NA		NA			NA			NA						NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA						
ECONOMICALLY DISADVANTAGED	100	Y	99	Y	45	N	44	N			Y			NA	47	55	N	55	56	N	45	N	46	N		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA						NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y	34	N	31	N	86	83	N			NA	60	66	N	65	69	N	40	N	31	N		

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward PLANTATION MIDDLE SCHOOL 0551												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 998 Math: 998		2007-2008 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?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate 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
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	99	Y	98	Y	60	Y	55	N	94		Y			NA	46	40	NA	44	45	N	58	NA	63	Y		
WHITE	99	Y	98	Y	76	Y	77	Y			Y			NA	29	24	NA	23	23	NA	72	NA	83	NA		
BLACK	98	Y	98	Y	50	N	41	N	93		Y			NA	62	50	Y	62	59	N	49	NA	52	N		
HISPANIC	99	Y	99	Y	66	Y	55	N	88		Y			NA	42	34	NA	36	45	N	63	NA	64	Y		
ASIAN		NA		NA		NA		NA			NA			NA						NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA						
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	53	N	45	N	92		Y			NA	60	47	Y	57	55	N	50	NA	53	N		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA						NA						
STUDENTS WITH DISABILITIES	98	Y	98	Y	40	N	35	N	78	86	Y			NA	75	60	Y	74	65	Y					NA	

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward PLANTATION MIDDLE SCHOOL 0551												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1127 Math: 1127		2006-2007 School Grade ¹ : C		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?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate 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
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	99	Y	99	Y	54	Y	56	Y	94		Y			NA	43	46	NA	43	44	NA	45	NA	60	NA		
WHITE	99	Y	99	Y	71	Y	77	Y			Y			NA	24	29	NA	24	23	NA	48	NA	70	NA		
BLACK	99	Y	98	Y	38	N	38	N	93	93	Y			NA	61	62	NA	62	62	NA	39	NA	50	NA		
HISPANIC	99	Y	99	Y	58	Y	64	Y	93	88	N			NA	37	42	NA	32	36	NA	52	NA	65	NA		
ASIAN		NA		NA		NA		NA			NA			NA						NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA						
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	40	N	43	N	91	92	Y			NA	57	60	NA	57	57	NA	41	NA	50	NA		
ENGLISH LANGUAGE LEARNERS	97	Y	97	Y		NA		NA			NA			NA						NA						
STUDENTS WITH DISABILITIES	94	N	94	N	25	N	26	N			NA			NA	75	NA		75	74	NA	39	NA	48	NA		

SCHOOL GRADE DATA

Broward School District PLANTATION MIDDLE SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	56%	55%	97%	34%	242
% of Students Making Learning Gains	58%	64%			122
	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.				
	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 				

Adequate Progress of Lowest 25% in the School?	66% (YES)	59% (YES)			125	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.
Points Earned					489	
Percent Tested = 99%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Broward School District PLANTATION MIDDLE SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	58%	91%	42%	255	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	66%			134	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	73% (YES)	62% (YES)			135	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.
Points Earned					524	
Percent Tested = 99%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Broward School District PLANTATION MIDDLE SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	60%	86%	36%	239	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	57%	66%			123	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	57% (YES)			120	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.
Points Earned					482	
Percent Tested = 99%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested