

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN

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School Name: PLANTATION HIGH SCHOOL

District Name: Broward

Principal: Susan Bruining

SAC Chair: Tunde Robinson

Superintendent: James F. Notter

Date of School Board Approval: December 1, 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, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32395

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## VISION and MISSION STATEMENTS

**Vision:** Students, teachers and parents are proud of Plantation High School and look forward to each day of the school year. The students find challenge, support, and people who believe in their potential. Students believe they belong to something bigger and better than any one of them alone.

**Mission:** The mission of Plantation High School is to meet the needs of all its students by providing an education balanced by academic excellence, career pathways, community service and extracurricular activities.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Plantation High School is located in the suburban city of Plantation. The school opened in 1965 as a comprehensive high school. Plantation's campus is situated on 35 acres, with a main building and several satellite buildings that house classrooms, science labs, art, specialized PE rooms, choral, drama and band, automotive technology, horticulture and aquaculture, an auditorium and cafeteria. Construction is underway on a new roof and façade as well as a food court style cafeteria.

#### Unique School Strengths for Next Year

Plantation High has maintained a C grade for two years after being a D for the two previous years. With the exception of writing, Plantation continues to show improvement in the percent of students at level 3 or higher in reading, mathematics and science.

In May 2009, Newsweek Magazine named Plantation as one of the top 1500 high schools in America. This award is based on the participation in Advanced Placement divided by the number of graduates.

An International Baccalaureate Magnet Program was implemented in 2008. Plantation anticipates being named an IB World School, the fourth in Broward, following a site visit in the fall 2009.

Plantation's Aerospace Program is one of the top in the nation. Plantation has had more NASA Rocketry team grants awarded than any high school in the U.S. The Rocketry teacher conducts sessions for teachers at NASA each summer.

PHS's attendance rate improved from 87.20% in 2008 to 91.10% in 2009. The suspension rate has decreased from 35.50% in 2007 to 22.10% in 2009.

#### Unique School Weaknesses for Next Year

Budget cuts have taken a large toll on Plantation High's staff. 16 teacher positions have been eliminated, which has affected offering many electives such as Creative Writing. A second Media Specialist who has been trained by IB to assist students with research will have to teach English part-time. The loss of an Assistant Principal will increase the work of the administrators for security and discipline at a time when they must be in the classrooms monitoring instruction. Plantation also lost a guidance counselor last year due to a decline in enrollment. Instructional materials and supplies as well as needed textbooks for the increase in AP participation will be very difficult if not impossible to fund, unless Title I funding is adequate.

#### Student Demographics

##### 2008-2009 Student Demographics

Female: 49.2%  
Male: 50.7%  
White: 17.9%  
Black: 59.1%  
Hispanic: 15.7%  
Asian: 3.88%  
Native Am: 8.73%  
Multi: 3.18%  
ELL: 7.77%  
ESE: 8.34%

#### Student Attendance Rates

Student attendance rates:  
2007: 88.10%, 2008: 87.20%, 2009: 91.10%

#### Student Mobility

Student mobility rates:  
2007: 26.40%  
2008: 27.20%  
2009: 28.50%

#### Student Suspension Rates

Student suspension rates:  
2007: 35.50%  
2008: 28.90%  
2009: 22.10%

#### Student Retention Rates

Student retention rates:  
2007: 10.23%  
2008: 11.44%

#### Class Size

Plantation High School met class size requirements in 2008-2009.

Class size rates, 9-12 average:  
2007: 24.68  
2008: 23.45  
2009: 22.48

#### Academic Performance of Feeder Pattern

The elementary feeder schools in the Plantation High Innovation Zone are Central Park Elementary and Sawgrass Elementary have earned A grades since the inception of school grading. Mirror Lake has been a B for the past 3 years. Peters Elementary earned an A in 2009, up from a B in 2008. The only elementary to consistently make AYP is Central Park. No other elementary schools in the feeder pattern made AYP in 2009. While most of the elementaries had a slight increase in reading and math scores, they could not meet the new criteria. Scores of students with Disabilities, and black and economically disadvantaged were areas in need of improvement.

Bair Middle School went from a B to an A in 2009 and PLantation Middle decreased from a B to a C grade. Plantation and Bair Middle have never made AYP. At both schools the scores of black and economically disadvantaged students need to improve in order to meet AYP. Bair Middle also shows weakness with ELL student scores in math and reading.

All the elementaries and middle schools in the feeder pattern met writing criteria.

#### Partnerships and Grants

- Internal Revenue Service- Plantation is currently the only high school in Broward County to participate in the IRS program. This partnership is unique as students provide tax services to their peers and community members for free. They learn valuable accounting skills, become certified on the IRS software, acquire resume experiences, and provide a needed community service. In essence, the academy opened a tax office where students prepare returns for households earning incomes of \$40,000 or less. The IRS Plantation territory office provides academic materials i.e. books and software, guest speakers from the IRS as well as certificates of completion, which recognize students as certified volunteers in Volunteer Income Tax Assistance (VITA) and Tax Counseling for the elderly (TCE) programs. Plantation High School teachers provide the VITA training to the students, and the location and computer access that allows students to help members of the Plantation High School community prepare tax returns for free.
- Current Builders-The Academy of Building Trades & Construction Design Technology is the first comprehensive high school program in Broward to earn Academy status. A partnership with Current Builders and its subcontractors provides mentors and internship opportunities for all the students in the program.
- NASA (National Aeronautic and Space Administration)- The Aerospace Technology and Design Program at Plantation High

School has evolved into the only program in Broward County, Florida, using a formal curriculum of rocketry and aerospace to teach the principles of math, physics, problem solving, and writing skills to high school students. The now four- year program takes students through all of the facets of aerospace technology; rocketry design & construction, scientific payload design, project management, and documentation and presentation skills. Mr. Vallone's program has been recognized locally and nationally for its excellence. His students have won many awards at the TARC rocketry competition and have been invited by NASA to participate in their SLI (Student Launch Initiative) Program for the last 4 years. Mr. Vallone has personally been recognized for his achievements by NASA, Embraer and Embry Riddle, and has been named teacher of the year twice. He has been invited by NASA to teach other educators about aerospace education at summer workshops for the past 3 years.

## STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

## HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Susan Bruining	BA English, University of Bridgeport; MS Elementary Education, University of Bridgeport; Educational Leadership, Florida Atlantic University Certification: 1-6 Elem., 5-9 Middle School Language Arts, 6-12 English, ESOL, Ed Leadership, Principal Certification	5	8	Principal of Plantation High in 2008-2009 Grade: C Reading Mastery: 31% Math Mastery: 67% Science Mastery: 30% Writing Mastery: 81% AYP 77% No group made AYP in Reading. Black and Economically Disadvantaged students did not make AYP in Math 2007-2008 Grade: C Reading Mastery: 28% Math Mastery: 67% Science Mastery: 31% Writing Mastery: 90% AYP 82%: No group made AYP in Reading, ELL did not make AYP in Math 2006-2007 Grade: C Reading Mastery: 29% Math Mastery: 61% Science Mastery: 26% Writing Mastery: 85% AYP 74%: No group made AYP in Reading, ELL, Black, Economically Disadvantaged students did not make AYP in Math 2005-2006 Grade: D Reading Mastery: 27% Math Mastery: 52% Writing Mastery: 76% AYP 67%: Only white students made AYP in Reading, Black, Economically Disadvantaged, SWD, ELL did not make AYP in Math 2004-2005 Grade: D Reading Mastery: 24% Math Mastery: 52% Writing Mastery: 80% AYP 57%: Only white students made AYP in Reading. Black, Economically Disadvantaged, SWD, ELL did not make AYP in Math
					Asst. Principal of Plantation High in 2008-2009 Grade: C Reading Mastery: 31% Math Mastery: 67% Science Mastery: 30% Writing Mastery: 81% AYP 77% No group made AYP in Reading. Black and Economically Disadvantaged students did not make AYP in Math 2007-2008 Grade: C Reading Mastery: 28% Math Mastery: 67% Science Mastery: 31%

Assis Principal	Regina Cameron	BS Biology Ed., Florida Atlantic University; MS Boston College, Biology; Ed. Leadership, Florida Atlantic University, Certification: Biology 6-12, General Science 5-9, Ed Leadership, Principal Cert.	3	7	<p>Writing Mastery: 90%  AYP 82%: No group made AYP in Reading, ELL did not make AYP in Math  2006-2007  Grade C  Reading Mastery: 29%  Math Mastery: 61%  Science Mastery: 26%  Writing Mastery: 85%  AYP 74% : No group made AYP in Reading. ELL, Black, Economically Disadvantaged students did not make AYP in Math  Asst. Principal of Stranahan High in 2005-2006  Grade: C  Reading Mastery: 39%  Math Mastery: 64%  Writing Mastery: 77%  AYP 85%: Only white students made AYP in Reading, All groups made AYP in Math  2004-2005  School Grade D  Reading Mastery: 34%  Math Mastery: 60%  Writing Mastery: 83%  AYP 70% : Only white students made AYP in Reading. ELL students did not make AYP in Math</p>
Assis Principal	Lisa H. Spencer	BS Political Science/HistoryBethune Cookman University; MPA Admin and Policy Analysis, Florida State University; Educational Leadership, Florida Atlantic University Certification: Political Science 6-12, Social Science 6-12, Social Science 5-9. Ed. Leadership	6	6	<p>Asst. Principal of Plantation High in 2008-2009  Grade: C  Reading Mastery: 31%  Math Mastery: 67%  Science Mastery: 30%  Writing Mastery: 81%  AYP 77% No group made AYP in Reading. Black and Economically Disadvantaged students did not make AYP in Math  2007-2008  Grade: C  Reading Mastery: 28%  Math Mastery: 67%  Science Mastery: 31%  Writing Mastery: 90%  AYP 82%: No group made AYP in Reading, ELL did not make AYP in Math  2006-2007  Grade C  Reading Mastery: 29%  Math Mastery: 61%  Science Mastery: 26%  Writing Mastery: 85%  AYP 74% : No group made AYP in Reading. ELL, Black, Economically Disadvantaged students did not make AYP in Math  2005-2006  Grade: D  Reading Mastery: 27%  Math Mastery: 52%  Writing Mastery: 76%  AYP 67%: Only white students made AYP in Reading, Black, Economically Disadvantaged, SWD, ELL did not make AYP in Math  2004-2005  Grade: D  Reading Mastery: 24%  Math Mastery: 52%  Writing Mastery: 80%  AYP 57%: Only white students made AYP in Reading, Black, Economically Disadvantaged, SWD, ELL did not make AYP in Math</p>
Assis Principal	Brougher Bass	BA Science/Chemistry, Florida International University; MS Boston University, Biology; ABD Boston University, Molecular Endocrinology; Ed. Leadership, Florida Atlantic University Certification:	6	6	<p>Asst. Principal of Plantation High in 2008-2009  Grade: C  Reading Mastery: 31%  Math Mastery: 67%  Science Mastery: 30%  Writing Mastery: 81%  AYP 77% No group made AYP in Reading. Black and Economically Disadvantaged students did not make AYP in Math  2007-2008  Grade: C  Reading Mastery: 28%  Math Mastery: 67%  Science Mastery: 31%  Writing Mastery: 90%  AYP 82%: No group made AYP in Reading, ELL did not make AYP in Math  2006-2007  Grade C  Reading Mastery: 29%  Math Mastery: 61%  Science Mastery: 26%  Writing Mastery: 85%  AYP 74% : No group made AYP in Reading. ELL, Black, Economically Disadvantaged students did not make AYP in Math  2005-2006</p>

		Biology 6-12, Chemistry 6-12, Gifted Endorsement, Ed. Leadership			Grade: D Reading Mastery: 27% Math Mastery: 52% Writing Mastery: 76% AYP 67%: Only white students made AYP in Reading, Black, Economically Disadvantaged, SWD, ELL did not make AYP in Math 2004-2005 Grade: D Reading Mastery: 24% Math Mastery: 52% Writing Mastery: 80% AYP 57%: Only white students made AYP in Reading, Black, Economically Disadvantaged, SWD, ELL did not make AYP in Math
Assis Principal	Deborah Stubbs	BA Special Education, University of Akron, MS Special Education, Elem. Ed. University of Louisville, Ed. Leadership, University of Akron	1	16	Worked at District level for 7 years

\* 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	Paul Kantorski	BA Maryknoll College, Philosophy Certification: English 5-9, ESOL, Reading Endorsement, National Board Certified	18	4	Reading Coach at Plantation High in 2008-2009 Grade: C Reading Mastery: 31% Math Mastery: 67% Science Mastery: 30% Writing Mastery: 81% AYP 77% No group made AYP in Reading. Black and Economically Disadvantaged students did not make AYP in Math 2007-2008 Grade: C Reading Mastery: 28% Math Mastery: 67% Science Mastery: 31% Writing Mastery: 90% AYP 82%: No group made AYP in Reading, ELL did not make AYP in Math 2006-2007 Grade C Reading Mastery: 29% Math Mastery: 61% Science Mastery: 26% Writing Mastery: 85% AYP 74% : No group made AYP in Reading. ELL, Black, Economically Disadvantaged students did not make AYP in Math 2005-2006 Grade: D Reading Mastery: 27% Math Mastery: 52% Writing Mastery: 76% AYP 67%: Only white students made AYP in Reading, Black, Economically Disadvantaged, SWD, ELL did not make AYP in Math 2004-2005 Grade: D Reading Mastery: 24% Math Mastery: 52% Writing Mastery: 80% AYP 57%: Only white students made AYP in Reading, Black, Economically Disadvantaged, SWD, ELL did not make AYP in Math
					Reading Teacher at Plantation High in 2008-2009 Grade: C Reading Mastery: 31% Math Mastery: 67% Science Mastery: 30% Writing Mastery: 81% AYP 77% No group made AYP in Reading.

Reading	Erika Butterfield	BA Elem. Ed, Florida Atlantic University, MS Reading Education, Florida Atlantic University Certification: Elem. Ed. 1-6, ESOL, Reading K-12	3	1	<p>Black and Economically Disadvantaged students did not make AYP in Math 2007-2008 Grade: C Reading Mastery: 28% Math Mastery: 67% Science Mastery: 31% Writing Mastery: 90% AYP 82%: No group made AYP in Reading, ELL did not make AYP in Math 2006-2007 Grade C Reading Mastery: 29% Math Mastery: 61% Science Mastery: 26% Writing Mastery: 85% AYP 74%: No group made AYP in Reading. ELL, Black, Economically Disadvantaged students did not make AYP in Math Not teaching prior to 2006-2007</p>
Math	Kathleen Sylla	BS University of Florida, Business Admin; MST, Masters of Science in Teaching, Florida Atlantic University Certification: Math 5-9, ESOL, National Board Certified	3	1	<p>Reading Teacher at Plantation High in 2008-2009 Grade: C Reading Mastery: 31% Math Mastery: 67% Science Mastery: 30% Writing Mastery: 81% AYP 77% No group made AYP in Reading. Black and Economically Disadvantaged students did not make AYP in Math 2007-2008 Grade: C Reading Mastery: 28% Math Mastery: 67% Science Mastery: 31% Writing Mastery: 90% AYP 82%: No group made AYP in Reading, ELL did not make AYP in Math 2006-2007 Grade C Reading Mastery: 29% Math Mastery: 61% Science Mastery: 26% Writing Mastery: 85% AYP 74%: No group made AYP in Reading. ELL, Black, Economically Disadvantaged students did not make AYP in Math Teacher at Bair Middle School in 2005-2006 Grade A Reading Mastery: 61% Math Mastery: 62% Writing Mastery: 92% AYP 90%: ELL and SWD students did not make AYP in Reading. ELL, Black, Economically Disadvantaged, SWD students did not make AYP in Math 2004-2005 Grade B Reading Mastery: 54% Math Mastery: 59% Writing Mastery: 88% AYP 87%: ELL and SWD students did not make AYP in Reading. ELL, Black, SWD students did not make AYP in Math</p>
Science	Pamela Jibb	BS Mining, Reclamation & Energy Studies, Morehead State University, BS Geology, Morehead State, MA Curriculum and Instruction, Nova Southeastern University	18	1	<p>Science Teacher at Plantation High in 2008-2009 Grade: C Reading Mastery: 31% Math Mastery: 67% Science Mastery: 30% Writing Mastery: 81% AYP 77% No group made AYP in Reading. Black and Economically Disadvantaged students did not make AYP in Math 2007-2008 Grade: C Reading Mastery: 28% Math Mastery: 67% Science Mastery: 31% Writing Mastery: 90% AYP 82%: No group made AYP in Reading, ELL did not make AYP in Math 2006-2007 Grade C Reading Mastery: 29% Math Mastery: 61% Science Mastery: 26% Writing Mastery: 85% AYP 74%: No group made AYP in Reading. ELL, Black, Economically Disadvantaged students did not make AYP in Math Teacher at Bair Middle School in 2005-2006 Grade A Reading Mastery: 61% Math Mastery: 62% Writing Mastery: 92% AYP 90%: ELL and SWD students did not make AYP in Reading. ELL, Black, Economically Disadvantaged, SWD students did not make AYP in Math 2004-2005 Grade B Reading Mastery: 54%</p>

Math Mastery: 59%  
 Writing Mastery: 88%  
 AYP 87%: ELL and SWD students did not make AYP in Reading. ELL, Black, SWD students did not make AYP in Math

\* 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. Partnering of new teachers with veteran staff	NESS Coordinator	Ongoing	
2. Staff development designed for new teachers, modeling in classrooms, opportunities to observe master teachers	Instructional Coaches	Ongoing	
3. Experience Broward-District Job Fair	Instructional Staffing	N/A for 08-09	N/A –not held in May 2009 due to budget and staff cuts

### Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Josette Burns	Certification Soc Science 6-12	Adv. Placement European History	Has to take new Social Science Certification Test, authorized for course by College Board
Neal Cain	Soc. Science 6-12	Soc. Science 6-12	Has to take new Social Science Certification Test, authorized for course by College Board
Amy Holder	Soc. Science 6-12, English 5-9	World Culture Geography	Has to take new Social Science Certification Test
James Walker	Soc. Science 6-12	World History	Has to take new Social Science Certification Test
Susie Bess	SLD K-12, ESOL, Reading Endorsement	Life Sk. Comm. 9-12, Life Sk. Rd. 9-12	Certification exam
Marie Bridge	Varying Ex K-12	Cogn Ling Sk, Acad SK Func Liv, Comm Sk Func Liv	Certification exam
Annette Carter	SLD K-12, Mentally Hndcp K-12 Emotionally Hndcp K-12	Acad. Sk Func Liv	Certification exam
Wanda Walker	Social Science 6-12, Ed Leadership	American History	Has to take new Social Science Certification Test

### 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
138	8	23	25	36	37	91	11	15	17

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Peggy Goldman	Karla Arzuza	NESS Program-New teacher support	• Modeling of research-based instructional strategies, coaching, classroom management skills, tracking new teacher testing obligations and coursework
Anne Zaino	Itza Miranda	NESS Program-New teacher support	Modeling of research-based instructional strategies, coaching, classroom management skills, tracking new teacher testing obligations and coursework
		Second year	

Pamela Jibb	Andrea Balcazar	teacher, needs continued support in instructional delivery	Modeling of research-based instructional strategies, coaching,
Sandra Urbano	Maria Rejas	Needs support in classroom management	CHAMPS training, follow-up by department chair

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

#### Title I, Part A

Title I funds have provided for three instructional coach positions, a second reading coach and a math and science coach. The coaches will provide additional support to teachers and students. Funding is also anticipated for professional development and parent involvement activities.

#### Title I, Part C- Migrant

The District Migrant liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

#### Title I, Part D

The School District receives funds to support the Educational Alternative Outreach program. Services are coordinated with District Dropout Prevention Services.

#### Title II

The District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs

#### Title III

Services are provided through the District for educational materials and ELL District support services to improve the education of immigrant and English Language Learners. Funding provides for release time at the school for an ESOL Coordinator.

#### Title X- Homeless

The District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. In addition, academic tutoring is provided at homeless shelters.

#### Supplemental Academic Instruction (SAI)

SAI funds are used to provide additional tutoring before and after school and for additional instructional support during the school day.

#### Violence Prevention Programs

Plantation offers several non-violence and anti-drug and programs. These include a new grant funded Dfyit, SADD, Just Say NO, and an anti-tobacco initiative.

#### Nutrition Programs

N/A

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

Plantation High School houses an Adult and Community School. Its programs include GED, ESOL, adult high school diploma, credit recovery for high school students concurrently enrolled, and a variety of fee support courses of community interest.

#### Career and Technical Education

##### Career Technical Academies and Programs

The goal of Plantation High School's career tech programs is to prepare students to earn a high school diploma, certification in a career area and to provide the opportunity to choose from a variety of post-secondary options (technical education,

community college, four-year university). In order for students to have these options, all programs must be rigorous, relevant and integrate technical and academic education. Plantation High is also a pilot site for the State of Florida Ready to Work Credential.

#### Construction Technology and Design Academy

In the spring of 2008, the Construction program at PHS was chosen as the first high school Academy program and will serve as a model for future programs at the technical centers and other high schools. As part of this initiative, all students will have industry mentors and internships.

In August 2006, Plantation High implemented the Construction Technology and Design Academy that provides students with an opportunity to explore construction-related careers through contextual, hands-on and rigorous curriculum that prepares students for direct entry into college, apprenticeship programs, a job or a career. Students join the Academy in 10th grade and remain through graduation. The Academy:

- Prepares students for employment, advanced training, and/or post-secondary education in the building construction industry.
- Provides a standards-based academically rigorous, personalized, high school experience that successfully integrates academic and technical education in a format that structures learning around project-based, engaging curriculum.
- Ensures that Construction Technology and Design Academy graduates are qualified and NCCER (National Council for Construction Education and Research) certified, prepared to enter and succeed in the construction industry workforce, an apprenticeship, and/or advancement to post-secondary education.

The CAD program has been chosen as a CAPE initiative, one of only 5 in Broward County

#### Automotive Service Technology

The purpose of the courses in this cluster is to prepare students for employment and/or specialized training in the automotive industry. This program is a planned sequence of instruction consisting of one program with a common core and 10 occupational completion points. The Automotive Service Technology Program provides for 8 occupational areas (automotive work specialization). This structure allows students who successfully complete specified competencies to exit for employment or continue with specialized training. Plantation High School's automotive program became NATEF accredited in November 2007. In order to achieve accreditation, four automotive work specializations must be offered including: brake systems, suspension and steering, electrical and electronic systems, and engine performance.

#### Prostart – Commercial Foods/Culinary Arts Program

Year 1 and year 2 ProStart students take the National Prostart Exam at the end of each year. Students who complete 400 hours of industry experience and who pass both exams with 75% or higher are awarded the National Restaurant Association's Certificate of Achievement. This gives them earned college credit (technical dual enrollment) at many colleges, universities and technical programs that offer culinary arts and restaurant management. Students with an overall GPA of 3.2 or higher are eligible to apply for the scholarship worth \$2000. At the end of year 3; students take the national ServSafe exam, which is required of all restaurant managers. Those passing the test with a grade of 91% or higher are able to teach the course to restaurant employees for their Safe Staff certification. They also are exempt from taking Sanitation courses in college. Students who finish the program often articulate to the Art Institute, BCC or Johnson and Wales culinary programs.

#### Allied Health Assisting and Nursing Assistant

Known as the HOSA Program we are expanding to include the Nursing Assistant Program. Students who complete the program will be eligible for a recognized industry credential-Certified Nursing Assistant. Students participate in directed study at local hospitals and sponsor Blood Drives at school.

#### Academy of Finance

The Academy of Finance is a National Academy Foundation Program. The Academy of Finance prepares students for post-secondary education in finance-related majors as well as other courses of study that demand a strong academic foundation in math, social studies, and writing. Through the Academy of Finance, business leaders partner with schools by securing internships, volunteering in classrooms, acting as mentors and serving on local advisory boards. Partners include the Internal Revenue Service that trains Academy students at PHS in tax return preparation. Beginning in the 09-10 school year additional business courses will be added so that students can become eligible for dual enrollment credits. The new courses are Legal Aspects of Business and business and Entrepreneurship Principles.

#### Academy of Hospitality and Tourism

The Academy of Hospitality & Tourism was established in 1987 through support from the American Express Foundation. Over the years, its goals have remained constant; to expose high schools students to the wide variety of opportunities and career paths in one of the world's largest industries and change high school education to make it more real and relevant. National partnerships with NAF position many of these hospitality and tourism companies to engage their employees in Academies, assisting students to prepare for college and careers and providing the companies with an important workforce investment for the future. PHS partners include Royal Caribbean Cruise Lines, Marriott Hotels and Walt Disney World.

#### Kiddie Colonels' Pre-School (Early Childhood Education)

This program prepares students to become preschool teachers. Students acquire competencies in activities and development of infants, toddlers, preschoolers, school age children to age eight, and special needs children. Students acquire competency in the areas of child development theories; current trends and issues; legislation; heredity; classroom management; developmentally appropriate curriculum and environments; multiculturalism; and teacher resource files. This program provides the opportunity for dual enrollment credit through BCC and certification in childcare. The preschool students attend Monday through Thursday each week.

#### Horticulture and Aquaculture

Robert Capps, Program Instructor

The horticulture Program is a pilot for the Green Initiative and has been named a CAPE program, one of only 5 in Broward.

N/A

Other

## Response to Instruction/Intervention (RtI)

### School-based RtI Team

Identify the school-based RtI Leadership Team.

**Principal/Assistant Principal**-The principal sets the standard for data-based decision-making, ensures there is fidelity in the implementation of RtI, needed resources and professional development are provided. The principal communicates the RtI plan to SAC and to the parent community. The Assistant Principal, by grade level, communicates RtI plans to parents of individual students as well as teachers by department.

**Content Area Teachers**-Participate in student data collection, deliver instruction using research-based strategies, provide for assessment linked to the standards, implement Tier 2 interventions, integrate Tier 2 instruction with Tier 2/3 activities.

**ESE Specialist, ESE Teachers, Speech/Language Pathologist, Itinerant ESE Support staff**-In addition to the role of the teachers, the ESE staff provides support for the content area teachers through support facilitation and co-teaching.

**Instructional Coaches-Reading, Math, Science**- Provide leadership and support to teachers. Activities include analysis and monitoring of benchmark data in individual classrooms, modeling and coaching, providing professional development in FCIM processes and research based instructional strategies. The reading coaches provide guidance on the K-12 Reading Plan, and support the implementation of Tier 1, 2, and 3 interventions in reading across the curricula.

**School Psychologist and/or Family Counselor**- Provide expertise in the area of emotional and social interventions as well as results of academic testing for intervention planning.

**School Social Worker**-Provides the link between school-based, District and community services. Supports academic, emotional and social, behavioral success. Works with community agencies to ensure attendance monitoring and support.

**Behavior Specialists**-Work with Tier 2 and 3 interventions. Provide the link between the student and family in improving behavior.

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

A Collaborative Problem Solving Team has been assuming the majority of the functions of the RtI Leadership Team for two years. A transition will be made to incorporate RtI roles and functions into the current service model.

The RtI leadership team will meet once a week and the focus will be on problem solving, goal setting and the implementation of plans to increase the success of struggling students.

Meeting processes include:

- Review data elements at the school, grade and classroom levels to identify students who are meeting or exceeding benchmarks and those students who are at risk or are not meeting benchmarks.
- Identify resources and professional development to assist in improving instruction for all students
- Employ the steps of the FCIM to collaborate, evaluate, problem solve and make decisions about curriculum, instruction and assessment for the benefit of all students.

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

The RtI Leadership team meets with SAC, department chairs and administrators to assist in the development of the SIP.

- The team provides data on Tier 1-3 targets.
- The team sets expectations for instruction (Rigor, Relevance and Relationships) and assessment, aligned to the Sunshine State Standards
- The team assists in providing a standardized and systematic approach to the delivery of instruction to include research-based instructional strategies (i.e. the Marzano Essential Nine, CRISS and McCrell strategies), higher order questioning, essential questions, etc.

### RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: BAT 1 & 2 in reading, math and science; FCAT, PMRN  
Progress Monitoring: PMRN, mini-benchmark assessments, simulations of FCAT, monthly writing prompts  
MidYear: FAIR, DAR ERDA  
End of Year: FAIR, FCAT

Describe the plan to train staff on RtI.

Professional Development will be provided for staff during common planning time by team. Two sessions will be scheduled in August and October: the first will be an introduction to RtI and the second focused on the implementation strategies and progress monitoring/evaluation of the process.

## 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?

Reading  
grade 9-Strengths-Comparisons, Main Idea  
grade 9-Weaknesses-Reference and Research, Words/Phrases  
grade 10-Strengths-Main Idea  
grade 10-Weaknesses-Reference and Research, Words/Phrases, Comparisons  
Math  
grade 9 -Strengths-Number Sense  
grade 9-Weaknesses-Measurement, Geometry  
grade 10-Strengths-Number Sense  
grade 10-Weaknesses-Geometry, Data Analysis, Measurement  
Science  
grade 11-Strengths-Life and Environment  
grade 11-Weaknesses-Physical and Chemical, Scientific Thinking  
Writing-grade 11  
Strength-Expository  
Weakness-Persuasive

Instructional Calendar Development

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

The IFC's were created in July 2009. The IFC's will be updated monthly based on data from the FAIR, benchmark assessments and BAT.

The 2009 FCAT results were used to develop the IFC's.

Teachers will be responsible for following the Instructional Focus Lessons in BEEP. They will also provide differentiated instruction based on the results of the mini-assessments and end of unit tests.

Benchmarks have been selected based on student strengths and weaknesses. These are selected based on FCAT scores, mini-assessment results and class assignments and tests.

Instruction is paced so that all benchmarks are taught and reviewed prior to FCAT testing. Mini-assessments are administered after the teaching of a benchmark and are a means of determining whether the students have mastered the material and need reteaching, tutorials or enrichment.

Administrators ensure the IFC's are used by: conducting classroom walkthroughs, formal observations, data review, lesson plan checks and meetings/data chats with teachers. Instructional coaches provide mentoring and modeling for teachers having difficulty with effective implementation of the IFC's.

Teachers who are ineffective in the implementation of the IFC's will be provided with additional resources and support to include: additional professional development, coaching and mentoring using the services of the instructional coach(es) and the members of their PLC, viewing videotaped lessons, observing master teachers.

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

Reading-Reference and Research, Words/Phrases  
Mathematics, Geometry, Measurement  
Science-Physical and Chemical Science, Scientific Thinking  
Writing-Persuasive (Elaboration)

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

FCAT scores, including learning gains, are analyzed by teacher and subject. The master schedule is developed based on

matching the strengths of teachers to the needs of students.

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

Plantation High School is divided into four broad career clusters. Every teacher is a member of a cluster group. This facilitates integration of technical and career curriculum into the content areas. Plantation offers students courses in the Fine and Performing Arts, Business and Finance, Travel and Tourism, Aerospace Engineering, Computer-Assisted Design (CAD), Culinary Arts, Construction and Design, Horticulture and Aquaculture, Automotive, Health Occupations and Nursing.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Students choose a major in middle school. When students enter ninth grade they are assigned an exploratory elective with in that major. During the course of the school year, students visit the career-focused subjects to learn about career opportunities and courses of study. This year PHS published a program guide that details four- year plans, ancillary coursework, career opportunities and scholarships in career programs. The new guide will assist students and parents in choosing courses and career pathways.

#### DO

Direct the Instructional Focus

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

Lessons are found on BEEP. Dependent on diagnosed student strengths and weaknesses, teachers select which form of the lesson to deliver. Teachers provide, through the BEEP lessons, remediation, enrichment and on-level instruction. Teachers meet in their PLC's to study student data and to revise lessons if needed.

How are instructional focus lessons developed and delivered?

Instructional Focus Lessons are developed by the District and are found on BEEP. The instructional coaches provide professional development and support for effective implementation of the lessons. The BEEP lessons are aligned to the benchmarks and standards for each subject area and cover those benchmarks assessed on the FCAT. The focus lessons are taught at the beginning of the class period, followed by guided practice.

How will instructional focus lessons be revised and monitored?

Mini-assessment results as well as BAT results will determine if the student has mastered the content or if there needs to be reteaching.

#### 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.

Mini-assessments are administered for each benchmark, usually bi-weekly.  
The BAT is administered two times during the fall.  
The FAIR is administered three times per year.  
Teacher and District made assessments are administered by unit and during mid-term and final exams.

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

The District has determined that mastery is at 80%. A review of the assessment determines questions most often missed by students. This content is retaught and re-assessed. Teachers will differentiate instruction based on mini-assessment results: reteaching and pullout for the lowest 50%, targeted instruction for those scoring 50-80%, and enrichment for those who mastered the benchmark.

Maintenance

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

Students who have mastered the benchmark will be given the opportunity for enrichment through project-based learning, computer-based projects and supplemental activities.

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.

Teachers meet weekly in their PLC's during common planning. Ninth grade is organized by level and 10-12 by content area. All teachers meet by content area on planning days. Administrators attend one meeting per month. PLC's use a rubric to assess the success of their meetings. Agendas and minutes of PLC meetings are sent to the appropriate administrator for review.

#### 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 and leadership team are involved in the teaching and learning process through:

- Meet with PLC's at least once per month to review assessment data and student progress
- Meet with teachers monthly to review lesson plans
- Conduct classroom walkthroughs and observations daily
- Review Progress Monitoring Logs to document use of the 8 Step Instructional Process

Instructional Coaches will provide professional development for teachers and, when needed, model lessons and assist with the implementation of the instructional focus lessons. The instructional coaches will assist with the collection and analysis of data from the benchmark assessments.

#### ACT

##### Supplemental and Intensive Instruction/Interventions

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

Core-Differentiated Instruction in classroom, lunch and after school tutoring, Saturday Camp, FCAT Explorer, SAT OnLine  
Supplemental-Differentiated Instruction in classroom, lunch and after school tutoring, Saturday Camp, pullouts, instruction with CAR-PD certified teacher, FCAT Explorer  
Intensive-Placement in Intensive class, differentiated instruction, pullouts, instruction in native language, Saturday Camp, tutoring, READ ON!

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

Resources from EDGE, the state adopted textbook for intensive reading students will be utilized. Software programs such as READ On!, and BEEP Internet resources, as well as FCAT Explorer will be used. My Guide will be used with retake students pending District budget decisions. Teachers will use research-based strategies acquired through professional development. PLC members will support one another in providing effective instruction to non-mastery students. Tutorials will be provided during lunch, after school and on Saturdays.

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

Professional development needs are determined by student performance data analysis, teacher surveys, and classroom observations and walkthroughs.

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

Students who are struggling are identified through formative and summative assessments. Students are also identified by administrators and coaches through classroom observation and by support staff such as the social worker through the referral and/or collaborative problem-solving process (RtI).

In addition to classroom interventions, lunch tutoring is facilitated by National Honor Society students. Saturday Camp is offered weekly in the months prior to FCAT testing. Pullouts are organized by content area departments. Plans are in place for after school tutoring in 09-10.

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

Data will be collected on student attendance and progress in tutorial settings. Issues relating to attendance, behavior (emotional and social) will be referred to the appropriate staff members. If, through the data management system, it is determined that students are not making progress in a particular area, the instructional coaches, working with District staff, will implement alternate interventions.

## Enrichment

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

Students who exceed the 80% mastery may participate in the school's gifted, Advanced Placement, Dual Enrollment and/or Pre-IB Program. Students also have the opportunity to participate in a variety of career focused and general electives.

Describe how students are identified for enrichment strategies.

FCAT and PSAT results as well as grades and teacher recommendation are important factors in determining placement in upper level courses.

Parents have the opportunity to attend a Pre-IB orientation, Career Evening, and Advanced Placement/Dual Enrollment evening to learn about opportunities for their student. They also are encouraged to work with the counselors on choosing advanced coursework.

## 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)
Grade 9, 10 and retake reading teachers, ESOL teacher, ESE reading teacher, targeted technical teachers	Erika Butterfield, Reading Coach	Weekly	During common planning period once per week	Analyze the effectiveness of the Reading FCIM calendars, mini-lessons, mini-assessments, maintenance, tutorials, and enrichment to determine necessary revisions. Target weakest areas of reference and research and words/phrases
Grade 9, 10 Social Studies teachers	Paul Kantorski, Reading Coach	Weekly	During common planning period once per week	Analyze the effectiveness of The Social Studies FCIM calendars, mini-lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions. Target weakest areas of reference and research and words/phrases
Grade 9, 10 Math teachers and targeted technical teachers	Kathleen Sylla, Math Coach	Weekly	During common planning period once per week	Analyze the effectiveness of the Math FCIM calendars, mini-lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions. Target weakest areas of geometry and measurement.
Grade 9, 10 Language Arts Teachers	Darlene Musso Department Chair	Weekly	During common planning period once per week	Analyze the effectiveness of the Reading/Language Arts FCIM calendars, mini-lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions. Target weakest areas of reference and research and words/phrases
Grade 9, 10, 11 Science Teachers	Pam Jibb Science Coach	Weekly	During common planning period once per week	Analyze the effectiveness of the Science FCIM calendars, mini-lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions. Target weakest areas of Physical and Chemical Sciences and

				Scientific Thinking
World Language Teachers	Peggy Goldman, Department Chair	Weekly	During common planning period once per week	Analyze the effectiveness of the World Language FCIM calendars, mini-lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions. Target weakest areas of reference and research and words/phrases
Content Teachers in grades 11,12	Paul Kantorski Reading Coach, AP Coordinator	Weekly	During common planning period once per week	Analyze PSAT, SAT, ACT, AP scores. Analyze effectiveness of instruction. Target weakest area of student writing.
All Departments	Various Department Chairs	Early Release, Teacher planning days	During early release and planning days	Review of department data and student progress, lesson study focused on using the research-based lesson delivery model

## 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.

To provide the students at Plantation High School with the best possible opportunities to compete for post-secondary placement and scholarships, interventions were set in place to minimize and eliminate non-college preparatory programming, strengthen career-technical programming to focus on post-secondary continuation and increase overall college readiness. Data indicates that in 2007, only 26.8% of students entered the 9th grade having had Algebra I, which is slightly higher than the district but 3% points below the state average. Additionally, only 45% of graduating students take at least one level 3 math course. In academic year 2009, enrollment in non-college preparatory math courses (Informal Geometry and Liberal Arts Math) was either eliminated or reduced. Informal Geometry was completely eliminated from the schedule. Over half of the upper classmen traditionally registered for Liberal Arts Math, another non-college preparatory math course, were instead direct towards Analysis of Functions, a college Preparatory math course that builds skills between Algebra II, Trigonometry and Calculus. The overall focus of the redesign of the math progression was to increase the number of graduating seniors with three or more college ready math courses.

Less than 60% of 2007 graduates completed a Dual Enrollment course while in high school. The Career-Technical programs at Plantation High School have undergone a revision and in 2009 articulation agreements were developed between Broward College, the Career and Technical Education Department of Broward County School Board and Plantation High School. Dual Enrollment credits can now be earned in Social Studies, English, Building Trades and Construction Program, Computer Aided Design, and Child Care. Dual enrollment opportunities are important in promoting post-secondary expectations in both traditional academic areas and in career-technical programs and similar agreements are being developed around the Health Occupations program for Nursing Assistant and a Pre-Nursing program. The intent is to strengthen the post secondary pathway for college bound and career oriented students and provide a continuing education option. Non-Technical Dual Enrollment options have also expanded to provide additional capacity and course options in Social Studies, English and Math for student at Plantation High School. The 59% of graduates who complete an AP, IB or Dual Enrollment course is anticipated to rise over the next several years as these programs and offerings are expanded.

The introduction of an International Baccalaureate program at Plantation High School should also have a significant impact on the percent of graduates completing an AP, IB or Dual Enrollment course and should be evidenced with the first graduating class in 2012.

In 2006 the College Board designated Plantation High School a Florida Partnership Grant recipient, which infused tremendous resources into the schools SAT preparation program. Instructional staff were provided with online and text resources to support SAT prep and students received direct access to online SAT support on the College Board web site. Staffs from both primary feeder middle schools were also provided with vertical articulation training alongside the high school teachers to promote curriculum alignment and student progression. These programs were designed to provide students with early exposure to PSAT and SAT style questions and encourage participation in PSAT screening and improve SAT performance. As indicated in the PSAT / SAT / ACT / CPT results Plantation students are typically close to but below the district and state performance levels and are a serious point of concern. The steps adopted are believed to important in generating a more competitive result and better preparing Plantation students to transition into 2 and 4 year post-secondary settings.



## 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		
49% of ninth and tenth grade students in the bottom quartile made learning gains on the 2009 FCAT Reading Assessment		At least 60% of ninth and tenth grade students in the bottom quartile will demonstrate learning gains on the 2010 FCAT Reading Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implement the new FAIR assessments to monitor student progress and implement specific RTI protocols	Regina Cameron (Assistant Principal), Paul Kantorski, Erika Butterfield (Reading Coaches)	Review FAIR data reports to ensure teachers are assessing students according to created schedule and implementing RTI protocols.	Printout of FAIR assessment tool/data.
2	Utilize EDGE curriculum in Intensive Reading classes with fidelity as outlined in District Reading Plan	Regina Cameron (Assistant Principal), Paul Kantorski, Erika Butterfield (Reading Coaches)	Lesson plans will be reviewed to determine adherence to EDGE curriculum. Periodic EDGE assessments will be reviewed to determine student progress.	Classroom Walkthroughs to gain evidence of adherence to lesson plans. EDGE assessments data to determine student progress.
3	Include higher order questions, research- based instructional strategies in all lesson plans	Regina Cameron (Assistant Principal), Paul Kantorski, Erika Butterfield (Reading Coaches)	Lesson plans will be reviewed during classroom walkthroughs and submitted weekly to assistant principal	Lesson plans will be reviewed during classroom walkthroughs and submitted to assistant principal
4	Develop an instructional focus calendar for Reading, Language Arts and Social Studies classes	Reading Coach, Language Arts and Social Studies Department Chairs	Administrators will monitor implementation through classroom walkthroughs	Results of FAIR assessments and benchmark assessment tests, BAT District assessment

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
61% of white students, 24% of black students, 45% of Hispanic students, 4% of ELL students, and 27% of economically disadvantaged students scored at Level 3 or above on the 2009 FCAT Reading Assessment.		At least 72% of white, 34% of black, 55% of Hispanic, 37% of economically disadvantaged, and 15% of ELL students will score Level 3 or above on the 2010 Reading test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Student Achievement Chats will be conducted with all students following FAIR assessments	Assistant Principals (Regina Cameron, Deborah Stubbs) Reading Coaches (Paul Kantorski, Erika Butterfield)	Administrators will maintain and review time slots for Student Achievement Chats during classroom walkthroughs	Administrators will maintain and review time slots for Student Achievement Chats during classroom walkthroughs.
2	Reading, Language Arts, Social studies teachers will infuse the reading benchmarks in lesson plans and instructional delivery. In particular there will be a focus on weaknesses in reference and research,	Regina Cameron, Deborah Stubbs, Paul Kantorski, Erika Butterfield Social Studies Department Chair (Josette Burns) and teachers.	Administrative walkthroughs of Social Studies classes will focus on the frequency of explicit teaching of the reading benchmarks	FAIR assessment data will be disaggregated by Social Studies teachers to determine the effectiveness of reading benchmark instruction in Social Studies classes.

	words/phrases			
3	Reading, Language Arts, Social Studies teachers will administer mini assessments based on reading benchmarks to all 9th and 10th grade students	Regina Cameron, Deborah Stubbs, Paul Kantorski, Erika Butterfield, Josette Burns and teachers.	Mini assessments will be graded and correct answers will be discussed for understanding	Mini assessment data will be disaggregated by Social Studies teachers to determine the effectiveness of reading benchmark instruction in Social Studies classes.
4	Plan supplemental instruction for students not making progress on FAIR and benchmark assessments.	Paul Kantorski, Erika Butterfield	Percent of students making progress following interventions (pullouts, differentiated instruction, remediation beyond school hours, Saturday Camp)	Mini-assessment, BAT and FAIR data
5	Provide additional interventions for ELL students such as reading pullouts in native language, differentiated instruction using software such as Rosetta Stone.	Lisa Spencer, Assistant Principal, ESOL Coordinator, Sylvia Rios	Percent of students making progress following interventions (pullouts, differentiated instruction, analyze Rosetta Stone data on student progress.	Mini-assessment results, BAT and FAIR data

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
At least 60% of students in the bottom 25% will demonstrate learning gains on the 2010 FCAT Reading Assessment.	Implementation of Instructional Focus Calendar and Instructional Focus Lessons	Reading Coaches (Erika Butterfield, Paul Kantorski)	August/September 2009	Classroom Walkthroughs, analysis of student work, classroom observations and coaching	Assistant Principals, Reading Coaches
At least 65% of white, black, Hispanic, economically disadvantaged, and ELL students will score Level 3 or above on the 2010 Reading test.	Effective Use of Reading Coaches Time	Coaches	August-September 2009	Weekly Reading Coaches PMRN logs will be shared with the principal. Principal and administrators will attend staff development facilitated by coaches.	Principal, Reading Coaches, District Language Arts Supervisor.
At least 60% of students in the bottom 25% will demonstrate learning gains on the 2010 FCAT Reading Assessment.	Research-based instructional strategies, Higher Order Questioning Skills	Reading Coaches	September 2009	Classroom Walkthroughs, Lesson Plans, student achievement gains on benchmark assessments	Assistant Principal

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

Content area reading strategies will be presented on a bi-weekly basis that align with the reading benchmarks as scheduled by the school-wide Instructional Focus Calendar. A school-wide Silent Sustained Reading program and Word of the Day program will be continued throughout the 2009-2010 school year. The One School, One Book program will also be continued during the 2009-2010 school year.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
EDGE C Textbooks	Budget-Instructional Materials	\$10,350.00
		Total: \$10,350.00
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
Stipends, substitute coverage for teachers to attend training beyond school hours	Title I Budget	\$5,000.00
		Total: \$5,000.00
Other		

Description of Resources	Funding Source	Available Amount
One Book, One School	A+ Funds (SAC)	\$5,000.00
		Total: \$5,000.00
		Final Total: \$20,350.00

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	
68% of the bottom quartile made learning gains in math on the 2008 FCAT Mathematics test			78% of the bottom quartile will make learning gains on the 2010 Math FCAT	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Enroll 9th and 10th grade students who scored level 1 or 2 on FCAT in a Pre-Algebra math course	Guidance, Master Scheduler	2009 FCAT scores	Student schedules to indicate correct student placement
2	Teachers will access student data found on virtual counselor and differentiate instruction according to the assessment results and needs of the students.	Asst. Principal (Regina Cameron) Department Chair (Sandra Urbano) Math Coach (Kathleen Sylla)	Data chats with teachers, PLC – by course - will review results of common assessment data every 2 weeks to determine progress toward mastery of benchmarks.	Benchmark assessment and BAT results
3	Teachers will conduct data chats with each student individually for the purpose of goal setting and monitoring of progress	Asst. Principal (Regina Cameron) Department Chair (Sandra Urbano) Math Coach (Kathleen Sylla)	CWT	Results of assessments, reports generated from classroom walkthroughs
4	Teachers will use lesson plans aligned with the standards found on BEEP for instruction.	Asst. Principal (Regina Cameron) Department Chair (Sandra Urbano) Math Coach (Kathleen Sylla)	Examine lesson plans weekly, Conduct classroom walkthroughs	Results of Assessments (Benchmark and teacher-made), Reports generated from walkthrough
5	Develop an instructional focus calendar for all math courses	Asst. Principal (Regina Cameron)  Math Coach (Kathleen Sylla)	Examine lesson plans, conduct classroom walkthroughs	Results of benchmark assessments, classroom walkthroughs

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
33% of ELL, 55% of black, 60% of economically disadvantaged students scored at Level 3 or above on the 2009 FCAT Math Assessment.			43% of ELL, 65% of black, 70% of economically disadvantaged students will score level 3 or above on 2010 Math FCAT	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Incorporate research-based instructional strategies in lesson plans and presentations.	Asst. Principal (Regina Cameron) Department Chair (Sandra Urbano) Math Coach (Kathleen Sylla)	Benchmark Assessments. Chapter tests	Benchmark assessment results, BAT

2	Provide ELL students opportunity to receive supplemental instruction in their native language	Math Coach, Kathleen Sylla	Benchmark Assessments, Chapter tests	Benchmark assessment results, BAT
3	Provide interventions for students not making progress on benchmark assessments (pullouts, push-ins, differentiated instruction, remediation beyond school hours, Saturday Camp)	Math Coach, Kathleen Sylla)	Results of assessments post interventions	Benchmark assessment results, BAT
4	Utilize manipulatives to assist students, in particular ELL and ESE, to take math concepts from the abstract to the concrete.	Asst. Principal (Regina Cameron) Department Chair (Sandra Urbano) Math Coach (Kathleen Sylla)	Benchmark Assessments. Chapter tests, Results of assessments post interventions	Benchmark assessment results, BAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
78% of the bottom quartile will make learning gains on the 2010 Math FCAT	Data Disaggregation using DART model to identify students for targeted instruction and other requests expressed by math faculty	Math Coach (Kathleen Sylla)	8/24/09	Data analysis, teacher data chats	Assistant Principal, Math Coach Department Chair
78% of the bottom quartile will make learning gains on the 2010 Math FCAT	Instructional Focus Calendars, BEEP lesson plans	Math Coach	8/24/09	Classroom walkthroughs, review of lesson plans, student gains on benchmark assessments	Assistant Principal, Math Coach Department Chair
65% of black, ESOL and economically disadvantaged subgroups will score level 3 or above on 2010 Math FCAT	Differentiated Instruction	Math Coach	8/24/09	Conduct classroom walkthroughs, formal and informal observations review of lesson plans	Assistant Principal, Math Coach
65% of black, ESOL and economically disadvantaged subgroups will score level 3 or above on 2010 Math FCAT	Next generation standards and test item specification	Math Coach	8/24/09	Classroom walkthroughs, PLC study group, teacher lesson plans	Assistant Principal, Math Coach Department Chair

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Math supplies, manipulatives for hands-on projects	Title I budget	\$5,000.00
		Total: \$5,000.00
Technology		
Description of Resources	Funding Source	Available Amount
LCD Projectors/ Smart Boards to integrate technology into the curriculum	District	\$10,000.00
		Total: \$10,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Stipends, substitute coverage for teachers to attend staff development activities	Title I budget	\$5,000.00
		Total: \$5,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$20,000.00

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 the 2009 Science FCAT results, 30% of students scored level 3 and above.		Given instruction based on the Sunshine State Standards for Science, 40% of students will score level 3 or higher on the 2010 Science FCAT Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will incorporate questions focused on scientific thinking and inquiry, reasoning and investigation and analysis into instruction and assessment.	Science Coach (Pam Jibb), Assistant Principal (Brougher Bass), Department Chair(Rusty Pressey)	Review of classroom assessments and evaluation of inquiry based questions. Review of Individual teacher exams with question analysis and comprehensive performance data.	Benchmark assessment and BAT results
2	Implement classroom lab activities and project based learning to provide all students with an inquiry based scientific approach, employing the scientific method to develop science processing skills.	Science Coach (Pam Jibb), Assistant Principal (Brougher Bass), Department Chair(Rusty Pressey)	Review of lesson plans on a quarterly basis. Review of student products, i.e. lab reports, to assess understanding	Increase in points earned / percentage on the scientific thinking portion of the Science FCAT
3	Provide remediation opportunities for students not meeting proficiency in specific science strands and benchmarks through the use of a redo policy and Saturday science program	Science Coach (Pam Jibb), Assistant Principal (Brougher Bass), Department Chair(Rusty Pressey)	Enrollment and participation in the Saturday science enrichment program, and differentiated instruction in classroom	Benchmark results as reported through Edusoft
4	Implement Instructional Focus Calendar in Science	Science Coach (Pam Jibb), Assistant Principal (Brougher Bass), Department Chair(Rusty Pressey)	Review of lesson plans and conduct classroom walkthroughs	Classroom Walkthrough feedback

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2008 and 2009 Science FCAT Data, students performed at or around the 50% in each of the four science content areas.		Given instruction based on the Sunshine State Standards and the Broward County Science pacing guides, students will score at or above the 60% in each of the Science content areas.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implement the District's Instructional Focus Calendar that integrates physical, biological and earth-space science curricula	Science Coach (Pam Jibb), Assistant Principal (Brougher Bass), Department Chair(Rusty Pressey)	Review of course syllabi and monitoring of lesson progression and classroom activities	Benchmark results as reported through Edusoft
2	Implement classroom lab activities and project based learning (including, laboratories, cooperative grouping, problem solving and note taking strategies) to provide all students with an inquiry based scientific approach	Science Coach (Pam Jibb), Assistant Principal (Brougher Bass), Department Chair(Rusty Pressey)	Completion of the Essential Labs within the first three years of high school.	Performance on common assessments tied to the Science Standards
3	Expand current course syllabi to incorporate learner outcome objectives and essential lab activities	Science Coach (Pam Jibb), Assistant Principal (Brougher Bass), Department Chair(Rusty Pressey)	Review of course syllabi and monitoring of lesson progression and classroom activities	Performance on common assessments tied to the Science Standards

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
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Based on the 2009 Science FCAT Data, and the broad content area of the Science Standards, Increased student enrollment in 4+ years of science; to include Biology, Chemistry and Physics		Given instruction based on the Sunshine State Standards, provide students with a sound science foundation and an opportunity to include additional courses in environmental or physiological sciences		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Work with guidance to provide an appropriate academic placement in science	Guidance Director (Maude Richard), Science Coach (Pam Jibb), Assistant Principal(Brougher Bass)	Enrollment in science classes and review of student records. Development of a enrollment tracking document	Achievement of 85% of all graduating seniors having completed at least 4 years of college prep science courses
2	Utilize diagnostic and benchmark testing to identify individual and group needs and develop comprehensive approach to include reteaching and reassessment to develop content mastery	Department Chair (Rusty Pressey), Science Coach (Pam Jibb), Assistant Principal(Brougher Bass)	Enrollment and participation in Saturday and afterschool science remediation programs	Program attendance at or above 90% throughout its duration and targeting of threshold students at 50 to 70 %

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 for Science, 40% of students will score level 3 or higher on the 2010 Science FCAT Assessment.	Standard lab report Project-based learning	Science Coach (PamelaJibb)	September 09	Review of lab reports and examination of student projects in PLC's	Science Coach Assistant Principal Science Department Chair
Given instruction based on the Sunshine State Standards and the Broward County Science pacing guides, students will score at or above the 60% in each of the Science content areas.	Review of the new Science Standards and alignment of the pacing guides with the new standards	Science Coach	September 09	Lesson Plan review and teacher conferences with classroom monitoring	Science Coach Assistant Principal Science Department Chair
Given instruction based on the Sunshine State Standards and the Broward County Science pacing guides, students will score at or above the 60% in each of the Science content areas	Instructional Focus Calendars, BEEP Lesson Plans	Science Coach	August 2009	Lesson Plan review and teacher conferences with classroom monitoring	Science Coach Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Lab supplies	Title I	\$5,000.00
		Total: \$5,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Stipends, substitute coverage for Science teachers to attend professional development	Title I-Professional Development Funding	\$3,000.00
		Total: \$3,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$8,000.00

## 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		
81% of tenth grade students scored 3.5 or above on the 2009 FCAT Writing Assessment.		The number of students proficient in Writing will increase by 10% from 81% to 91%. The percent of ELL students proficient in Writing will increase by 10% from 76% to 86%. The percent of ESE students proficient in writing will increase by 10% from 71% to 81%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Disaggregate 2009 FCAT Writing Assessment data by teacher and class to draft an instructional focus calendar	Assistant Principal (Lisa Spencer), Language Arts Department Chair (Darlene Musso)	Instructional focus: Teaching skills for expository and persuasive writing: Focus Organization Support Conventions	Writing Instructional Focus Calendar
2	Administer baseline writing assessments in the form of FCAT prompts to 9th and 10th grade students during the first week of school (week of August 24, 2009)	Asst. Principal (Regina Cameron) Department Chair (Sandra Urbano) Math Coach (Kathleen Sylla)	Formative Assessments: Scores and analysis of scores on monthly prompts	Scores on monthly prompts
3	Implement a dedicated scoring cadre of English teachers	Assistant Principal (Lisa Spencer), Language Arts Department Chair (Darlene Musso)	Prompts are given monthly and scored by a trained scoring committee and students receive feedback using anchor papers. Revisions to writing drafts by students. Revised essays are scored and feedback given to students for improvement	Norm for consistency in scoring. Compare monthly prompt scores to 2009 FCAT Writing scores.
4	Provide tutorials designed to assist students in improving writing achievement.	Assistant Principal (Lisa Spencer), Language Arts Department Chair (Darlene Musso)	Students who are not writing at Level 4 with prompts will participate in a pullout program providing individual attention to areas in need of improvement.	Review of Elaboration and use of adopted textbooks
5	Social Studies teachers will administer a monthly persuasive prompt to students in grades 9 and 10	Assistant Principal (Lisa Spencer), Language Arts Department Chair (Darlene Musso), Social Studies Department Chair (Josette Burns)	Scores on monthly social studies persuasive prompts	Assessment results using FCAT rubric
6	Grade 11-12 English teachers will administer SAT and ACT prompts monthly using SAT Online.	Assistant Principal (Lisa Spencer), Language Arts Department Chair (Darlene Musso)	Utilize SAT Questions of the Day or textbook provided exercises to review conventions.	SAT Online results

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
The number of students proficient in Writing will increase by 12% from 78% to 90%.	Instructional focus: Teaching skills for expository and persuasive writing: Focus Organization Support Conventions Six Traits, Thinking Maps for new	Darlene Musso (Department Chair) David Wood (Trainer for Thinking Maps) District trainers	August-on-going	Prompts are given monthly to practice FCAT expository and persuasive writing. Feedback provided for students to make revisions. Maintain portfolios to monitor progress. Pullout program providing individual attention to areas for improvement.	Assistant Principal, Language Arts and Social Studies Department Chairs

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
Stipends/substitute coverage for teachers who attend staff development	Title I Budget	\$3,000.00
		Total: \$3,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$3,000.00

End of Science Goal

## Parent Involvement Goal

Needs Assessment:	Based on information from School Grade and Adequate Yearly Progress Data: Were parent involvement activities and strategies targeted to areas of academic need? Based on information from surveys, evaluations, agendas, or sign-ins: Was the percent of parent participation in school activities maintained or increased from the prior year? Generally, what strategies or activities can be employed to increase parent involvement?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Less than 10% of parents of students in the bottom quartile (based on the results of the FCAT Reading Assessment) are active in school organizations and/or attend parent training.		At least 20% of parents of students in the bottom quartile will attend parent training sessions in the 2009-2010 school year.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Encourage parents to participate in PHS Reading Achievement events to include interpretation of test results, state standards and assessments, Title I requirements. Offer these events in the native languages of the parent community	Reading Coach (Paul Kantorski), ELL faculty members who speak the parents' native languages, administrators, SAC	Collect data on parent participation	Parent attendance sign-in sheets
2	Develop and implement more and better avenues of communication with the parent community regarding student progress and school events	SAC Chair (Tunde Robinson), Department Chairs, Principal, Assistant Principal	Collect data on increased satisfaction with communication between school and home	Annual Stakeholders Report
3	Increase the number and quality of community/business partnerships to focus on preparing students	Partnership Liaison, SAC, Principal	Collect data on new partnership agreements, # of mentors, internships	End of Year Broward Partnership Reports,

	for postsecondary options, student achievement, mentoring and internships		
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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
At least 65% of white, black, Hispanic, economically disadvantaged, and ELL students will score Level 3 or above on the 2010 Reading test.	Workshops for parents on how to assist their students with academic achievement, to monitor student's progress and to have their students take advantage of opportunities for remediation and enrichment.	School coaches in reading, science and mathematics, teachers who speak the native languages of the parents, guidance counselors	8/30/2009	Collect data on attendance, monitor achievement of students of parents who attend workshops	Principal, SAC members, community liaison

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
Materials and supplies for parent workshops	Title I Parent Involvement Funding	\$2,000.00
Total: \$2,000.00		
Other		
Description of Resources	Funding Source	Available Amount
Postage, supplies for communication with parents	Title I Parent Involvement Funding	\$5,000.00
Total: \$5,000.00		
Final Total: \$7,000.00		

*End of Parent Involvement Goal*

# Other Goals

No Other Goals were submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	EDGE C Textbooks	Budget-Instructional Materials	\$10,350.00
Mathematics	Math supplies, manipulatives for hands-on projects	Title I budget	\$5,000.00
Science	Lab supplies	Title I	\$5,000.00
			Total: \$20,350.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	LCD Projectors/ Smart Boards to integrate technology into the curriculum	District	\$10,000.00
			Total: \$10,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Stipends, substitute coverage for teachers to attend training beyond school hours	Title I Budget	\$5,000.00
Mathematics	Stipends, substitute coverage for teachers to attend staff development activities	Title I budget	\$5,000.00
Writing	Stipends/substitute coverage for teachers who attend staff development	Title I Budget	\$3,000.00
Science	Stipends, substitute coverage for Science teachers to attend professional development	Title I-Professional Development Funding	\$3,000.00
Parental Involvement	Materials and supplies for parent workshops	Title I Parent Involvement Funding	\$2,000.00
			Total: \$18,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	One Book, One School	A+ Funds (SAC)	\$5,000.00
Parental Involvement	Postage, supplies for communication with parents	Title I Parent Involvement Funding	\$5,000.00
			Total: \$10,000.00
			Final Total: \$58,350.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene  
  Correct II  
  Prevent II  
  Correct I  
  Prevent I  
  NA

No Attached school's Differentiated Accountability Checklist of Compliance

## School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
No data submitted	

SAC activities in May and August include recruitment of SAC members and SAC elections according to SAC By-Laws and through peer groups electing their representatives: SAF elects parents, students vote for student leaders, faculty votes for teacher representatives. The composition reflects the demographics of the student population. Community representatives are appointed.

SAC meetings are held on a regular basis and special meetings are called as necessary. The schedule of meetings, accepted by a vote of the members, is publicized through the use of the marquee located in the front of the school, the School Website, Parent Newsletter, PTSO and SAF meetings and communications, robot telephone calls and other means of public notification.

Throughout the year, SAC members serve on academic sub-committees for reading, math, writing, and science. They also provide parental involvement by serving on committees concerning the workings of the school in order to participate in the preparation, evaluation, and revision of the SIP. They are involved in the planning of school wide activities.

One such major activity involves the One Book / One School Literacy program. The SAC has voted to finance the project through Accountability Funds and is active in monitoring the specific activities, which include SSR as well as reading groups and reading circles, class discussions on content and relevant topics, tests, writing activities and projects.

The program begins with the selection of a book to be read by every student in the school, across the curriculum. The book selection committee consists of students, parents and teachers. Parents are encouraged to read the book as well and are invited to participate in on-campus discussions in a book-club-like atmosphere. The reading of the novel will culminate in a contest of five or six categories involving prose and poetry writings, creative artwork, current events topics and others. Prizes will be awarded. Plantation High is working closely with the community (book stores and businesses) to obtain these prizes.

Spotlight on Ninth Grade is a school wide open house scheduled to take place in February. It is an annual event to provide an early welcome to incoming ninth graders, to showcase the educational programs and classes, the IB and AP programs, the athletic program, and all clubs and activities that Plantation High School offers. The purpose of the evening is to introduce these students and their parents to the diversity of programs offered by Plantation High School. Parents and students have the opportunity to meet with faculty, administration, and guidance to learn about the class selection process. Teachers explain the curriculum and the progression for the following four years.

The school-wide involvement in the evening's activities includes the Fine Arts department's offering of Art Show, Band, Chorus and Drama performances as well as demonstrations from the various Academies. Academic classes show projects and athletics and clubs are represented. Culinary Arts demonstrations are particularly popular.

Members of SAC, SAF and PTSO are involved in the planning stages, the publicity, and in the post evaluative process by attending committee meetings.

Plantation High School SAC recognizes the importance of keeping parents informed about FCAT. During first semester, we are planning Parent Camp sessions in conjunction with our regularly scheduled FCAT Camp for students. The purpose is to involve parents in their students' education and achievement relating to the reading, writing, math and science FCAT tests. We will include information about PSAT, SAT, ACT and AP, as participation in these tests is part of our new school grading system.

SAC, SAF and our active PTSO will be actively involved in planning and promoting this Parent Camp as an FCAT Family Night to be held during the week after school. Saturday morning sessions will also be scheduled. Sessions will provide suggestions that parents can implement to help their students achieve.

## SAC Members

### Members

- 1) Susan Bruining, Principal
- 2) Tunde Robinson, SAC Chair
- 3) Devon Frasier, Student
- 4) Jody-Kay Senior, Student
- 5) Jodiann William, Student
- 6) Zara Ebanks, Student
- 7) Daphne Florestal, Student
- 8) James Walker, Teacher
- 9) Cynthia Wilmoth, Teacher
- 10) Mike Manis, Business Member

- 11) Debby Mullaney, Parent
  - 12) Kerry Foligno, Parent
  - 13) Tanis Bell, Parent
  - 14) Kim Gilmour, Parent
  - 15) Melissa Pimenta, Parent
  - 16) Audrey Sinclair, Parent
  - 17) Jacques Wurms, Parent
  - 18) Shirley Baker, Community Member
  - 19) Patricia Roberts, Community Member
  - 20) Antwaun Clemons, School Support Personnel
  - 21) Tunde Robinson, Union Steward
  - 22) Regina Cameron, Assistant Principal
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# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward PLANTATION HIGH SCHOOL 1451												
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 1094 Math: 1085		2008-2009 School Grade <sup>1</sup> : 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 <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section 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 <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth 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	2008	2009	Y/N	2009	Y/N	2009
TOTAL <sup>4</sup>	99	Y	99	Y	30	N	64	N	93	92	Y	74	71	N	73	70	N	37	36	N	31	N	67	N		
WHITE	99	Y	99	Y	52	N	82	Y	93	92	Y	83	78	N	57	48	N	24	18	NA	50	N	84	NA		
BLACK	99	Y	99	Y	19	N	55	N	94	91	Y	69	69	Y	80	81	N	43	45	N	20	N	59	N		
HISPANIC	98	Y	98	Y	38	N	73	Y	90		Y	81	66	N	74	62	N	33	27	NA	41	N	75	NA		
ASIAN	98	Y	98	Y		NA		NA			NA			NA						NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA						
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	23	N	60	N	92	91	Y	64	67	Y	80	77	N	42	40	N	26	N	64	N		
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y		NA		NA	76	88	Y	65	52	N						NA						
STUDENTS WITH DISABILITIES	96	Y	96	Y		NA		NA	68	71	Y	43	49	Y						NA						

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward PLANTATION HIGH SCHOOL 1451												
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 1139 Math: 1136		2007-2008 School Grade <sup>1</sup> : 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 <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section 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 <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth 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 <sup>4</sup>	98	Y	98	Y	27	N	63	Y	92	93	Y	69	74	Y	73	73	N	42	37	NA	31	N	79	NA		
WHITE	97	Y	98	Y	43	N	76	Y	94	93	Y	73	83	Y	54	57	N	23	24	NA	42	N	83	NA		
BLACK	98	Y	98	Y	20	N	57	N	92	94	Y	64	69	Y	81	80	N	51	43	Y	25	N	77	NA		
HISPANIC	98	Y	98	Y	26	N	67	Y	85	90	Y	71	81	Y	72	74	N	40	33	NA	39	N	82	NA		
ASIAN	97	Y	97	Y		NA		NA			NA			NA						NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA						
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	20	N	58	N	92	92	Y	61	64	Y	80	80	N	50	42	Y	25	N	78	NA		
ENGLISH LANGUAGE LEARNERS	97	Y	97	Y	11	N	45	N	64	76	Y	65	65	N	88	89	N	60	55	N		NA				
STUDENTS WITH DISABILITIES	95	Y	95	Y		NA		NA	66	68	Y	31	43	Y						NA						

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward PLANTATION HIGH SCHOOL 1451												
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 1325 Math: 1318		2006-2007 School Grade <sup>1</sup> : 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 <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).						This section 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 <sup>3</sup> by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth 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 <sup>4</sup>	98	Y	99	Y	27	N	58	Y	87	92	Y	71	69	N	75	73	NA	51	42	NA	41	NA	78	NA		
WHITE	98	Y	98	Y	46	N	77	Y	89	94	Y	79	73	N	56	54	NA	29	23	NA	53	NA	86	NA		
BLACK	99	Y	99	Y	19	N	49	N	85	92	Y	69	64	N	82	81	NA	61	51	NA	33	NA	74	NA		
HISPANIC	98	Y	98	Y	28	N	60	Y	92	85	N	61	71	Y	70	72	NA	46	40	NA	48	NA	81	NA		
ASIAN	99	Y	99	Y		NA		NA			NA	79	90	NA						NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA	50		NA						NA						
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	20	N	50	N	88	92	Y	51	61	Y	83	80	NA	60	50	NA	35	NA	74	NA		
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y	12	N	40	N	81	64	N	53	65	Y	94	88	NA	59	60	NA	39	NA	74	NA		
STUDENTS WITH DISABILITIES	95	Y	95	Y		NA		NA	60	66	Y	28	31	Y						NA						

# SCHOOL GRADE DATA

Broward School District PLANTATION HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	31%	67%	81%	30%	209	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	45%	74%			119	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within</li> </ul>

						Level 1 or 2
Adequate Progress of Lowest 25% in the School?	49% (NO)	68% (YES)			117	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	57%	73%			10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					455	
Percent Tested = 98%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Broward School District PLANTATION HIGH SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	28%	67%	90%	31%	216	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	46%	78%			124	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	50% (YES)	79% (YES)			129	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	47%	65%			0	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					469	
Percent Tested = 97%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Broward School District PLANTATION HIGH SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	29%	61%	85%	26%	201	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	45%	77%			122	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	48% (NO)	80% (YES)			128	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	43%	60%			0	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					451	
Percent Tested = 98%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested