FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PLANTATION HIGH SCHOOL

District Name: Broward

Principal: Susan Bruining

SAC Chair: Tunde Robinson

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/23/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Principal of Plantation High in: 2011-2012 School Grade: Reading Mastery: 37% Math Mastery: 42% Writing Mastery: 85% Learning Gains: Reading: 53% Math: 47% Lowest Quartile: Reading:62% Math: 54% AMO Progress:Did not meet target in reading, met target in math 2010-2011 School Grade:C Reading Mastery: 34% Math Mastery: 66% Science Mastery: 31% Writing Mastery: 78% Learning Gains: Reading: 44%

	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	8	11	Math: 70% Lowest Quartile: Reading: 44% Math: 66% AYP:77% No subgroup met reading proficiency Only white students met math proficiency 2009-2010 Grade:B Reading Mastery:32% Math Mastery: 65% Science Mastery: 28% Writing Mastery: 87% Learning Gains: Math: 74% Reading: 44% Lowest Quartile: Math: 68% Reading: 43% AYP 72% NO group made AYP in Reading. White and Hispanic students made AYP in Math 2008-2009 Grade: C Reading Mastery: 31% Math Mastery: 67% Science Mastery: 30% Writing Mastery: 81% Learning Gains: Reading: 45% Math: 74% Lowest Quartile: Reading: 49% Math: 68% 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% Learning Gains: Reading: 46% Math: 78% Lowest Quartile: Reading: 50% Math: 79% 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: 2011-2012 School Grade: Reading Mastery:37% Math Mastery:42% Writing Mastery: 85% Learning Gains: Reading:53% Math:47% Lowest Quartile:

						Reading:62% Math:54% AMO Progress:Did not meet target in reading, met target in math	
	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.	6	10	Asst. Principal of Plantation High in: 2010-2011 Grade:C Reading Mastery:34% Math Mastery: 66% Science Mastery:31% Writing Mastery: 78% Learning Gains: Math: 70% Reading: 44% Lowest Quartile: Math: 66% Reading:44% AYP: No subgroup met reading proficiency Only white students met math proficiency 2009-2010 Grade:B Reading Mastery:32% Math Mastery: 65% Science Mastery: 28% Writing Mastery: 87% Learning Gains: Math: 74% Reading: 44% Lowest Quartile: Math: 68% Reading: 43% AYP 72% NO group made AYP in Reading. White and Hispanic students made AYP in Math 2008-2009 Grade: C Reading Mastery: 31% Math Mastery: 67% Science Mastery: 30% Writing Mastery: 81% Learning Gains: Reading: 45% Math: 74% Lowest Quartile: Reading: 49% Math: 68% 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% Learning Gains: Reading: 46% Math: 78% Lowest Quartile: Reading: 50% Math: 79% 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
Assis Principal	Sylvia Rios	BA Spanish, Rutgers University; MS TESOL/ Education, Nova Southeastern; Ed Leadership, Nova Southeastern; Certified in Spanish K-12, Ed. Leadership, ESOL K-12, Reading Endorsement	6	2	Asst. Principal of Plantation High in 2011-2012 School Grade: Reading Mastery: 37% Math Mastery: 42% Writing Mastery: 85% Learning Gains: Reading: 53% Math:47% Lowest Quartile: Reading: 62% Math: 54% AMO Progress:Did not meet target in reading, met target in math Asst. Principal of Plantation High in 2010-2011 Grade:C Reading Mastery: 34% Math Mastery: 66% Science Mastery: 31% Writing Mastery: 78% Learning Gains: Math: 70% Reading: 44% Lowest Quartile: Math: 66% Reading: 44% AYP: No subgroup met proficiency in reading Only white students met proficiency in math 2004-2009 Teacher, Broward County Schools
		BA Science/Chemistry,Florida International University; MS Boston University, Biology; ABD Boston University,			Asst. Principal of Plantation High in: 2011-2012 School Grade: Reading Mastery:37% Math Mastery: 42% Writing Mastery:85% Learning Gains: Reading:53% Math:47% Lowest Quartile: Reading:62% Math:54% AMO Progress:Did not meet target in reading, met target in math Asst. Principal of Plantation High in: 2010-2011 Grade:C Reading Mastery: 34% Math Mastery: 66% Science Mastery: 31% Writing Mastery: 78% Learning Gains: Math: 70% Reading: 44% Lowest Quartile: Math: 66% Reading: 44% AYP: No subgroup met proficiency in reading Only white students met proficiency in math 2009-2010 Grade:B Reading Mastery:32% Math Mastery: 65% Science Mastery: 28% Writing Mastery: 87% Learning Gains: Math: 74% Reading: 44% Lowest Quartile: Math: 68% Reading: 43% AYP 72% NO group made AYP in Reading. White and Hispanic students made AYP in Math 2008-2009

	Assis Principal	Brougher Bass	Molecular Endocrinology; Ed. Leadership, Florida Atlantic University Certification: Biology 6-12, Chemistry 6-12, Gifted Endorsement, Ed. Leadership	9	9	Grade: C Reading Mastery: 31% Math Mastery: 67% Science Mastery: 30% Writing Mastery: 81% Learning Gains: Reading: 45% Math: 74% Lowest Quartile: Reading: 49% Math: 68% 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% Learning Gains: Reading: 46% Math: 78% Lowest Quartile: Reading: 50% Math: 79% 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
	Assis Principal	Deborah Stubbs	BS University of Akron, Special Education; MS University of Louisville, Special Education; Elementary K-5, University of Akron, High School Principal, Ed. Leadership Endorsement Certification: Special Education, Ed Leadership, ESOL Endorsement, Principal	3	28	Asst. Principal of Plantation High in: 2011-2012 School Grade: Reading Mastery:37% Math Mastery: 42% Writing Mastery: 85% Learning Gains: Reading:53% Math:47% Lowest Quartile: Reading: 62% Math: 54% AMO Progress:Did not meet target in reading, met target in math Assistant Principal at Plantation High in: 2010-2011 Grade:C Reading Mastery:34% Math Mastery: 66% Science Mastery: 31% Writing Mastery: 78% Learning Gains: Math: 70% Reading: 44% Lowest Quartile: Math: 66% Reading:44% AYP: No subgroup met proficiency in reading Only white students met proficiency in math 2009-2010 Grade:B Reading Mastery:32%

					Math Mastery: 65% Science Mastery: 28% Writing Mastery: 87% Learning Gains: Math: 74% Reading: 44% Lowest Quartile: Math: 68% Reading: 43% AYP 72% NO group made AYP in Reading. White and Hispanic students made AYP in Math 2004-2009 District Administrator, Broward County Schools-Data Not Available

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Erica Butterfield	BA Florida Atlantic university MS Reading, Florida Atlantic University Reading Certification K-12	6	3	Reading Coach at Plantation High in: 2011-2012 Grade: Reading Mastery:37% Learning Gains:53% Lowest Quartile:62% AMO Progress: Did not meet target in reading, met target in math Reading Coach at Plantation High in: 2010-2011 Grade:C Reading Mastery:34% Learning Gains:44% Lowest Quartile:44% AYP-No subgroup met proficiency in reading 2009-2010 Grade:B Reading Mastery:32% Learning Gains: 44% Lowest Quartile: 43% AYP 72% NO group made AYP in Reading Classroom reading teacher prior to 2009-2010

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1.Partnering of new teachers with veteran staff	NESS (New Educator Support System) Liaison, NESS Instructional Coaches	August 2012–June 2013	
2	2.Staff development designed for new teachers, modeling in classrooms, opportunities to observe master teachers	Instructional Coaches	August 2012-June 2013	
3	3.New teachers will attend the weeklong New Teacher Academy	Hiring Administrator, NESS Coach	August 2012-June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Stephanie Mark Handler is certified in 5-9 Mathematics. She teaches one class of Math for College Readiness which requires 6-12 math certification. All paraprofessionals are highly qualified.	Stephanie Mark Handler is preparing to take the Mathematics 6-12 certification exam. Mrs. Handler plans with her colleagues teaching Math for College Readiness. They plan for common assessments.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

**When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).*

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 Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
100	1.0%(1)	25.0%(25)	32.0%(32)	37.0%(37)	37.0%(37)	99.0%(99)	15.0%(15)	17.0%(17)	93.0%(93)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Erica Butterfield	Darlene Pillsbury	Follow up to coaching in 2011-2012	Model in classroom, meet with teacher bi-weekly Provision of reading staff development especially in the Common Core

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal/Assistant Principal (Susan Bruining, Deborah Stubbs)-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. Deborah Stubbs, assistant principal, coordinates and facilitates the RTI meetings. 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 (Lisa Bartoletti), ESE Teachers, Speech/Language Pathologist (Carolyn Beaubrun), 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 (Paul Kantorski) 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 (Suzie Spindler) and/or Family Counselor (Roberta Schoeller)- Provide expertise in the area of emotional and social interventions as well as results of academic testing for intervention planning. A guidance counselor (Sarah Coulter-

Zambrano) provides support through knowledge of the student's four-year plan and one on-one and small group guidance settings.

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

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

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. Meetings are run with assigned roles such as recorder, timekeeper and facilitator. The team monitors its effectiveness and corrects any problems noted.

Meeting processes include:
• Review of 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.
• Maintain a database of students serviced, with interventions applied
• 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.
• Integrate RtI strategies across school (i.e. attendance, discipline). Data points analyzed for attendance and discipline include number of days absent and/or tardy, number of Internal and/or External Suspensions.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI Leadership team meets with SAC, department chairs and administrators to assist in the development of the SIP.
• Tier I data are inspected on a regular basis via data chats with teachers. These data are used to make decisions and modifications needed to the core curriculum and school-wide approach to behavior management. These data are also used as a means of screening to help identify students who are struggling with either academics or behavior and who may be in need of Tier 2 and Tier 3 interventions.
• The team sets expectations for instruction (Rigor, Relevance and Relationships) and assessment, aligned to the Next Generation 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 strategies, higher order questioning, essential questions, etc. Students who are not meeting success with these strategies participate in pullouts, pushins, after school tutoring, Saturday Camp and participate in differentiated instruction within the classroom setting

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Tier 1:
Baseline data: BAT 1 & 2 in reading, writing, math and science; FCAT, EOCs in Algebra and Geometry, EOC in Biology,EOC in US History, PMRN
Progress Monitoring: PMRN, mini-benchmark assessments, simulations of FCAT, monthly writing prompts
Midyear: FAIR, DAR ERDA
End of Year: FAIR, FCAT

Tier 2 and 3 data sources: Intervention records and progress monitoring graphs are generated by the School Psychologist, using the District model, for individual students.

Describe the plan to train staff on MTSS.

Professional Development has been provided for staff during common planning time by team. Two sessions were scheduled in August and October 2011: the first was an introduction to RtI and the second focused on the implementation strategies and progress monitoring/evaluation of the process.
The RtI process will be reviewed in the 2012-2013 school year,during the Pre-Planning breakout sessions. A folder with pertinent RtI materials will be posted on the email conference site for staff.

Describe the plan to support MTSS.

Describe plan to support MTSS.
Support for MTSS will include:
• Provide substitute coverage for staff who must be out of class for MTSS/RtI meetings.
• Provide a dedicated meeting place and necessary equipment.
• Assure that communication between the MTSS/RtI team and the teachers is effective.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The members of the LLT represent a cross section of the faculty who have strong backgrounds in reading and literacy and who are motivated to build school literacy culture through collegiality and collaboration. Members include:

• The principal-Provides support for the LLT in the development of reading related goals and objectives for the School Improvement Plan, the professional development plan (including PLC's, lesson study), reading initiatives throughout the school, collaborative problem solving and the RtI process
• Reading Coach (Paul Kantorski)-The reading coach (2) facilitates the meetings, publishes the agendas, posts minutes, etc.
• Language Arts/Literacy Department Chair (David Wood)
• Content Area Teachers representing Social Studies (Matt Fritzius), Language Arts (Paula Wood, Marie Rodriguez), ESOL (Sylvia Rios), Science (Pam Jibb), Mathematics (Laura Keeler), World Language (Meryl Levine)
• Media Specialist/International Baccalaureate Librarian/Media Specialist (Walt Richardson)
• Career Technical teachers (Jerry Klein, Automotive Technology)
• ESE Teacher (Annamaria Skelton)

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The LLT meets once monthly. The focus is on literacy initiatives, programs, data and literary concerns throughout the school. One of the key goals of the LLT is to ensure that all school stakeholders understand and support the work of the reading coaches and teachers through a whole school literacy approach. The tentative agenda is set by the LLT members and finalized by the Reading Coach with approval of the principal. The minutes of the LLT are posted in a folder on the Plantation High email conference site.

Meeting processes include:
• Review of reading 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 literacy.
• 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.
• Provide oversight of and redesign of Sustained Silent Reading (SSR)
• Develop school-wide activities for students to engage them in reading and to develop life long reading habits.

What will be the major initiatives of the LLT this year?

• Use 2011-2012 data to analyze the effectiveness of instruction and any barriers that may be impeding progress. Redesign instruction and resources to meet the identified needs of students.
• Implement and monitor the PHS Literacy Plan ("Reading, Rigor, Relevance") developed by a cross curricular team of teachers and administrators in June 2011.This plan is aligned with the 2012-2013 SIP and District Comprehensive Reading Plan.
• Provide professional development in literacy (based on data analysis) through PLCs,lesson study and planning period groups.
• Develop and support standards-based classroom research projects using the Understanding by Design model (A Common Core lesson and project format).
• Provide support for classroom teachers by modeling and demonstrating research-based reading strategies.Follow the plan developed in the summer 2012 to implement the Common core in Reading
• Provide oversight of and review the effectiveness of the Sustained Silent Reading Program. The purpose of the program is to increase reading stamina and instill a love of reading.
• Implement the One Book One School project (2012 book is A Dog's Purpose") school-wide to increase reading stamina and fluency.
• Engage teachers and students in literacy contests and project-based learning

• Develop and publish a summer reading list. Plan incentives related to summer reading.
• Reflect on practices to improve instruction

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

• All teachers participate in literacy professional development where they learn how to integrate research-based strategies into their content area instruction.
• Reading coaches demonstrate and model research-based instructional strategies in all classrooms.
• Administrators follow-up with classroom walkthroughs to monitor the implementation of reading strategies.
• Administrators conduct data chats with teachers to follow up on the assessment of reading strategies. Data sources are FCAT, BAT I and BAT II, FAIR results and the results of benchmark assessments.
• All teachers conduct sustained silent reading and activities by department on a rotating daily basis.
• All teachers are expected to identify the research-based strategies (Marzano,Thinking Maps) utilized. These must be included in lesson plans.
• Career Tech teachers are strongly encouraged to obtain CAR-PD or Reading Endorsement. There is an incentive offered through CTACE for career tech teachers who complete the CAR-PD course.
• CRISS training is offered annually to all faculty members. Teachers who attend this after school professional development are paid a stipend for participation.
• All teachers are trained in and use the Ten Step Literacy Lesson Plan.
• All teachers, through the PLCs, will receive professional development in the Common Core. Teachers will implement: text complexity, higher order questioning, rigorous instruction and assessment

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

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 School is divided into four broad career clusters. Every teacher is a member of a cluster group. This facilitates the integration of technical and career curriculum into the content areas. Plantation offers students courses in the Fine and Performing Arts, Business and Finance, Early Childhood Education, Travel and Tourism, Aerospace Engineering, Computer-Assisted Design (CAD), Culinary Arts, Construction and Design, Horticulture and Aquaculture, Automotive, Health Occupations and Nursing. These programs are aligned with the CTACE approved five-year plan.

In addition, guidance and teachers use FCAT, ePep. The use of fee waivers for SAT/ACT is maximized. The guidance staff develop, implement and evaluate the Annual Guidance Plan (AGP). Plantation high offers a College Fair and several evenings for parents on post-secondary options, financial aid and scholarships.

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?

When students enter ninth grade they are urged to take an exploratory elective in an area of interest. During the course of the school year, students visit the career-focused subjects to learn about career opportunities and courses of study. PHS publishes a program guide that details four-year plans, ancillary coursework, career opportunities and scholarships in career programs. This guide assists students and parents in choosing courses and career pathways.

The Guidance counselors meet at least twice yearly with students. They utilize FACTS.org, Choices Planner and ePEP to assist students in developing a four-year plan and in making post-secondary decisions. All students are encouraged to take the PERT in 11th grade.

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

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 2010, only 26% of students entered the 9th grade having had Algebra I, which is 6% higher than the district but 7%% below the state average. Additionally, 55% of graduating students take at least one level 3 math course. Enrollment in non-college preparatory math courses (Informal Geometry and Liberal Arts Math) has been eliminated or reduced. Informal Geometry was completely eliminated from the schedule. Over half of the upperclassmen 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. 34% of 2010 graduates completed a Dual Enrollment course while in high school. The Career-Technical programs at Plantation High School have undergone a revision and in 2010 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 students at Plantation High School. The 34% 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 has had 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. 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 (PERT) 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.

Career Technical students can matriculate to post-secondary programs following graduation or participate in Technical Dual Enrollment in high school in Construction Technology and Automotive areas.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June 2013, 30% of students in grades 9 and 10 will score at level 3 on the FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% 213/1053	30% (316)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate preparation in SAT/ACT cross curricular strategies	Incorporate specific reading strategies that address ACT/SAT skills.	Principal, Assistant Principals, Reading Coach, Literacy Department Chairperson, Social Studies Department Chair, Career Tech Department Chair, Literacy Teachers	Results of PSAT in grade 10, AP Potential Results of weekly assessments derived from the College Board SAT site	2012-2013 results of PSAT, ACT, SAT
2	Collaborative discussion and oral presentation (Common Core)	Deliberate teaching of discussion models such as Socratic Seminar Utilize presentation models that incorporate speaking and listening skills Develop analytic rubrics for the assessment of discussion and presentation	Principal, Assistant Principals, Reading Coach, Literacy Department Chairperson, Social Studies Department Chair, Career Tech Department Chair, Literacy Teachers	Results of student assessments Classroom Walkthroughs Taping of student presentations	Socratic Seminar grades Assessments of oral presentations
3	Experience with exposure to ELA Common Core Standards	Provide professional development in higher order questioning and essential questions in PLCs Connect the Common Core Standards to learning experience (i.e. project-based learning) Implement College Board Spring Board Curriculum in grades 9, 10 and 12th grade PERT classes	Principal, Assistant Principals, Reading Coach, Literacy Department Chairperson, Social Studies Department Chair, Career Tech Department Chair, Literacy Teachers	Classroom walk-throughs and PLC observations. Records of PLCs	2013 FCAT Reading 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Forty-five percent of students taking the FAA will score at levels levels four, five and 6 in reading in June 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% 8/21	45% 9/21

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Level of Cognitive Ability Adequate preparation in FAA skills	Provide differentiated instruction through use of technology, small group instruction Use visual aids and manipulatives to assist students in comprehending reading material Use of Unique Learning System Curriculum Remediate skills through pullouts, pushins, after school and Saturday camps	ESE Specialist ESE Teachers Administrator (Brougher Bass)	Quarterly formative assessments Weekly mini-assessments to gauge progress	Results of 2013 FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By June 2013, the percent of students in grades 9 and 10 scoring at level 4 or 5 on the FCAT 2.0 Reading Assessment will increase from 16 to 22%
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (173/1053)	22%(231/1053)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited evidence of student data to drive instruction	Implement a plan for the use of data to drive instruction Differentiate instruction based on student data Conduct quarterly data chats with teachers	Principal, all assistant principals, reading coach, literacy department chair, social studies department chair, career tech department chair	Classroom walkthroughs Monitoring of data chats Records of PLCs Records of PLCs, results of FAIR, mini-assessments	2013 FCAT Reading Assessment

		Teachers conduct data chats with students based on FCAT,FAIR scores for the purpose of monitoring and goal setting Review and discuss data in PLCs			
2	Adequate preparation in SAT/ACT cross curricular strategies	Incorporate specific reading strategies that address ACT/SAT skills.	Principal, Assistant Principals, Reading Coach, Literacy Department Chairperson, Social Studies Department Chair, Career Tech Department Chair, Literary Teachers	Results of PSAT in grade 10 Results of weekly assessments derived from the College Board site	Results of PSAT, ACT, SAT
3	Experience and exposure to ELA Common Core Standards	Provide professional development in higher order questioning and essential questions in PLCs Connect the Common Core Standards to learning experience (i.e. project-based learning) Implement College Board Spring Board Curriculum in grades 9, 10 and in 12th grade PERT classes Conduct quarterly data chats with teachers Teachers conduct data chats with students based on FCAT 2.0 scores for the purpose of monitoring and goal setting	Principal, Assistant Principals, Reading Coach, Literacy Department Chairperson, Social Studies Department Chair, Career Tech Department Chair, Literary Teachers	Classroom walk-throughs. Records of PLCs Observations of PLCs	2013 FCAT Reading 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The percent of students scoring at level 7 on the FAA will increase to 25% by June 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% 4/21	25% 5/21

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Level of cognitive ability	Provide differentiated instruction using	ESE Specialist (L.Bartoletti)	Quarterly formative assessments	Results of 2013 FAA

1		technology, small group instruction, visual aids and manipulatives	ESE Teachers ESE Administrator (Brougher Bass)	Mini-assessments bi-weekly	
2	Adequate preparation in FAA skills	Incorporate specific reading strategies that align with the FAA Utilize the Unique Learning System curriculum Use a direct instruction approach and continuous assessment	ESE Specialist (L.Bartoletti) ESE Teachers ESE Administrator (Brougher Bass)	Quarterly formative assessments Mini-assessments bi-weekly	Results of 2013 FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By June 2013, students in grades 9 and 10 will increase learning gains in reading from 54 to 60%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (544/999)	60% (599/999)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of student data to drive instruction	Implement a plan for the use of data to drive instruction Differentiate instruction based on student data Conduct quarterly data chats with teachers Teachers conduct data chats with students based on FCAT, FAIR scores for the purpose of monitoring and goal setting Review and discuss data in PLCs	Principal, all assistant principal, reading coach, literacy department chair, social studies department chair, career tech department chair	Classroom walkthroughs Monitoring of data chats Records of PLCs Records of PLCs, results of FAIR, mini-assessments	2013 FCAT Reading Assessment
2	Deficiency in background knowledge/ vocabulary skills,and in main idea/purpose	Utilize pre-reading strategies for new vocabulary and to identify main idea and purpose Continue with "word of the day" strategy across content areas Extended learning opportunities, pullouts and pushins	Reading Coach and English/Literacy Department Chair	Classroom walkthroughs Bi-weekly review of vocabulary acquisition, achievement in main idea/purpose Bi-weekly Benchmark assessments, FAIR Scores	2013 FCAT Reading Assessment results
	Sustained reading endurance and fluency	Implement a monitored school-wide sustained	Reading Coach and English/Literacy	Monthly fluency and endurance probes	2013 FCAT

3	skills Reading/Writing Connection	silent reading program that incorporates written reading responses.	Department Chair	Classroom walkthroughs FAIR assessments	Reading, Writing Assessment results
4	Common, consistent use of research-based organizational templates across the curriculum	Engage students in the creation of non-linguistic representation of text through the use of Thinking Maps in all content areas.	Reading Coach and English/Literacy Department Chair	Periodic review of lesson plans Review of student Thinking Maps	2013 FCAT Reading Assessment Results
5	Expectations and rigor, use of higher order questioning	Implement College Board Spring Board Curriculum in grades 9, 10 and 12th grade PERT classes Implement Common Core Standards-higher order questioning Weekly support for teachers in six shifts for CCSS literacy	Reading Coach and English/Literacy Department Chair	Analysis of mini-assessment results FAIR results	2013 FCAT Reading Assessment results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	By June 2013, ESE students will increase their sscores on the FAA to 53% proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% 9/19	53% 10/19

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Level of cognitive ability	Provide differentiated instruction, small group learning experiences using visual aids, manipulatives, technology (ULS system)	ESE Teachers ESE Specialist (Lisa Bartoletti) ESE Administrator (Brougher Bass)	Benchmark assessments bi-weekly	2013 FAA scores
2	Adequate preparation in FAA tested skills	Incorporate specific reading skills that align with FAA tested skills Remediate through pullouts, pushins, afterschool and Saturday camp	ESE Teachers ESE Specialist (Lisa Bartoletti) ESE Administrator (Brougher Bass)	Benchmark assessments bi-weekly	2013 FAA scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By June 2013, students in the lowest 25% in grades 9 and 10 will increase learning gains in reading from 64 to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

64% (170/266)	70% (186)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of student data to drive instruction	Implement a plan for the use of data to drive instruction Differentiate instruction based on student data Conduct quarterly data chats with teachers Teachers conduct data chats with students based on FCAT, FAIR scores for the purpose of monitoring and goal setting Review and discuss data in PLCs	Principal, assistant principals ,reading coach, literacy department chair, social studies department chair, career tech department chair	Classroom walkthroughs Monitoring of data chats Records of PLCs, results of FAIR, mini-assessments	2013 FCAT Reading Assessment
2	Deficiency in vocabulary in context skills	Utilize pre-reading strategies for new vocabulary and to identify main idea and purpose Continue with "word of the day" strategy across content areas Extended Learning Opportunities and pullouts, push- ins	Principal, assistant principals ,reading coach, literacy department chair, social studies department chair, career tech department chair	FAIR results Bi-weekly benchmark assessments	2013 FCAT Reading results
3	Sustained reading endurance and fluency skills Reading/Writing Connection	Implement a monitored school-wide sustained silent reading program that incorporates written reading responses.	Principal, assistant principals ,reading coach, literacy department chair, social studies department chair, career tech department chair	Monthly fluency and endurance probes Classroom walkthroughs FAIR results	FCAT 2013 Reading, Writing Assessment results
4	Common, consistent use of research-based organizational templates across the curriculum	Engage students in the creation of non-linguistic representation of text through the use of Thinking Maps in all content areas.	Principal, assistant principals ,reading coach, literacy department chair, social studies department chair, career tech department chair	Analysis of mini-assessment results FAIR results	2013 FCAT Reading Assessment results
5	Rigor and expectations Higher Order Questioning	Implement College Board Spring Board Curriculum in grades 9, 10 and 12th grade PERT classes Implement Common Core Standards-higher order questioning Provide weekly support for teachers in the six	Principal, assistant principals ,reading coach, literacy department chair, social studies department chair, career tech department chair	Analysis of mini-assessment results FAIR results	2013 FCAT Reading Assessment results

		shifts for CCSS literacy.			

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Reading Goal # 5A : Plantation High School's target for 2011-2012 was 45% ; the performance was at 37%. The reading goal is to meet the target of 50% in 2013.			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	37%	50%	55%	60%	65%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By June 2013, the percent of all student subgroups not making satisfactory reading progress will decrease by 10% : White: 33%, Black: 61%, Hispanic: 49%, Asian 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percent of subgroups not making satisfactory progress in reading White: 43%(69/159), Black: 71% (486/683), Hispanic: 59% (92/155) Asian 30% (10/33)	Percent of subgroups not making satisfactory progress in reading: White:33% (52/159) , Black: 61% (416/683) , Hispanic: 49% (76/155), Asian: 20% (7/33)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of student data to drive instruction	Implement a plan for the use of data to drive instruction Differentiate instruction based on student data Conduct quarterly data chats with teachers Teachers conduct data chats with students based on FCAT, FAIR scores for the purpose of monitoring and goal setting Review and discuss data in PLCs	Principal, assistant principals ,reading coach, literacy department chair, social studies department chair, career tech department chair	Classroom walkthroughs Monitoring of data chats Records of PLCs Records of PLCs, results of FAIR, mini-assessments	2013 FCAT Reading Assessment
2	Students lack necessary background knowledge to adequately comprehend the material across the curriculum	In PLC's: Pre-Reading research-based strategies Extended Learning Opportunities and pullouts, push-ins Anticipation Guides (Develop lesson plans in PLC's (lesson study)	Literacy Department Chair Reading Coach Assistant Principal	Results of lesson study in PLC's on pre-reading strategies and anticipation guide lesson plans Analysis of student work FAIR assessments	2013 FCAT Reading results

		Use of in-house experts to facilitate the use of technology resources available to teachers			
3	Sustained reading endurance and fluency skills Reading/Writing across the curriculum	Implement a monitored school-wide sustained silent reading program that incorporates written reading responses.	Reading Coach, English/Literacy Department Chair	Monthly fluency and endurance probes Classroom walkthroughs FAIR results	2013 FCAT Reading, Writing Assessment results
4	Common, consistent use of research-based organizational templates across the curriculum	Engage students in the creation of non-linguistic representation of text through the use of Thinking Maps in all content areas.	Reading Coach, English/Literacy Department Chair	Analysis of mini-assessment results FAIR results	2013 FCAT Reading Assessment results
5	Rigor and expectations Higher Order Questioning	Engage students in the creation of non- linguistic representation of text through the use of Thinking Maps in all content areas. Implement College Board Spring Board Curriculum in grades 9, 10 and in 12th grade PERT classes	Reading Coach, English/Literacy Department Chair	Analysis of mini-assessment results Spring Board unit assessments and rubrics	2013 FCAT Reading Assessment results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By June 2013, the percent of ELL students not making satisfactory reading progress will decrease by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL students not making progress in reading: 92% (46/50)	Percent of ELL students making progress in reading: 82% (41/50)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of student data to drive instruction	Implement a plan for the use of data to drive instruction Differentiate instruction based on student data Conduct quarterly data chats with teachers Teachers conduct data chats with students based on FCAT, scores for the purpose of monitoring and goal setting Review and discuss data in PLCs	Principal, assistant principals ,reading coach, literacy department chair, social studies department chair, career tech department chair	Classroom walkthroughs Monitoring of data chats Records of PLCs Records of PLCs, results of FAIR, mini-assessments	2013 FCAT Reading Assessment
	English language proficiency	Use of ESOL strategies across the curriculum Integrate the use of technology as a means of	Assistant Principal ESOL Coordinator	Computer-based instruction management systems for collecting data on student progress	2013 FCAT Reading Assessment results 2013 CELLA Results

2		differentiating instruction: Rosetta Stone and Read On Extended Learning Opportunities in native language, pullouts, pushins, before and after school tutoring, Saturday Camp		Classroom walkthroughs FAIR results	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By June 2013, decrease the performance of ESE students not making satisfactory progress in reading by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percent of SWD students not making satisfactory progress in reading 85% (75/88)	Percent of SWD students not making satisfactory progress in reading 75% (66/88)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of student data to drive instruction	Implement a plan for the use of data to drive instruction Differentiate instruction based on student data Conduct quarterly data chats with teachers Teachers conduct data chats with students based on FCAT, FAIR scores for the purpose of monitoring and goal setting Review and discuss data in PLCs	Principal, assistant principals ,reading coach, literacy department chair, social studies department chair, career tech department chair	Classroom walkthroughs Monitoring of data chats records of PLCs Records of PLCs, results of FAIR, mini-assessments	2013 FCAT Reading Assessment
2	Mastery of standards/benchmarks Differentiation of Instruction	• Assess student strengths and weaknesses through diagnostic assessments • Group students in accordance with identified needs • Vary instructional methods and meet accommodations for students who are mainstreamed • Develop lesson plans in PLC's (Lesson Study) • Use research-based strategies, i.e. Marzano, in ESE classrooms	Reading Coach, ESE Admin., ESE Specialist	Review of Assessments: FAIR FAA	2013 FCAT Reading Assessment results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By June 2013, the percent of economically disadvantaged students not making satisfactory progress in reading will decrease by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students not making satisfactory progress in reading: 69% (490/706)	59% (416/706)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack necessary background knowledge to adequately comprehend the material across the curriculum	In PLC's Pre-Reading research-based strategies Anticipation Guides Use of in-house experts to facilitate the use of technology resources available to teachers	Reading Coach, Reading Department Chair	Results of lesson study in PLC's on pre-reading strategies and anticipation guide lesson plans analysis of student work FAIR assessments	2013 FCAT Reading Assessment
2	Sustained reading endurance and fluency skills	Implement a monitored school-wide sustained silent reading program that incorporates written reading responses.	Assistant Principal, Reading Coach	Monthly fluency and endurance probes Classroom walkthroughs Obsevations/records of PLCs FAIR assessments	2013 FCAT 2.0 Reading results

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards focus in PLCs	9-12	Literacy Department Chairperson	All literacy, language arts teachers	Early Release and teacher planning days	PLC sign-in sheets, minutes ad PLC observations	Literacy Department Chairperson Assistant Principal
Springboard Implementation	Grades 9,10 language arts teachers, grade 12 English PERT teachers	College Board Springboard trainers Literacy Department Chairperson	Grades 9,10 language arts teachers, grade 12 English PERT teachers	August 2013 First Quarter of 2012-2013 school year	Classroom walkthroughs, informal and formal observations	Literacy Department Chairperson Assistant Principal Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Sustained, silent reading- One Book, One School	Paperback books, "A Dog's Purpose"-600 copies	Accountability funds	$6,000.00
Extended learning opportunities for students	Teacher salary for after school and Saturday camps	Carl Perkins	$5,000.00
			Subtotal: $11,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Testmaker Pro	Development and scoring of benchmark assessments	Accountability, Carl Perkins	$2,500.00
			Subtotal: $2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase student reading achievement levels	IB World Magazine-monthly subscription	School Budget-IB	$500.00
			Subtotal: $500.00
			Grand Total: $14,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

** When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).*

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	ELL students in grades 9-12 will earn a cluster scale score of 739 (proficient) in the listening and speaking portion of CELLA
2012 Current Percent of Students Proficient in listening/speaking:	
43% (48/112)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	English language proficiency • Various levels of formal education • Limited opportunity for oral practice • Deficiency in background knowledge,	Differentiate instruction based on student data Review and discuss data in PLCs Use of ESOL strategies across the curriculum Integrate the use of technology as a means	Assistant Principal ESOL Coordinator	Software management system data for Read On! Bi-weekly mini-assessments to gauge student progress CELLA practice instruments	CELLA results

1	vocabulary skills	of differentiating instruction: Rosetta Stone and Read On Extended Learning Opportunities pullouts, push-ins, before and after school tutoring, Saturday Camp Placement in speech classes			

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	ELL students in grades 9-12 will earn a cluster scale score of 778 (proficient) in the Reading portion of CELLA
2012 Current Percent of Students Proficient in reading:	
19% (21/113)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited English language proficiency • Deficiency in background knowledge/ vocabulary skills and in main idea/purpose • Lack of necessary background knowledge and formal education to adequately comprehend the material across the curriculum	Differentiate instruction based on student data Teachers conduct data chats with students based on FCAT and CELLA scores for the purpose of monitoring and goal setting Review and discuss data in PLC Utilize pre-reading strategies for new vocabulary and to identify main idea and purpose Continue with "word of the day" strategy across content areas Use of ESOL strategies across the curriculum Integrate the use of technology as a means of differentiating instruction: Rosetta Stone and Read On Extended Learning Opportunities, pullouts, push-ins, before and after school tutoring, Saturday Camp	Assistant Principal ESOL Coordinator	Computer- based instruction management systems for collecting data on student progress Classroom walkthroughs FAIR Results Monitoring of data chats Records of PLCs Observations of PLCs, results of FAIR, mini-assessments	2013 FCAT 2.0 results CELLA results

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	ELL students in grades 9-12 will earn a cluster scale score of 746 (proficient) in the Writing portion of CELLA
2012 Current Percent of Students Proficient in writing:	
36% (32/111)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited English language proficiency • Various level of formal education • Deficiency in background knowledge/ vocabulary skills • Exposure to direct grammar instruction	Differentiate instruction based on student data Teachers conduct data chats with students based on FCAT and CELLA scores for the purpose of monitoring and goal setting Review and discuss data in PLCs Continue with "word of the day" strategy across content areas Use of ESOL strategies across the curriculum Integrate the use of technology as a means of differentiating instruction: Rosetta Stone and Read On Extended Learning Opportunities in native language, pullouts, push-ins, before and after school tutoring, Saturday Camp Review “Lessons Learned” from FCAT Writing (state report). Work in PLC groups to develop strategies for writing instruction Direct grammar instruction in Literacy and World Language Departments Emphasize the use of Thinking Maps as a prewriting strategy and as a method to improve the Reading/Writing connection.	Assistant Principal ESOL Coordinator	Prompt writing practices for collecting data on student progress Classroom walkthroughs BAT Writing results Monitoring of data chats Records of PLCs Observations of PLCs, results BAT Prompt Writing	2013 FCAT Writing, CELLA results

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Dictionaries in multiple languages to support ESOL students in acquiring English language skills	Replenishment of dictionaries	Budget (non-adopted textbooks)	$1,500.00
			Subtotal: $1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiation of instruction and integration of technology into the curriculum	Renewal of Rosetta Stone site license	Carl Perkins	$2,000.00
			Subtotal: $2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,500.00

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

** When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	By June 2013, the scores of students scoring at levels 4, 5 and 6 in mathematics on the FAA will increase by 10%, from 29% to 39% proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (6/21)	39% 8/21

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Level of cognitive Ability Adequate preparation in FAA skills	Provide differentiated instruction in small groups Implement hands-on labs and extensive use of visual aids Utilize the Unique Learning System (ULS) Remediate through pullouts, pushins and after school tutoring	ESE Specialist ESE Administrator	Bi-weekly mini-assessment to gauge student progress	2013 FAA scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	By June 2013, the scores of students scoring at or above levels 7 in mathematics on the FAA will increase by 10%, from 29% to 39% proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (6/21)	39% (8/21)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Level of Cognitive Ability Adequate Preparation in FAA skills	Provide differentiated instruction in small groups Implement hands-on labs and extensive use of visual aids	ESE Specialist ESE Administrator	Bi-weekly mini-assessments to gauge student progress	Scores on 2013 FAA

		Utilize the Unique Learning System (ULS) Remediate through pullouts, pushins and after school tutoring			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	By June 2013, the percent of students making learning gains in mathematics on the FAA will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (8/19)	54% (10/19)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Level of Cognitive Ability	Provide differentiated instruction in small groups Implement hands-on labs and extensive use of visual aids Utilize the Unique Learning System (ULS) Remediate through pullouts, pushins and after school tutoring	ESE Specialist ESE Administrator	Bi-weekly mini-assessments	2013 FAA Scores

Algebra End-of-Course (EOC) Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	By 2013, the scores of student scoring at achievement level 3 on the Algebra EOC will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (176/490)	46% (225/490)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Limited exposure and experience with Common Core Mathematics Standards	PLC focus on bridging NGSSS standards to CCSS Math Standards Implement higher order questioning and essential questions in PLC Connect the Common Core Standards to learning experience	Principal, Assistant Principal, and Department Chairperson.	Classroom walk-throughs PLC observations and records	2013 Algebra EOC results
2	Differentiation of Algebra instruction	Assess student strengths and weakness Group students according with identified needs Vary instructional methods. Problem solving methodology	Assistant Principal, Math Department Chairperson	EOC midterm examination scores Classroom walk-throughs	2013 Algebra EOC results
3	Algebraic thinking skills needed to be successful on the EOC	Develop assessments to acclimate students to the types of questions on the EOCs	Assistant Principal, Department Chairperson	Analysis of benchmark assessments Classroom walk-throughs	2013 Algebra EOC results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	By June 2013, the scores of students scoring at or above achievement level 4 on the Algebra EOC will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (28/490)	16% (78/490)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited exposure and experience with Common Core Mathematics Standards	PLC focus on bridging NGSSS standards to CCSS Math Standards Provide professional development in higher order questioning and essential questions in PLC Connect the Common Core Standards to learning experience	Principal, Assistant Principal, and Department Chairperson	Classroom walk-throughs PLC observations and records	2013 Algebra EOC results
2	Focus on analysis and application of math concepts in instruction	Increase use of higher order questions, problem solving in instruction Design and evaluate lessons in PLCs (Lesson Study)	Principal, Assistant Principal, and Department Chairperson	Lesson Plans Minutes and PLC observations Midterm EOC exams	2013 Algebra EOC results
3	Enrichment – provide SAT/ACT prep	Utilize SAT and ACT Prep books weekly, to include problem of the day.	Principal, Assistant Principal, and Department Chairperson	Review results of SAT/ACT prep assessments PSAT results Student Data Chats	2013 SAT, ACT scores

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Algebra Goal # 3A : The Algebra target for 2011-2012 was 42%. The percent of Algebra students with a satisfactory score was 42%. That target was met. The target of 42% scoring satisfactory in Algebra will be			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	42%	42%	48%	53%	59%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	by June 2013, reduce the percent of students in each subgroup not making satisfactory progress in Algebra by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percent of students not proficient: White 49% (35/71) Black 63% (210/332) Hispanic 47% (29/62) Asian 33% (5/15)	Percent not proficient: White 39% (28/71) Black 53% (175/332) Hispanic 37% (23/62) Asian 23% (3/15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of student data to drive instruction	Implement a plan for the use of data to drive instruction Differentiate instruction based on student data Conduct quarterly data chats with teachers Teachers conduct data chats with students based on, BAT I, II scores, EOC midterm for the purpose of monitoring and goal setting Review and discuss data in PLCs	Principal assistant principal, department chair	Classroom walkthroughs Monitoring of data chats Observations of PLCs Records of PLCs, results of BAT I, II, mini-assessments	2013 Algebra EOC results
2	Mastery of strands, benchmarks: Algebra, Geometry Differentiated Instruction	Assess student strengths and weaknesses Group students in accordance with identified needs Vary instructional methods Extensive support: After school tutoring and pullouts Algebra Retake tutoring beginning the first week	Assistant Principal Department Chair	Review of benchmark assessments Results of EOC midterm exams Classroom walkthroughs	2013 Algebra EOC results

		in October 2012 and tutoring for the spring administration to begin no later than February 1, 2013			
3	Limited exposure and experience with Common Core Mathematics Standards	PLC focus on bridging NGSSS standards to CCSS Math Standards Implement higher order questioning and essential questions in PLC Connect the Common Core Standards to learning experience	Principal, Assistant Principal, and Department Chairperson.	Classroom walk-throughs PLC observations and records	2013 Algebra EOC results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	By June 2013, reduce the number of ELL students not making satisfactory progress in Algebra by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (16/30)	43% (13/30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of student data to drive instruction	Implement a plan for the use of data to drive instruction Differentiate instruction based on student data Conduct quarterly data chats with teachers Teachers conduct data chats with students based on BAT I, II scores, EOC midterm, for the purpose of monitoring and goal setting	Principal, assistant principal, department chair	Classroom walkthroughs Monitoring of data chats Observations of PLCs Records of PLCs, results of BAT I, II, mini-assessments	2013 Algebra EOC results
2	Proficiency in English	Provide tutoring in native language Provide staff development for teachers on effective ELL strategies Extensive support: After school tutoring and pullouts Algebra Retake tutoring beginning the first week in October 2012 and tutoring for the spring administration to begin no later than February 1, 2013	Assistant Principal Department Chair Chair	Analyze benchmark assessment data EOC Midterm exam scores Classroom Walkthroughs	2013 Algebra EOC results CELLA results
	Limited exposure and experience with Common Core Mathematics	PLC focus on bridging NGSSS standards to CCSS Math Standards	Assistant principal, department chair	Classroom walkthroughs PLC observations and	2013 Algebra EOC results

3	Standards	Implement higher order questioning and essential questions in PLC Connect the Common Core Standards to learning experience		Records	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	by June 2013, reduce the percent of SWD students not making satisfactory progress in Algebra by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (29/39)	64% (25/39)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of student data to drive instruction	Implement a plan for the use of data to drive instruction Differentiate instruction based on student data Conduct quarterly data chats with teachers Teachers conduct data chats with students based on EOC midterm, BAT I, II scores for the purpose of monitoring and goal setting Review and discuss data	Principal, assistant principal, department chair	Classroom walkthroughs Monitoring of data chats Observations of PLCs Records of PLCs, results of BAT I, II, mini-assessments	2013 Algebra EOC results
2	Differentiated Instruction Use of manipulatives to bring math concepts from the abstract to the concrete	Diagnose student strengths and weaknesses Group students in accordance with identified needs, IEP accommodations Vary instructional methods utilizing research- based strategies Develop lesson plans in PLC's (Lesson Study) Extensive support: After school tutoring and pullouts Algebra Retake tutoring beginning the first week in October 2012 and tutoring for the spring administration to begin	Assistant Principal Department Chair	Analyze benchmark assessments EOC midterm exam scores PLC minutes and observations Classroom Walkthroughs	2013Algebra EOC results

		no later than February 1, 2013			
3	Limited exposure and experience with Common Core Mathematics Standards	PLC focus on bridging NGSSS standards to CCSS Math Standards Implement higher order questioning and essential questions in PLC Connect the Common Core Standards to learning experience	Principal, Assistant Principal, and Department Chairperson.	Classroom walk-throughs PLC observations and records	2013 Algebra EOC results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	By June 2013, reduce the percent of economically disadvantaged students not making satisfactory progress in Algebra by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (195/340)	47% (160/340)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of student data to drive instruction	Implement a plan for the use of data to drive instruction Differentiate instruction based on student data Conduct quarterly data chats with teachers Teachers conduct data chats with students based on EOC midterm, BAT I, II scores for the purpose of monitoring and goal setting Review and discuss data in PLCs	Principal, assistant principal, department chair	Classroom walkthroughs Monitoring of data chats Observations of PLCs Records of PLCs Results of BAT I, II, mini-assessments	2013 Algebra EOC results
2	Mastery of strands, benchmarks: Algebra Differentiated Instruction	Assess student strengths and weaknesses Group students in accordance with identified needs Vary instructional methods Data chats with teachers, students Extensive support: Saturday Camp, before and after school tutoring, pullouts and pushins Extensive support: After school tutoring and pullouts	Principal, Assistant Principal, and Department Chairperson.	Review of benchmark assessments Results of EOC midterm exams Classroom walkthroughs	2013 Algebra EOC results

		Algebra Retake tutoring beginning the first week in October 2012 and tutoring for the spring administration to begin no later than February 1, 2013 Develop assessments to acclimate students to the types of questions on the EOCs			
3	Limited exposure and experience with Common Core Mathematics Standards	PLC focus on bridging NGSSS standards to CCSS Math Standards Implement higher order questioning and essential questions in PLC Connect the Common Core Standards to learning experience	Principal, Assistant Principal, and Department Chairperson.	Classroom walkthroughs PLC observations and minutes	2013 Algebra EOC results

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	By June 2013, the percent of students scoring at level 3 on the Geometry EOC will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (147/475)	46% (218/475)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of student data to drive instruction Level scores have not yet been calculated by the DOE. T score data has been used as baseline data	Continue to implement plans for the use of data to drive instruction Differentiate instruction based on student data Conduct quarterly data chats with teachers Teachers conduct data chats with students based on BAT scores for the purpose of monitoring and goal setting Review and discuss data in PLCs	Principal, Assistant Principal department chair	Classroom walkthroughs Monitoring of data chats Records/Observations of PLCs Results of BAT mini-assessments	2013 Geometry EOC assessment

2	Limited exposure and experience with Common Core Mathematics Standards	PLC focus on bridging NGSSS standards to CCSS Math Standards Higher order questioning and essential questions in PLC Connecting the Common Core Standards to learning experience	Principal, Assistant Principal, and Department Chairperson.	Classroom walk-throughs PLC observations and records	2013 Geometry EOC results
3	Application of math concepts to real life	Assess student strengths and weaknesses Group students in according with identified needs Vary instructional methods	Assistant Principal, Math Department Chairperson	EOC midterm examination scores Classroom walk-throughs	2013 Geometry EOC resutls
4	Geometry Skills	Assess students strengths and weaknesses Develop assessments to acclimate students to the types of questions on the EOC	Assistant Principal, Math Department Chairperson	EOC midterm examination scores Classroom walk-throughs.	2013 Geometry EOC results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	By June 2013, the percent of students scoring at or above achievement level 4 in Geometry will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (70/475)	25% (119/475)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Focus on analysis and application of math concepts in instruction Use problem solving as a method of teaching	Increase use of higher order questions, problem solving in instruction Design and evaluate lessons in PLCs (Lesson Study)	Principal, Assistant Principal, and Department Chairperson	Lesson Plans Observations and minutes of PLCs Midterm EOC exams	2013 Geometry EOC Results
2	Enrichment – provide SAT/ACT prep	Utilize SAT and ACT Prep books weekly	Principal, Assistant Principal, and Department Chairperson	Review results of SAT/ACT prep assessments	2013 SAT, ACT scores

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will	Geometry Goal # No baseline data was reported for Geometry in 2011-2012.

reduce their achievement gap by 50%.	3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	By June 2013, the percent of student subgroups not making satisfactory progress in Geometry will be reduced by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percent not making satisfactory progress White 36% (27/74) Black 59% (183/311) Hispanic 59% (41/69) Asian 29% 4/14	Percent not making satisfactory progress White 26% (19/74) Black 49% (152/311) Hispanic 49% (33/69) Asian 19% (3/14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of student data to drive instruction Level scores have not yet been calculated by the DOE. T score data has been used as baseline data	Implement a plan for the use of data to drive instruction Differentiate instruction based on student data Conduct quarterly data chats with teachers Teachers conduct data chats with students based on BAT scores for purpose of monitoring and goal setting.	Principal, assistant principal, department chair	Classroom walkthroughs Monitoring of data chats Observations of PLCs Records of PLCs, results of BAT I, II, mini-assessments	2013 Geometry EOC Results
2	Mastery of strands, benchmarks: Geometry Differentiated Instruction	Assess student strengths and weaknesses Group students in accordance with identified needs Vary instructional methods Data chats with teachers, students Extensive support: Saturday Camp, before and after school tutoring, pullouts and pushins Develop assessments to acclimate students to the types of questions on the EOCs	Assistant Principal Department Chair	Classroom walkthroughs Monitoring of data chats Observations of PLCs Records of PLCs Results of BAT I, II, mini- assessments	2013 Geometry EOC results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas

in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	by June 2013, the percent of ELL students not making satisfactory progress in Geometry will be reduced by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (15/26)	48% (12/26)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of student data to drive instruction Level scores have not yet been calculated by the DOE. T score data has been used as baseline data	Implement a plan for the use of data to drive instruction Differentiate instruction based on student data Conduct quarterly data chats with teachers Teachers conduct data chats with students based on BAT I, II scores for the purpose of monitoring and goal setting Review and discuss data in PLCs	Principal, assistant principal, department chair	Classroom walkthroughs Monitoring of data chats Observations of PLCs Records of PLCs, Results of BAT I, II, mini- assessments	2013 Geometry EOC Assessment
2	Mastery of strands, benchmarks: Geometry Differentiated Instruction	Assess student strengths and weaknesses Group students in accordance with identified needs Vary instructional methods Data chats with teachers, students Extensive support: Saturday Camp, before and after school tutoring, pullouts and pushins Develop assessments to acclimate students to the types of questions on the EOCs	Assistant Principal Department Chair	Classroom walkthroughs Monitoring of data chats Observations of PLCs Records of PLCs, results of BAT, and mini-assessments	2013 Geometry EOC Assessment
3	Proficiency in English	Provide tutoring in native language Provide staff development for teachers on effective ELL strategies	Assistant Principal Department Chair	Analyze benchmark assessment data EOC Midterm exam scores Classroom Walkthroughs	2013 Geometry EOC Results CELLA results
4	Limited exposure and experience with Common Core Mathematics Standards	PLC focus on bridging NGSSS standards to CCSS Math Standards Higher order questioning and essential questions in PLC Connecting the	Principal, Assistant Principal, and Department Chairperson.	Classroom walk-throughs PLC observations and records	2013 Geometry EOC results

		Common Core Standards to learning experience			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	by June 2013, the percent of SWD students not making satisfactory progress in Geometry will be reduced by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (25/32)	68%(21/32)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of student data to drive instruction Level scores have not yet been calculated by the DOE. T score data has been used as baseline data	Implement a plan for the use of data to drive instruction Differentiate instruction based on student data Conduct quarterly data chats with teachers Teachers conduct data chats with students based on EOC midterm, BAT I, II scores for the purpose of monitoring and goal setting Review and discuss data in PLCs	Principal, assistant principal, department chair	Classroom walkthroughs Monitoring of data chats Observations of PLCs Records of PLCs Results of BAT I, II mini- assessments	2013 Geometry EOC Results
2	Mastery of strands, benchmarks: Geometry Differentiated Instruction	Assess student strengths and weaknesses Group students in accordance with identified needs Vary instructional methods Data chats with teachers, students Extensive support: Saturday Camp, before and after school tutoring, pullouts and pushins Develop assessments to acclimate students to the types of questions on the EOCs	Assistant Principal Department Chair	Classroom walkthroughs Monitoring of data chats Observations of PLCs Records of PLCs Results of BAT I, II, mini- assessments	2013 Geometry EOC results
3	Differentiated Instruction Use of manipulatives to bring math concepts from the abstract to the concrete	Diagnose student strengths and weaknesses Group students in accordance with identified needs, IEP	Assistant Principal Department Chair	Analyze benchmark assessments EOC midterm exam scores PLC minutes	2013 Geometry EOC results FAA results

		accommodations			
4	Limited exposure and experience with Common Core Mathematics Standards	PLC focus on bridging NGSSS standards to CCSS Math Standards Higher order questioning and essential questions in PLC Connecting the Common Core Standards to learning experience	Principal, Assistant Principal, and Department Chairperson.	Classroom walk-throughs PLC observations and records	2013 Geometry EOC results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	by June 2013, the percent of economically disadvantaged students not making satisfactory progress in Geometry will be reduced by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (175/318)	45% (143/318)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of student data to drive instruction Level scores have not yet been calculated by the DOE. T score data has been used as baseline data	Implement a plan for the use of data to drive instruction Differentiate instruction based on student data Conduct quarterly data chats with teachers Teachers conduct data chats with students based on EOC midterm, BAT I, II scores for the purpose of monitoring and goal setting Review and discuss data in PLCs	Assistant Principal, Department Chair	Classroom walkthroughs Monitoring of data chats Observations of PLCs Records of PLCs Results of BAT I, II, mini- assessments	2013 Geometry EOC Results
2	Mastery of strands, benchmarks:Geometry Differentiated Instruction	Assess student strengths and weaknesses Group students in accordance with identified needs Vary instructional methods Data chats with teachers, students Extensive support: Saturday Camp, before and after school tutoring, pullouts and pushins Develop assessments to	Assistant Principal Department Chair	Classroom walkthroughs Monitoring of data chats Observations of PLCs Records of PLCs Results of BAT I, II, mini- assessments	2013 Geometry EOC results

		acclimate students to the types of questions on the EOCs			
3	Limited exposure and experience with Common Core Mathematics Standards	PLC focus on bridging NGSSS standards to CCSS Math Standards Higher order questioning and essential questions in PLC Connecting the Common Core Standards to learning experience	Regina Cameron-Assistant Principal Sandra Urbano-Department Chair	Classroom walk-throughs PLC observations, records	2013 Geometry EOC results

End of Geometry EOC Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Bridging Common Core Standards and NGSSS	9-12	Department Chairperson	All math teachers	Early Release and Teacher Planning Days in PLCS	Observations, minutes, agendas of PLCs Analysis of student work products	Assistant Principal and Math Department Chairperson

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Remedial support for students	Teacher salary for afterschool and Saturday tutoring	Carl Perkins	$5,000.00
			Subtotal: $5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $5,000.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

** When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	By June 2013, the percent of ESE students scoring at levels 4, 5, and 6 on the FAA science assessment will increase to 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (4)	71% (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Level of cognitive ability Adequate preparation in FAA Skills	Provide differentiated small group instruction (ULS System) Utilize visual aids and hand-on demonstrations Incorporate specific science strategies that address the FAA skills	ESE Specialist ESE Administrator	Bi-weekly formative assessments that mirror the FAA	2013 FAA results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	By June 2013, the percent of ESE students scoring at level 7 on the FAA science assessment will increase to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (1)	28% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Level of cognitive ability Adequate preparation in FAA skills	Provide differentiated, small group instruction utilizing the ULS System Utilize visual aids and hands-on demonstrations Incorporate specific science strategies that	Lisa Bartoletti ESE Administrator	Bi-weekly formative assessments	2013 FAA resutls

		incorporate FAA skills			

Biology End-of-Course (EOC) Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	By June 2013, the percent of students scoring at level 3 on the Biology EOC will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
127/384 (33%)	43% (165/384)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Incorporating CCSS into science assessments	1.1. Develop and implement science research projects	1.1. Assistant Principal and Science Department Chairperson	1.1. PLCs will share experiences and student work PLC Observations	1.1. Quality of Student produced work Teacher designed research products
2	1.2 Prior knowledge of science content related to the Bodies of Knowledge, vocabulary and comprehension Teacher knowledge of the Common Core standards in Biology	1.2. Administer a pretest to assess student prior knowledge Differentiate instruction to include weak areas as identified by pretest results. Use the five E's instructional model. Continue to train teachers in unwrapping the benchmarks for the new science standards	1.2 Assistant Principal and Science Department Chairperson	1.2 Review classroom assignments and assessments. Biology EOC District Midterm Exam	1.2 2013 Biology EOC results
	1.3 Application of science concepts to real life situations	1.3. Development of student projects which make the connection between Biology concepts and real life (using the Understanding by	1.3 Assistant Principal and Science Department Chairperson	1.3 Review course syllabi, monitor lesson plans, classroom activity, observations.	1.3 Formative assessments Student lab reports Student projects

3		Design Program) Increase in time used in the lab to support Biology concepts discussed, utilizing a common lab report (writing across the curriculum) Develop a plan for research papers and science projects to be required in each discipline.			
4	1.4 Foundation Skills in Biology	1.4 Provide extended learning opportunities. Utilize FCAT Explorer questions for Biology	1.4 Assistant Principal and Science Department Chairperson	1.4 Review Bodies for Knowledge with students who attended ELO's Biology EOC midterm results	1.4 2013 Biology EOC results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	By June 2013, the percent of students scoring at or above achievement level 4 on the Biology EOC will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (96/384)	35% (134/384)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Incorporating CCSS into science assessments	2.1. Develop and implement science research projects	2.1. Assistant Principal and Science Department Chairperson	2.1. PLCs will share experiences and student work PLC Observations	2.1. Student produced work 2013 Biology EOC results
2	2.2. Inquiry/Problem Solving Skills	2.2. Develop vertical articulations within science courses to prepare students for the Biology EOC Use the 5 E's model of instruction	2.2. Assistant Principal and Science Department Chairperson	2.2. Biology EOC midterm assessments Review of lesson plans by Assistant Principal	2.2. 2013 Biology EOC results
3	2.3 Insufficient Scientific Process skills Use of skills to apply concepts	2.3 Use of 5 E's model of instruction. Use of a common Lab report format	2.3 Assistant Principal and Science Department Chairperson	2.3 Administration review of lab reports. Classroom walk-throughs	2.3 2013 Biology EOC results Quality of lab reports

		Examine student lab reports in PLCs.		PLC minutes and observations Biology EOC midterm exams	
4	2.4 Research/presentation skills	2.4 Develop student projects requiring research and classroom presentation of products Utilize Understanding by Design model for rigorous classroom projects	2.4 Assistant Principal and Science Department Chairperson	2.4 Student projects Observation of student presentations	2.4 2013 Biology EOC results Quality of projects (standardized analytic rubric)

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Five E's science Instructional model for the Scientific Process	Grades 9-12	Previously trained teachers	All Science teachers Follow-up in PLCs with Lesson Study	Early Release and Teacher Planning days	Demonstration classrooms and modeling. Classroom Walk-through Data Examples of student work	Assistant Principal and Science Department Chairperson
Project-based learning with integration of technology (Understanding by Design)	Grades 9-12	Understanding by Design trained faculty member and administrator	All Science teachers Follow-up in PLCs with Lesson Study	Early Release and Teacher Planning days	Modeling of technology integration Classroom Walk-through data Examples of student work	Assistant Principal and Science Department Chairperson
Unwrapping the Common Core Standards	Grades 9-12	District Training	All Science teachers Follow-up in PLCs with Lesson Study	Early Release and Teacher Planning days	Monitoring of objectives, instruction through walk-throughs, lesson plans	Assistant Principal and Science Department Chairperson

Science Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Application of concepts, project-based learning	Materials and supplies for project-based learning	Budget (Accountability)	$1,500.00
			Subtotal: $1,500.00
			Grand Total: $1,500.00

End of Science Goals

Writing Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By June 2013, students in grade 10 will increase proficiency (3.0 or higher) on the FCAT Writing Assessment from 85% to 95%
2012 Current Level of Performance:	2013 Expected Level of Performance:
85.6% (424/495)	95% (470/495)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Getting clarity on the scoring of writing assessment and understanding the state's requirements for a passing score (4.0) to increase writing skills.	Review "Lessons Learned" from FCAT Writing (state report). Work in PLC groups (9th and 10th grade) to develop strategies for writing instruction. Tenth grade history teachers will administer a monthly writing prompt making the connection to using historical and current events as support for the prompt.	Literacy Department Chair Social Studies Department Chair Assistant Principals	FCAT Prompt Results (District and School). School Prompts administered in Social Studies and Literacy/ELA classes	2013 FCAT Writing Assessment Results
2	Student exposure to direct grammar instruction (affecting writing scores on FCAT, SAT, ACT)	Direct grammar instruction in Literacy and World Language Departments Integrate SAT/ACT preparation into Literacy courses	Literacy Department Chair World Language Department Chair Assistant Principals	FCAT Prompt Results (District and School). School prompts administered in Social Studies and Literacy/ELA classes. PLC Plans, PLC Observations Classroom observations utilizing Marzano	2013 FCAT Writing Assessment Results 2012-2013 SAT Score Results

				iObservation Tool Professional Development attendance logs	
3	Writing/Reading across the curriculum; reading/writing connection.	Integration of Common Core Standards in content areas Administer monthly prompts in Social Studies Department. Emphasize the use of Thinking Maps as a prewriting strategy and as a method to improve the Reading/Writing connection. Scholastic ID training focused on Reading/Writing Connection	Literacy Department Chair Content-Area Department Chairs Assistant Principals	FCAT Prompt analysis of results (District and School). PLC observations, agendas, minutes Classroom observations utilizing Marzano iObservation Tool	2013 FCAT Writing Assessment Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	by June 2013, the percent of students scoring a 4 or higher on the FCAT Writing Assessment will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (4/10)	50% (5/10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Level of cognitive ability Adequate preparation in FAA skills	Daily writing activity to build skills Incorporate specific writing skills that address the FAA requirements Utilize thinking maps, a visual pre-writing strategy Daily vocabulary development	ESE Specialist Assistant Principal	FAA Practice Prompt Results (District and School). Bi-weekly formative classroom assessments	2013 FAA Writing Assessment Results

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Alignment and implementation of Common Core Standards in Writing Include Springboard training on writing expectations	grades 9-12	ELA Department Chair Springboard (College Board) trainers District Writing Support	PLCs in ELA Department	Meetings during school year (Early Release and Teacher Planning Days)	Analysis of student writing products as compared to BAT I writing analysis (used as a baseline)	Assistant Principal

Writing Budget:

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

End of Writing Goals

U.S. History End-of-Cource (EOC) Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	60% of 11th grade students taking the U.S. History End of Course Exams will score proficient
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Data available	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reading Comprehension and text complexity of informational text and documents	Create a culture of literacy throughout the school. Implementation of DBQ's and higher orderquestioning utilizing DOK	Principal, Assistant Principal, Social Studies Department Chair, Reading Coach	Mini-Assessment data U.S. History District Mid-term	U.S. History EOC results
2	Limited experience and exposure to ELA Common Core Standards	Higher order questioning and essential questions in PLC Connecting the Common Core Standards to learning experience	Principal, Assistant Principal, Social Studies Department Chair, Reading Coach	Classroom observations Records of PLC's and PLC observations	U.S. History EOC results
3	Limited evidence of student data to drive instruction	Content based mini-assessments that incorporate Common Core ELA standards	Principal, Assistant Principal, Social Studies Department Chair, Reading Coach	Mini-Assessment Results	U.S. History EOC results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	90% of 11th grade students scoring at or above Achievement Level 4 on 10th grade FCAT Reading will score proficient on the U.S. History EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
No 2012 Data Available	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reading Comprehension and text complexity	Create a culture of literacy throughout the school Implementation of DBQ's and higher order questioning utilizing DOK Incorporation of SAT and ACT test preperation components	Principal, Assistant Principal, IB Magnet Coordinator, Department Head and Reading Coach	Mini-Assessment data U.S History District Mid-term exam College Readiness scores and number of students qualifying as College Ready	U.S. History EOC College Readiness Numbers

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Implementation of Common Core State Standards (ELA Literacy Standards) and project-based learning based on UBD model)	Grades 9-12	Principal, Assistant Principal	Social Studies teachers by course and PLC	Early Release and Planning Days	Records of PLCs, Classroom observations	Principal Assistant Principal, department chair
Preparation for US History EOC	Grade 11 for baseline in 2012-2013	Assistant Principal	Grade 11 PLC	Early Release and Planning Days	Records of PLC, classroom observations	Assistant Principal, Department Chair

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Project-Based learning and implementation of the Common Core	Understanding by Design Workbooks for teachers (15 books)	Accountability	$375.00
			Subtotal: $375.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $375.00

End of U.S. History EOC Goals

Attendance Goal(s)

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	By June 2013, the average daily attendance will increase from 92.9% to 95%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

92.9%	95%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
494	400
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
208	150

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student tardiness	Parent Contact: Parent Link Call, conference with administrator	Attendance Clerk Assistant Principal	Attendance record review	Compared to previous school year: Reduction in number of days tardy and reduction in number of tardy minutes
2	Increase in absences on Early Release Days	Incentive for attendance on early release days, accountability for attendance	Assistant Principal	Attendance record review	Decrease in number of absences as compared to previous year's data
3	Excessive Absences: Attendance Rate	Contact parents of students exibiting excessive absenteeism, request acceptable documentation after 5th absence Provide parent information on attendance and aacademic performance, via parent symposium	Attendance Clerk Guidance Staff School Social Worker	Quarterly Attendance record review	Compare to previous school year: increase in attendance rate and decrease in number of excused/unexcused absences from prior school year

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Review of attendance policy and procedural manual (teacher handbook)	9-12	School Administration	All staff	Pre-planning week, August 2012	Quarterly review of Pinnacle records to ensure faculty compliance with policy	Assistant principal in collaboration with attendance clerk, guidance and school social worker
Parent Symposium, Topic: Attendance	9-12	School Administration, Guidance, Social Worker	All parents and staff	October 2012	Follow-up articles in newsletter, on school web site and parent caller	Principal

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By June 2013, reduce the number of in-school and external suspensions by 5%.(727 to fewer than 690)
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
454	431
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
273	260
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

273	260
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
194	184

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ineffective classroom management	Provide CHAMPS Classroom Management training to targeted staff	Assistant Principals	Classroom walkthroughs	Rubric or time on task instrument
2	Number of referrals resulting in suspension	Consistent application of rules, expectations, discipline procedures: Provide mentoring through MTL PRogram Identify teachers who submit most disciplinary referrals Provide coaching/mentoring opportunities Refer to RtI/CPST	Assistant Principals Department Chairs	Classroom walkthroughs Decrease in discipline referrals Coaching/mentoring logs RtI/CPST notes and documentation	Comparison of suspension rate, reduction in referrals from 2011-2012 to 2012-2013
3	Lack of student engagement during instructional time	MTL Mentoring program Provide a high ratio of positive interactions Build positive relationships with students Design engaging projects and activities to motivate students Increase time on task	Guidance Personnel School Social Worker Assistant Principals	Student focus groups, survey	Decrease in student disciplinary referrals resulting in suspension
4	Lack of schoolwide behavior plan that emphasizes incentives for positive behavior	Develop school-wide behavior plan which addresses school-wide behavior needs. (This plan is not synonymous with the Discipline Matrix) Behavior plan contains proactive strategies to reduce misbehavior Behavior plan contains a student reward system	Administrator, select members of RtI team and SAC	Uniform implementation of plan school-wide Common area observations and supervision	Reduction in discipline referrals Reduction in student suspensions Increase in positive interactions with students

Professional Development (PD) aligned with Strategies through Professional Learning Community

(PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS Classroom Management	9-12	Officer of Prevention trainers	Targeted teachers, 9-12	As needed, monthly	Classroom Wlakthroughs	Assistant Principals and Principal
Review of disciplinary rules, procedures	9-12	Assistant Principals Classroom teachers	School-wide, inclasroom instructions during first week of school Grade-level assemblies during second week of school	Pre-planning week August 2012 First week of calsses, August 2012 Second week of classes August 2012 On-going at registration for incomming students	classroom walkthroughs monitoring of suspension data	Assistant Princpal, Principal, RtI Team, Guidance

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	By June 2013, reduce the percent of dropouts from 1.0% to .8%. Increase the graduation rate from 77.3 to 84%. Note: The data utilized is from the 2010-2011 school year. This objective will be amended once the 2011-2012 data is published.

2012 Current Dropout Rate:	2013 Expected Dropout Rate:
2010-2011 dropout rate: 1.0 2012 data is not currently available	2013 Expected Dropout Rate: .8%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
2011 graduation rate: 77.3 NGA Rate	2013 Expected graduation rate: 84%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students at-risk to graduate	Counselors and 12th grade administrator will identify at-risk cohort (s) and monitor the progress of these students by utilizing the BASIS Program to provide targeted interventions Employ small group counseling strategies to help students overcome obstacles Counselors will assist students in assessing and identifying career pathways(use Florida Choices Planner) Counselors will provide large and small group instruction in graduations requirements. Counselors will use ePEP as a means of monitoring progress toward graduation Counselors will provide parent information sessions to educate parents on graduation requirements Implement Florida Virtual Program during the school day for targeted students	Guidance Director Florida Virtual Teacher	Number of students completing Florida's Choices Planner will increase Number of credits earned through participation in Florida Virtual Courses	Increased graduation rate of students in at-risk cohort(s) Parent attendance documents BASIS risk indicator panel as baseline data and post-intervention data Completon rate of ePEP
2	Lack of student engagement during instructional time	Provide peer and adult mentors for targeted students through MTL Grant Program	Guidance Personnel, MTL School liaison, Ms. Frederic	Pinnacle attendance and grade reports	Improvement of identified students grades and attendance Student surveys

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core						
Florida Virtual training for teachers	11,12 core subjects	Florida Virtual trainers	Florida Virtual teacher(s)	August/September 2012	Computer generated reports on student progress-weekly	Assistant Principal, Brougher Bass

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	By June 2013, increase the percent of parents who participated in school activities from 15 to 20%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

15% (330)	20% (440)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Less than 15 % of parents are currently actively involved in Plantation High School activities	Provide informative workshops for parents in English, Spanish and Creole to include: • Transition to High School-9th grade parents • Parent Boot Camp • Understanding your student's assessment scores • Financial Aid, Scholarships, Bright Futures, etc. • Community Resources • How to help your student be successful in high school Expand parent communication to include newsletters,flyers, weekly email blast, parent link and bulletins posted in churches Increase parent involvement in SAC, SAF and PTSO	Susan Bruining, Principal Guidance Director (Maude Richard)	Attendance documents from parent activities Flyers Evaluation forms nad results of surveys (i.e. District Annual Climate Survey)	End of year, 2013 report of parent involvement

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Community Resources	Grades 9-12	Social worker (Shawn Howell)	Parents of students 9-12	November 2012	Attendance Logs	Principal
Financial Aid, Scholarships, Bright Futures, etc.	Grades 9-12	BRACE Advisor	Parents of students 9-12	October 2012-February 2013	Attendance Logs	Guidance Director
Transition to High School	Grade 9	Guidance Director	Incoming ninth grade students	September 2012	Attendance Logs	Ninth Grade Administrator (Deborah Stubbs)
Understanding assessments, graduation requirements	Grades 9-12	Guidance Counselors	Parents of students 9-12	October 2012 (after BAT scores are released)	Attendance logs	Administrators, by grade level

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Increase student proficiency in technical reading and writing and geometry/measurement skills by 10% from August 2012 to June 2013 as measured by STEM assessments/projects.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Technical reading and writing skills	Increase focus on technical reading and writing skills across the curriculum Implement Common Core Standards and Strategies re. technical reading and writing Analyze samples of student technical reading comprehension and writing skills in PLCs Develop a proficiency rubric and activities to build skills	Reading Coach Aerospace Engineering Coordinator (IB Coordinator)	Analysis of student work PLC observations and records	Final student work products/projects Competition results (Team America Rocketry Competition, NASA Student Launch Initiative)
	Measurement and Geometric Skills	Diagnose student skills in measurement and geometry Design proficiency	Math Department Chair Aerospace Engineering	Analysis of student assessments and geometry midterm PLC Observations and	

2		rubrics and activities to build skills Analyze samples of student assessments in PLCs to gauge progress	Coordinator	records	
3	Resources (technology and software)	Increase partnerships with community organizations and corporations Implement partnership with City of Sunrise, Dept. of Utilities for project-based learning, shadowing and internships Seek funding opportunities and grants	Principal	Increased resources for STEM program in Aerospace Engineering, etc. Funded grants, i.e. NASA SLI grant Records of student shadowing	Final student projects demonstrating mastery of STEM competencies

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Technical Reading/Writing Geometry/Measurement skills	grades 9-12 Literacy, Career Tech,Aerospace Engineering, Math	Math Department Chair Literacy Department Chair STEM teacher (Aerospace Engineering)	Literacy, Career Tech,Aerospace Engineering, Math	During each Early Release and Planning Day	PLC Observations PLC attendance records PLC agenda and minutes	Assistant Principals

STEM Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	By June 2013, the percent of students who are completers in a Career Technical area (at least 3 cr3edits in that area) will increase by 10%. By June 2013, Career Tech teachers will be trained in the ELA Literacy standards and apply these skills in the classroom related to informational text.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Experience and exposure to ELA Common Core Standards	1.1 Higher order questioning and essential questions in PLC Connecting the Common Core Standards to learning experience	1.1 Principal, Assistant Principals, Reading Coach, Career Tech Department Chair	1.1 Classroom walk-throughs. Records of PLCs	1.1 Industry Certification results
2	Technical Reading and Writing	Focus on informational and technical text Grant writing / technical report writing	Assistant Principal, IB Coordinator, Reading Coach, Career Tech Department Chair	iObservation tool	Industry Certification results
3					
4	Promotion and Retention in Career Tech Programs	Students in the ninth grade "Freshman Experience" course will participate in career interest surveys Career Tech students will visit "Freshman Experience" classrooms to promote their programs A Parent evening, through SAF, will be devoted to providing information to parents on PHS's career tech program and benefits Career Tech Programs will be advertised on the school website Partnerships with	Principal Career Tech AP Career Tech Dept. Chair	Attendance at parent events Student survey results Snapshot of website content	Increase in percent of completors in June 2013

		businesses and the City of Sunrise will provide students with shadowing, project and internship experiences			

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Sustained, silent reading- One Book, One School	Paperback books, "A Dog's Purpose"-600 copies	Accountability funds	$6,000.00
Reading	Extended learning opportunities for students	Teacher salary for after school and Saturday camps	Carl Perkins	$5,000.00
CELLA	Dictionaries in multiple languages to support ESOL students in acquiring English language skills	Replenishment of dictionaries	Budget (non-adopted textbooks)	$1,500.00
Mathematics	Remedial support for students	Teacher salary for afterschool and Saturday tutoring	Carl Perkins	$5,000.00
U.S. History	Project-Based learning and implementation of the Common Core	Understanding by Design Workbooks for teachers (15 books)	Accountability	$375.00
				Subtotal: $17,875.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FCAT Testmaker Pro	Development and scoring of benchmark assessments	Accountability, Carl Perkins	$2,500.00
CELLA	Differentiation of instruction and integration of technology into the curriculum	Renewal of Rosetta Stone site license	Carl Perkins	$2,000.00
				Subtotal: $4,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase student reading achievement levels	IB World Magazine-monthly subscription	School Budget-IB	$500.00
Science	Application of concepts, project-based learning	Materials and supplies for project-based learning	Budget (Accountability)	$1,500.00
				Subtotal: $2,000.00
				Grand Total: $24,375.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

○ Priority	○ Focus	● Prevent	○ NA

Are you a reward school: ○ Yes ● No

A reward school is any school that improves their letter grade or any school graded A.

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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. Please verify the statement above by selecting "Yes" or "No" below.

☑ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
One Book, One School, purchase of novels-$6000	$6,000.00

Describe the activities of the School Advisory Council for the upcoming year

SAC (School Advisory Council) 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 (School Advisory Forum) elects parents, students vote for student leaders, and 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 (monthly) 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 (Sustained Silent Reading) 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 and the new End-of-Course Exams. 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 EOC and science EOC tests. We will include information about PSAT, SAT, ACT and AP (Advanced Placement), 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.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
Adequate Yearly Progress (AYP) Trend Data 2010-2011
Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Broward School District
PLANTATION HIGH SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	34%	66%	78%	31%	209	Writing and Science: Takes into account the % scoring 4.0 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	44%	70%			114	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	44% (NO)	66% (YES)			110	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.
FCAT Points Earned					443	
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
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	32%	65%	87%	28%	212	Writing and Science: Takes into account the % scoring 4.0 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	44%	74%			118	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	43% (NO)	68% (YES)			111	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.
FCAT Points Earned					451	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested