

Broward County Public Schools

# Plantation Middle School



2015-16 School Improvement Plan

## Plantation Middle School

6600 W SUNRISE BLVD, Plantation, FL 33313

[ no web address on file ]

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Middle	Yes	72%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	88%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	D	C	C

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Broward County School Board on 9/4/2015.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	20
<b>Appendix 1: Implementation Timeline</b>	<b>22</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>23</b>
Professional Development Opportunities	24
Technical Assistance Items	25
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The Plantation Middle School mission statement is as follows:  
Educators at Plantation Middle mold leaders today for tomorrow's victory.

##### **Provide the school's vision statement**

The vision statement for Plantation Middle School is:  
Plantation Middle School seeks to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. To meet the standards of the Superintendent's Strategic Plan, PLMS will embed the following tenants of high quality instruction, continuous improvement and effective communication. In addition, all students of PLMS will have a minimum of 57% proficiency in all tested content areas by 2015-2016 school year. By 2017-2018 school year, our projected goal is that a minimum of 70% of our students will be proficient in all content areas. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved in our students' learning.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

PLMS is conscious of and recognizes the cultural barriers of its surrounding community. All stakeholders within the school work together to identify these cultural differences and barriers as well as discover effective resources to bridge cultural gaps and build connections among our diverse student population.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

At PLMS, the safety and security of all students is a TOP priority. Campus supervision is offered between the hours of 9:00am – 4:20pm. The campus is patrolled by a School Resource Officer, a Security Specialist, and three Campus Monitors throughout the day as well as teachers being assigned specific duty-post during morning arrival and afternoon dismissal in order to maintain a safe and secure environment.

All stakeholders within the school receive professional development trainings on Emergency and Evacuation Procedures, Anti-Bullying and Anti-Violence Campaigns, and Blood-born Pathogens Prevention in order to recognize trouble signs as well as effectively counsel students.  
Firewall Ministries an after school tutoring program

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

A school-wide positive behavior support system (PBSS) is in place at PLMS with the expectation that all students:



1. Take care of personal and school property
2. Be respectful by using kind words and actions
3. Follow Staff Directions
4. Actively listen to others
5. Be aware of everyone's personal space and belongings

To meet the expectations outlined in the PBSS, students receive social skills training through classroom instruction and reinforcement. Teachers may use a variety of classroom management skills and programs to promote appropriate behavior such as CHAMPS, peer counseling/mediation, character education, and anti-bullying classes. Through these series of instructions and practices, students are not only expected to display proper behavior in the classroom, but they are also expected to adhere to a series of common area rules in hallways, the cafeteria, and on buses as well including:

Hallways--

Walk on the right side of the hall

Keep hands and feet to yourself

Keep your eyes forward

Have a pass

Remain in designated areas

Walk quietly at all times

Listen to teacher's instructions

Cafeteria--

Use table manners

Leave your table and floor clean

Follow directions of cafeteria staff

Wait in line quietly

Get everything you need before sitting down at your table

Speak quietly

All food and drink must remain in the cafeteria

Remain seated at your assigned table for the entire lunch period

Buses--

Bus driver is in charge at all times

Keep aisle way clear and the bus clean

Sit in your assigned seat and remain seated

Use quiet voices and follow classroom conduct

Be seated immediately

Be courteous, no profane language

Keep all hands, heads, and objects inside the bus at all times

Cooperate with the driver

Failure to adhere to these rules will result in the student's progression down the district-wide discipline matrix.

For any faculty members needing assistance in the area of classroom management, administrative support is offered through professional development opportunities, guidance, counseling, and mentoring. New educator support services (NESS) are also active on the PLMS campus for teachers new to the profession as a means of assistance, and to promote high quality instruction and teacher retention.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Guidance counselors for each grade level are available to ensure the social-emotional needs of all students. Peer-counselors are also available on campus to mediate student issues. An anonymous bullying box is located in the front office for students to report concerns to Mr. Rossi, and the bullying liaison ensures that concerns are handled daily. There is an active Response to Intervention (RTI)

program in place at PLMS, and teacher/guidance mentors are also available to meet with at-risk students, or students just wanting someone to talk to. Additionally, the school offers the on-campus Firewall program that provides mentoring and other assistance to 66 PLMS students daily.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Plantation Middle School implemented a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior. The team conducts a root cause analysis to determine why the problem is occurring. The MTSS core problem solving team analyzes and dis-aggregates data from the following Broward County Public School resources Data Warehouse and BASIS system to view student data, to address and assist students individual needs. The MTSS core problem solving team utilizes an early warning identification system, response to intervention (RTI) process and build the Positive School wide behavior plan. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag students at risk of retention, course failure, truancy, and misconduct. To identify at-risk students in compliance with 1001.42, F.S., Plantation Middle School will utilize an early warning identification report. This report identifies students having met two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition, the report includes each student's early warning risk score.

The school uses a comprehensive Response to Intervention (RTI) process facilitated by guidance and administration that identifies students who need additional support particularly in the academic areas of language arts and mathematics as well as students needing behavioral guidance. The early warning indicators include: failure to meet proficiency of standards on formative assessments; behavior intervention checklists; progress monitoring; and teacher feedback.

**Provide the following data related to the school's early warning system**

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	38	45	65	148
One or more suspensions	88	65	91	244
Course failure in ELA or Math	34	32	40	106
Level 1 on statewide assessment	108	119	139	366

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	72	65	89	226

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

The intervention strategies employed at PLMS to improve student academic performance of identified students are as follows: tiered approach system of RTI; increased levels of intervention intensity; acceleration; remediation; and progress monitoring.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/69464>.

#### **Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The school actively recruits business partnerships throughout the school year through neighborhood invitational letter campaigns, cold calls, and word of mouth. Business partners are not charged for their involvement, and any support they can provide is appreciated. The school's PTO is also an active participant in this process by bridging the gap between many school business partners and volunteers that contribute time and other resources to PLMS.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership:

Name	Title
Wilson, Sherri	Principal
Reidy, Ryan	Teacher, K-12
Henderson, Mark	Assistant Principal
Watson, Selima	Assistant Principal
Swain, Erica	Instructional Coach

#### Duties

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

Dr. Sherri N. Wilson, Principal, and the assistant principals, Mark Henderson and Selima Watson, will monitor the growth of the PLMS organization. Administration ensures that student achievement is the

number one priority at PLMS by facilitating staff professional development calendars, and having regular data chats regarding student/teacher performance to all staff members. Dr. Wilson will actively participate at SAC meetings and elicits stakeholder feedback at quarterly "chat and chew with the principal" sessions. As the head of the school, Dr. Wilson holds all staff members accountable for all aspects of school performance data and works alongside the leadership team to make necessary and positive instructional and non-instructional changes that benefit all members of the PLMS community.

PLMS stakeholders (instructional and non-instructional) plan the agenda and provide pertinent school information at monthly SAC meetings. Stakeholders will assist in data assessment and helps to prioritize needs to increase student achievement along with budget planning and allocation. The magnet team of PLMS will recruit in boundary students to attend PLMS's International Baccalaureate Middle Years Programme (IB MYP) for high achieving students, and ensures that the IB MYP education standards are being delivered through the program curriculum. All stakeholders will contribute to student progress monitoring via data collection and analysis. They will take necessary action to increase student learning gains.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Administration and curriculum cabinet will:

1. Provide staff with cultural, social, emotional, economic, and health and wellness, professional development opportunities for all bargaining units.
2. Provide after school extended learning opportunities for all students and parents (town hall meeting, open house, various Title 1 resource nights).
3. Implement SES band supported instructional programming such as USA Test Prep and the implementation of common formative assessments (CFA's) in all tested content areas that are aligned to new FSA standards.
4. Conduct and participate in SES band professional development.
5. Conduct weekly curriculum cabinet meetings (topics: school wide data trends by content areas, discussion of curriculum and focus units of instruction, and individual teacher data trends).
6. Implement student data chats.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Dr. Sherri N. Wilson	Principal
Ryan Reidy	Teacher
Amy Taylor-Henry	Teacher
Claudette Spence	Teacher
James Burke II	Education Support Employee
	Student

#### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

During the first SAC meeting of the 2015-2016 school year, the 2014-2015 SIP will be evaluated by SAC member analyzing student growth in all content areas. The successes achieved and the barriers that hindered the attainment of these targeted goals will be assessed. The members will also discuss the strategies needed to reach the targets that were not achieved.

*Development of this school improvement plan*

The curriculum cabinet developed the 2015-2016 SIP drafted pending approval. September 10, 2015 will be the emergency SAC meeting and Open house. During this meeting, the SIP will be evaluated by all SAC members.

*Preparation of the school's annual budget and plan*

As reflected in School Advisory Council (SAC) Minutes, the dates of the meetings where the School Improvement Plan was developed, approved, and monitored as follows:

DEVELOPMENT 08/29/2015-09/03/2015

APPROVED 09/10/2015 (SAC/Open house voting)

MONITORED 08/31/2015-06/10/2016

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

To meet the district's High School Readiness Objective, ELO funds of \$15,000.00 and Accountability funds of \$5387.00 were allocated for the after school tutoring of 198 PLMS students. Tutoring was offered on Tuesdays and Thursdays starting in January to any students interested in receiving extra assistance before FSA AND NGSSS 2.0 administration. Push-in/Pull-out tutoring sessions also took place with the lowest quartile students that were identified by teachers as needing extra assistance as well .

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Wilson, Sherri	Principal
Watson, Selima	Assistant Principal
Reidy, Ryan	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

The LLT will support students in ELA and Reading classes. Students will continue using the Close Reading strategy to build a core of good reading comprehension instruction. This strategy will help our students gain a better understanding with the Florida Standards for Literature and Reading Informational Text. Students will learn to identify and analyze text structure, which helps them navigate the various structures presented within non-fiction and fiction text. Teaching students to recognize common text structures can help them monitor their reading comprehension. This strategy

will help our students gain a better understanding with the Florida Standards for Literature and Reading for Informational Text. The LLT will also promote DOK appropriate lessons, activities, and questioning to improve students critical thinking, cognitive, and analytical skills. This portion will be managed by the Administration, Literacy coach, and the Department heads.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

PLMS operates within a regular schedule of professional development. All meetings follow standard norms, are collegial and promote a positive working environment. Weekly PLC groups meet by department to learn strategies and share best practices to better meet the needs of all learners. Department Chair bi-monthly operational meetings are held with administration and support staff to discuss department changes, common planning, develop common formative assessment and discuss student achievement data. During such time of high stake testing prep, PLMS will allow for rescheduling of students based on common formative assessment.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Dr. Sherri N. Wilson promotes teacher professional growth through SES band (Learning goals and scales), District (ESOL and teaching students with disabilities), and National (National Reading Association and National convention) professional development. Conducting a vision building Round Up for personal mentorship for staff development through internal stakeholders.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

PLMS takes part in the district's New Educators Support Services (NESS) program that pair new teachers with experienced mentors. PLMS operates within a purely teamed learning community; as a result new teachers are also paired with a team partner for a smooth transition into teaching. These partnerships are designed to give new teachers a mentor within their department that can help guide curriculum and classroom management needs. Teachers identified by administration, as needed additional support are also paired with teacher leaders in their respective department. This allows for utilization of best practices across all classrooms and content areas.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Professional development trainings focusing on learning goals and scales based on Florida standards are provided to the instructional staff. Teachers are able to plan their instruction focusing on the Instructional focus calendars created for each content area. Progress monitoring helps identifying effective instructional strategies and the barriers impeding the student learning growth.

#### **Instructional Strategies**

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

Plantation Middle school tracks student performance and learning gains through the data acquired via various assessments such as formative assessments, Broward Standard Assessments, FSA, FAA, Access 2.0, FAIR and EOC'S. This data drives instruction and the related remediation and enrichment programs. Students showing mastery of the learning goals are engaged in activities that enhance their critical and analytical skills; at the same time, students lacking the command of concept are provided with extra support and scaffolding to reach to the proficiency level of the learning scale.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 1,620

Teachers collaborate and share best instructional practices and aligned to the districts C.A.R.E plan during the professional learning communities and team building activities.

#### **Strategy Rationale**

Providing time for teachers to plan collaboratively results in instruction that is data driven and aligned to high expectations for all students.

#### **Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

#### **Person(s) responsible for monitoring implementation of the strategy**

Wilson, Sherri, sherri.n.wilson@browardschools.com

#### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Data is collected on regular basis and monitored for student achievement. Data is shared with the classroom teacher and used as a tool for ongoing lesson planning, RTI, and enrichment opportunities for students.

## **Student Transition and Readiness**

### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

#### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

The school welcomes incoming 6th graders each year with a tour of the campus and a meet and greet with essential staff. For students re-assigned to PLMS or coming from an out of boundary school, personal tours of the campus are always available. Monthly SAC meetings are also a means of getting parents involved as well as through the active participation of the on campus PTO who welcomes all levels of volunteers. Open House at the beginning of the year is another way to welcome families to PLMS as well as quarterly parent night events sponsored by Title 1.

### **College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

PLMS will implement a College & Career Readiness program with Advisor- Dr. Spence. The focus of the program will be to:

1. Create a Mathematic Innovative program
2. Develop a partnership with nationally recognized colleges such as MIT to mentor these students
3. Have students participate in college tours.
4. Engaged students in the use of technology through the use of the Agile Mind after school program in Intensified Algebra.
5. To expose student to various professions and careers through Career Fairs.
6. Create a STEM robotic clubs to develop partnerships with Sea Perch, NASA, National Ranked Colleges, and Plantation High.

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

No technical programs exist at PLMS.

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

Technology is incorporated into the classroom as much as possible based on resources availability. The 6th grade math and language arts teachers all have access to computer carts for technology based learning through the Digital 6 implementation. Hopefully enough resources will become available to expand the student computers to 7th and 8th grades as well.

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

In addition to the high school readiness objectives outlined by the district, PLMS offers students the opportunity to take a variety of high school credit courses. As an International Baccalaureate Middle Years Programme (IB MYP) candidate school, magnet students are prepared for the rigor of high school IB and AP classes. Based on the 2012 High School Feedback Report, our feeder school Plantation High (PHS), has 42.5% of students taking at least one of these high achieving classes. As we continue with our accreditation process and prepare students for the next level, it is our goal to help PHS increase this percentage to 52% meeting the state average.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.



**Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

**Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

---

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.** If literacy skills are infused across the content areas, then students' comprehension will improve.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. If literacy skills are infused across the content areas, then students' comprehension will improve. 1a**

G074664

**Targets Supported 1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	54.0
FCAT 2.0 Science Proficiency	45.0
FSA Mathematics - Achievement	53.0

**Resources Available to Support the Goal 2**

- Seasoned literacy coach
- New textbook adoption in math, reading, and language arts with added technology emphasis
- Magnet coordinator with department chair experience that can serve as a potential writing coach
- Title I and Extended Learning Opportunity (ELO) funds
- Before and after care instruction programs/mentoring
- Replacement of outdated technology with new PC's in the media center and student laptops for all 6th grade math and language arts classrooms
- Support from district and state personnel
- District, SES band, and In house provided Professional Developments

**Targeted Barriers to Achieving the Goal 3**

- Lack of professional development training provided to classroom teachers

**Plan to Monitor Progress Toward G1. 8**

The collection and analysis of data through classroom observations, common formative assessments, and District assessments.

**Person Responsible**

Sherri Wilson

**Schedule**

On 6/5/2018

**Evidence of Completion**

Proficiency in skills/Increase in performance data

**Plan to Monitor Progress Toward G1. 8**

Instructional coaches and Department heads will provide support and monitor teaching strategies.

**Person Responsible**

Erica Swain

**Schedule**

On 6/6/2018

**Evidence of Completion**

Teachers usage of instructional strategies and student achievement.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If literacy skills are infused across the content areas, then students' comprehension will improve. **1**

 G074664

**G1.B5** Lack of professional development training provided to classroom teachers **2**

 B194997

**G1.B5.S1** Implementing high quality evidence based literacy strategies across the content areas that aligns with the FSA standards. **4**

 S206585

### Strategy Rationale

Provide teachers with evidence based literacy strategies that are curriculum and content aligned to the FSA standards. These PD strategies will be used by teachers to develop more meaningful and content rich instructional lessons that will move student achievement.

### Action Step 1 **5**

Building PD Skill Set of all teachers will take place every Monday morning as a weekly staff development. Provide instructional staff with quarterly themed professional development opportunities. First quarter (Curriculum planning/Content knowledge) professional development's: 1. Super 7 Overview 2. District Initiatives Learning goals and scales 3. Content-based "Super 7" 4. Teaching strategies Lexile Level Instruction 5. "Unwrapping the Benchmark" by content area

### Person Responsible

Selima Watson

### Schedule

On 10/23/2015

### Evidence of Completion

PLC sign in, follow up activities, and PD collaboration activities

**Action Step 2** 5

Second quarter (Resources, Common Formative Assessment, & Data analysis "RCD") professional developments: 1. USA Test Prep 2. Achieve 3000 3. State/District Resources (Cpalms/BEEP/ Wiki) 4. "Data Analysis" CARE process 5. Using data to drive Instruction 6. Research based strategies 7. School wide District enrichment activities

**Person Responsible**

Erica Swain

**Schedule**

On 1/8/2016

**Evidence of Completion**

PLC sign in, follow up activities, and PD collaboration activities

**Action Step 3** 5

Third quarter (Assessment/Crunch time/ Testing Strategies) professional development's: 1. Whole School "IB Principle Strategies" 2. Cultural Diversity Training 3. Crunch time IFC

**Person Responsible**

Sherri Wilson

**Schedule**

On 3/18/2016

**Evidence of Completion**

PLC sign in, follow up activities, and PD collaboration activities

**Action Step 4** 5

Fourth quarter (Evaluation system) professional development's: 1. RTI 2. Vertical Teaming 3. SIP Review 4. Curriculum Mapping 5. Marzano

**Person Responsible**

Selima Watson

**Schedule**

On 6/10/2016

**Evidence of Completion**

PLC sign in, follow up activities, and PD collaboration activities

**Plan to Monitor Fidelity of Implementation of G1.B5.S1 6**

All professional developments will involve a follow up activity. The strategy implementation progress will be monitored through informal and formal observations, students work, professional learning communities, and student assessment data.

**Person Responsible**

Selima Watson

**Schedule**

Annually, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

PLC sign in log , completed follow-up activities, teachers lesson plans, students artifacts, and iobservation evaluation feedback forms.

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7**

Professional Developments were created based on the teacher needs assessment. Quarterly PLC calendars were created to emphasize areas of need per the request of teachers and base on assessment data. Evidence based strategy PD's were created through the Curriculum Cabinet and presented to the staff for implementation. Administrators monitors the effective usage of the strategies through iobservaton evaluations.

**Person Responsible**

Selima Watson

**Schedule**

On 6/10/2016

**Evidence of Completion**

iobservation evaluations, assessment data, teacher follow up, and PLC sign in log

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S1.A1	Building PD Skill Set of all teachers will take place every Monday morning as a weekly staff development. Provide instructional staff with quarterly themed professional development opportunities. First quarter (Curriculum planning/ Content knowledge) professional development's: 1. Super 7 Overview 2. District Initiatives Learning goals and	Watson, Selima	9/10/2015	PLC sign in, follow up activities, and PD collaboration activities	10/23/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	scales 3. Content-based "Super 7" 4. Teaching strategies Lexile Level Instruction 5. "Unwrapping the Benchmark" by content area				
G1.B5.S1.A2	Second quarter (Resources, Common Formative Assessment, & Data analysis "RCD") professional developments: 1. USA Test Prep 2. Achieve 3000 3. State/District Resources (Cpalms/ BEEP/ Wiki) 4. "Data Analysis" CARE process 5. Using data to drive Instruction 6. Research based strategies 7. School wide District enrichment activities	Swain, Erica	10/26/2015	PLC sign in, follow up activities, and PD collaboration activities	1/8/2016 one-time
G1.B5.S1.A3	Third quarter (Assessment/Crunch time/ Testing Strategies) professional development's: 1. Whole School "IB Principle Strategies" 2. Cultural Diversity Training 3. Crunch time IFC	Wilson, Sherri	1/11/2016	PLC sign in, follow up activities, and PD collaboration activities	3/18/2016 one-time
G1.B5.S1.A4	Fourth quarter (Evaluation system) professional development's: 1. RTI 2. Vertical Teaming 3. SIP Review 4. Curriculum Mapping 5. Marzano	Watson, Selima	3/21/2016	PLC sign in, follow up activities, and PD collaboration activities	6/10/2016 one-time
G1.MA1	The collection and analysis of data through classroom observations, common formative assessments, and District assessments.	Wilson, Sherri	9/4/2015	Proficiency in skills/Increase in performance data	6/5/2018 one-time
G1.MA2	Instructional coaches and Department heads will provide support and monitor teaching strategies.	Swain, Erica	9/4/2015	Teachers usage of instructional strategies and student achievement.	6/6/2018 one-time
G1.B5.S1.MA1	Professional Developments were created based on the teacher needs assessment. Quarterly PLC calendars were created to emphasize areas of need per the request of teachers and base on assessment data. Evidence based strategy PD's were created through the Curriculum Cabinet and presented to the staff for implementation. Administrators monitors the effective usage of the strategies through iobservation evaluations.	Watson, Selima	8/24/2015	iobservation evaluations, assessment data, teacher follow up, and PLC sign in log	6/10/2016 one-time
G1.B5.S1.MA1	All professional developments will involve a follow up activity. The strategy implementation progress will be monitored through informal and formal observations, students work, professional learning communities, and student assessment data.	Watson, Selima	8/24/2015	PLC sign in log , completed follow-up activities, teachers lesson plans, students artifacts, and iobservation evaluation feedback forms.	6/10/2016 annually

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*



## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

1	G1.B5.S1.A1	Building PD Skill Set of all teachers will take place every Monday morning as a weekly staff development. Provide instructional staff with quarterly themed professional development opportunities. First quarter (Curriculum planning/Content knowledge) professional development's: 1. Super 7 Overview 2. District Initiatives Learning goals and scales 3. Content-based "Super 7" 4. Teaching strategies Lexile Level Instruction 5. "Unwrapping the Benchmark" by content area	\$0.00
2	G1.B5.S1.A2	Second quarter (Resources, Common Formative Assessment, & Data analysis "RCD") professional developments: 1. USA Test Prep 2. Achieve 3000 3. State/District Resources (Cpalms/BEEP/ Wiki) 4. "Data Analysis" CARE process 5. Using data to drive Instruction 6. Research based strategies 7. School wide District enrichment activities	\$0.00
3	G1.B5.S1.A3	Third quarter (Assessment/Crunch time/ Testing Strategies) professional development's: 1. Whole School "IB Principle Strategies" 2. Cultural Diversity Training 3. Crunch time IFC	\$0.00
4	G1.B5.S1.A4	Fourth quarter (Evaluation system) professional development's: 1. RTI 2. Vertical Teaming 3. SIP Review 4. Curriculum Mapping 5. Marzano	\$0.00
<b>Total:</b>			<b>\$0.00</b>