

Broward County Public Schools

Plantation Elementary School



2016-17 Schoolwide Improvement Plan

Plantation Elementary School

651 NW 42ND AVE, Plantation, FL 33317

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	F*	F	

**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 is pending approval by the Broward County School Board.

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 a monitoring status of "Former F" (see page 4). 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>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Plantation Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Plantation Elementary's Mission Statement to provide the best learning environment opportunity for each child in order to develop his/her highest level of achievement.

b. Provide the school's vision statement.

Plantation Elementary's Vision Statement is as follows: At Plantation Elementary we believe all students can learn when the appropriate learning style of the child is considered.

2. School Environment

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

This year's school-wide STEM theme centers around "Super Engineers in Action", wherein students are making real world connections with hands-on "Engineering is Elementary" activities and projects. Lessons focus on infusing STEM initiatives to foster the acquisition of knowledge by researching and presenting via showcases, to be held four times this year for all stakeholders to participate in. This year's showcases will serve to capitalize on last year's "STEM Connecting Cultures - Journey from Past to Present" theme which exposed student's to different cultures. This year will enable students to take a more in depth look at the intricacies of individual engineering careers, aspects from planning to designing and evaluating.

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

All staff members contribute to Plantation Elementary's friendly, inviting environment. We set the tone through our actions and attitudes. Our support and encouragement will be demonstrated through important procedures.

We will teach students expectations for school-wide, responsible behavior by relating student actions to our mission and to school rules. We will teach these lessons continuously as needed and specifically at the beginning of each quarter.

We will provide positive feedback to students when they are meeting expectations and following the guidelines for success. "A token economy entitled Tiger Bucks" will allow for the rewarding of positive academic and behavioral expectations. When minor misbehaviors do occur, the staff will view the misbehavior as a teaching opportunity and respond with consistent corrections and consequences, which will have been explained to students at the beginning of the school year and again, as needed. We will work collaboratively to solve problems that are chronic or severe in nature. Proactive Anti-Bullying strategies and expectations will be the main focus of our School Counselor. She is currently implementing a classroom rotation schedule to ensure all students know where to get help if needed. An Anonymous Bullying Box is also available to students.

In addition, we have one "Single Entry" point as well as a visiting SRO office on campus.

c. 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.

Plantation Elementary's schoolwide discipline plan, titled "Guidelines for Success", focuses on the premise that all roads to success begin with the power of positive people. When we set high expectations and reward good behavior, we are much more likely to see students doing good things for themselves and for others.

At Plantation Elementary, believing in ourselves is the first step towards success in all areas. When the staff believes, students see themselves succeeding. Our goal is to teach our student's self-management skills that are based on success. For all of this to be successful, we must have an environment where teachers can teach and children can learn. The main concern behind our Discipline Plan is that we want teachers, support staff, and administrators to spend their time making the classroom an enriching place. Each classroom has generated a set of Rules, Procedures, Expectations, as well as Rewards and Consequences.

The Discipline Plan allows for this to occur by dealing with the behavior that takes away from the learning environment in a fair but consistent manner. The approach will attempt to modify the behavior of those children who test the limits and break the rules.

The staff at Plantation Elementary wants all students to experience a positive learning environment. Therefore, if a student chooses to break certain rules, a mild consequence will be applied. If the student continues to break the rules, more severe consequences will be forthcoming. All infractions are subject to the District's Matrix, which weaves interventions with progressive punitive measures. Additionally, annual training on the use of the Districts' Behavioral Management System occurs inclusive of training on the implementation of the school-wide behavior plan. The school's Discipline PLC meets monthly to address school-wide concerns.

d. 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.

Each staff member is asked to serve as a Mentor for a student(s) at Plantation Elementary. Last year (14-15), 85% of staff members participated, resulting in 10% of student's receiving individualized attention, fostering increased success. This year, we are aiming for 100% staff participation. The School Counselor offers counseling to those students struggling with Social Skills, Divorce or Grief via individualized or a small group setting.

3. Early Warning Systems

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

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

Plantation Elementary employs the State-required Response to Intervention protocols to ensure all student's receive timely behavior and academic interventions with proper monitoring. For students scoring in the Level 1 range of standardized scores, they are afforded a double dose of small group instruction as well being placed in the RtI monitoring system. Research-based interventions provided outside of the 90 minute reading block, will be utilized school-wide for students exhibiting academic concerns. With regard to attendance, we utilize the Broward Truancy Intervention program, which monitors tardies and absences. However, Plantation Elementary faculty are responsible for contacting homes when three absences in a row occur. Additionally, when attendance falls below 90%, the Social Worker is notified.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	69	63	71	0	0	0	0	0	0	0	203

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	1	7	10	10	7	0	0	0	0	0	0	0	0	35

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

One hour of intensive reading is conducted at the end of the day using Leveled Literacy Intervention (LLI) in grades 1 - 5, Common Core Support Coach, Deliberate Base Questioning (DBQ) in grades 3 - 5 and other research-based interventions and strategies for all students at Levels 1, 2 and low 3's. Support staff and reading interventionist assists by pulling small groups at this time. Additionally, classroom teachers provide small group, double dose reading instruction with intervention materials within the regular 120-minute Reading Block. The school's Reading Coaches monitor and model reading instruction in all grades.

Additionally, the school has several web-based programs (iReady, Reflex Achieve 3000, and Myon) that address core-content deficits.

The school also has CPST/Rtl collaborative meetings weekly to address and monitor behavioral and academic progress and interventions.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

11 Parent Meetings (monthly): SAC, Title 1, 21st Century School Advisory, PTO
 4 Family Academic Nights: January (STEM Showcase), February (FSA Showcase) March (Curriculum Night),

May (Report Card Night)

6 Special Events Nights: September (Open House), November (STEM Showcase), December (21st Century Showcase), March (FSA Showcase) May (STEM Showcase) and May (Matriculation Ceremonies)

3 Parent Training Course: Mega Skills/Active Parenting, 21st Century Parent Training (CTACE & Financial Advise)

2. 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 process begins with a Volunteer and Partnership Orientation Breakfast to welcome and invite all stakeholders, including local businesses. Throughout the year, our Volunteer and PIE liaison communicates with all stakeholders to keep them abreast (through phone calls, web postings, flyers, marquee announcements, and parent links) of any school events or needs, so that they are able to volunteer or donate resources to the students/school. Thank you letters are sent upon receipt of donations or resources and special recognition is announced in the school's newsletter (which is posted on the school website). At the end of the year, certificates are presented at the Volunteer and Partnership Appreciation Breakfast.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Rhodes, Dana	Instructional Coach
Rhodes, Dana	Assistant Principal
Morris, Tiffani	Teacher, K-12
Pitter, Judith	Principal
White, Beverly	
Harley, Rafael	Teacher, ESE
Floyd, Deidre	Teacher, K-12
McCormick, Holly	Teacher, K-12
Rodriguez, Carmen	School Counselor
Sutton, Sharell	Teacher, K-12
Walters, Samantha	Teacher, K-12

b. Duties

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

The Guidance Counselor and ESE Specialist coordinate bi-monthly meetings, contact parents, and monitor the process.

The Curriculum Coach procures additional instructional resources recommended by the district curriculum departments and monitors the instructional capacity of the programs.

The Leadership Team discusses student data, monitors, and collaboratively determines the appropriate steps in the academic/behavioral tier process and what, if any, additional instructional interventions may be necessary.

Case Managers (Team Leaders and/or designees) are assigned for each student to monitor their progress with assigned interventions and to assist the teacher in documenting student progress. Administration participates in each Rtl meeting to ensure students receive proper support and resources that will allow them to make progress toward the SIP goals.

2. 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.

Teachers document, observe and graph student academic and/or behavioral progress, utilizing bar or linear graphs. Students are referred for Rtl monitoring according to the (response to Interventions) Rtl guidelines provided by the district. Students consistently scoring below 60% on formal and informal assessments are referred to the Rtl process. Parents are involved in the planning and data review and invited to the CPST meetings held during all stages of the process. The team consists of experts who are able to provide data and assistance regarding core instructions, resources, support systems, and differentiated instruction.

Title 1, Part A: Services provide additional teachers to assist students, particularly low performing students, and with additional assistance during the instructional day. Parental activities are planned that will assist parents in helping their child improve his/her academic performance. Plantation Elementary participates in curriculum extension programs such as the SEAS (Student Enrichment of the Arts) of Broward County to reinforce student achievement through the arts. Plantation Elementary also provides a comprehensive School-wide discipline plan that addresses positive behavioral expectations, conflict resolution, problem-solving resources, and positive incentives. The district coordinates Title 1, Title 2, and Title 3 in ensuring staff development needs are met.

Title 2: Teachers participate in district workshops in differentiated instruction and common core standards.

Title 3: ELL students receive reading and developmental language arts instruction by certified ESOL teachers. The Multicultural Department provides ESOL instructional materials to be used with ELL students.

Title 10: Teachers and staff members are responsible for helping to identify homeless students and referring them to the Homeless Education Department in the district.

SAI: Additional funds from SAI provide instructional support staff for academic improvement, such as additional reading support.

Violence Prevention: Plantation Elementary implements the district's Code of Conduct and utilizes the district's Discipline Matrix. The school enforces the district's Anti-Bullying policy and has a zero tolerance for bullying and violence. The school builds a violence prevention culture through classroom instruction and small groups that address anger management, conflict resolution, and bullying prevention. These lessons are built on the district's adopted Character Traits and the CHAMPS behavior system. Lessons are taught by classroom teachers, the Guidance Counselor, and the School Resource Officer. Additionally, there are internal and external mentoring programs in place.

Nutrition Programs: Plantation Elementary is participating in the Fresh Fruits and Vegetables

Program and the Dinner Program. Both programs provide healthy food alternatives and new food experiences sponsored by the FDA. There are specific lessons in core content that correlate with each food or meal.

21st Century Community Learning Center: Plantation Elementary has been awarded the 21st Century grant that provides opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet state and local student academic achievement standards in core academic subjects, such as reading and mathematics.

Head Start: To ensure school readiness, the Head Start program provides literacy, math and science curriculum that aligned with the K-3 national standards to improve educational outcomes. This connection between curricular and child expectations has contributed to better prepared students being successful in kindergarten. An end of the year report, detailing students' on-going assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the new students' progress.

Career and Technical Education: Career guidance is integrated into classroom lessons utilizing age-appropriate content.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
	Teacher
Stacy Mitchell	Teacher
Dana Rhodes	Teacher
Judith Pitter	Principal
Athleve Andre	Parent
Nanotte Dubareus	Parent
	Student
Desmond Eubanks	Parent
Nellie Eubanks	Business/Community
Juliet Gray-Williams	Teacher
LaWanda Green	Parent
Mujana Jean	Parent
Majorie Joseph	Parent
Patricia Melendez	Parent
Tiffani Morris	Teacher
Muagolie Regis	Parent
Peaggy Reynolds	Business/Community
Mirlene St. Martin	Parent
Tashieka Tatum	Teacher
Deanna Waller	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC participates in monthly ongoing discussions of the School Improvement Plan (SIP) each time the committee meets. At the final meeting of the school year, all stakeholders are invited to evaluate the SIP and make recommendations for the following school year's SIP.

b. Development of this school improvement plan

SAC Meetings are open to all stakeholders (parents, staff, and community members). All stakeholders are invited to hear current data on student achievement and give recommendations for future instruction and activities that will positively impact student achievement. Voting members prioritize the recommendations and vote for funds that will support these initiatives in the form of the final version of the school improvement plan. This process begins in August each year and is revisited monthly.

c. Preparation of the school's annual budget and plan

The school's budget is planned according to the District and State guidelines. All stakeholders are invited to review and provide input.

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

Allocated SAC funds for 2016-2017 are approximately \$3000. All SAC funds will be used for additional student instruction and materials. Distribution will be determined by a vote of SAC members.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Rhodes, Dana	Instructional Coach
Rhodes, Dana	Assistant Principal
Harley, Rafael	Teacher, ESE
Rodriguez, Carmen	School Counselor
Floyd, Deidre	Teacher, K-12
Sutton, Sharell	Teacher, K-12
Pitter, Judith	Principal
White, Beverly	

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Major LLT initiatives center around instruction that integrates the new Florida Standards, specifically literacy professional development. The focus will be language and vocabulary development, fluency and stamina, and ultimately increased comprehension taught through thematic units of instruction using multiple instructional resources beyond the core textbook.

D. Public and Collaborative Teaching

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

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

Collaborative planning and instruction takes place in several formats. Team meetings are held every Wednesday to provide support to each grade level as they meet with administration and support staff. Grade level teams are encouraged to meet on Tuesdays and Thursdays during their common planning time to collaboratively plan curriculum and instruction. Grade Level, Subject and Vertical Planning occurs bi monthly during Professional Learning Communities (PLC) wherein curriculum, instruction and best practices are shared along with any Professional Development opportunities.

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

Plantation Elementary recruits and hires teachers that are certified in-field for the area of instruction using the Applitrack process. Additionally, to maintain effective educational pedagogy, the school provides a support system called Teacher Induction Effective & Retention (TIER) program for new educators new to the school and/or grade levels. Team Leaders are also mentors to teachers new to their team. The school provides coaching and mentoring for leadership positions. Lastly, the principal provides teacher empowerment and enrichment experiences through programs, study groups, and visits to other sites. In addition, the school also attends job fairs.

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

Through the District Teacher Induction Effectiveness & Retention (TIER) teacher mentoring and support is provided to new teachers. New teachers are paired with veteran staff who demonstrate exceptional educational expertise for direct support. In addition, administration and relevant members of the school staff meet regularly (daily, weekly, or monthly) with new staff and veteran to provide global guidance on federal, state, district and site-based policies and procedure. Instructional coaches provide mentoring and support to all teachers as needed.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school ensures its core instructional programs and materials are aligned to Florida standards by having teachers utilize the Florida State Standards as the tool that drives instruction. Grade level teams meet with the school's reading, science, and math coaches along with the instructional facilitator to plan collaboratively, at times, utilizing District provided Focus Units of Study (FUOS) inclusive of DIAP (approved plan). In addition, District support for ELA, Math and Science model methods of ensuring that core instructional programs and materials are aligned to the new Florida State Standards.

b. Instructional Strategies

1. 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.

After initial pre assessments, teachers continually assess and monitor students progress by charting ongoing data. Utilizing this data, teachers differentiate with small, flexible (skill-based) grouping to meet student needs through remediation or enrichment. When subject and grade level PLC's occur (bi monthly), data along with curriculum and instruction are discussed so that best practices are shared to support differentiation (within classrooms, resource centers and instructional center rotations) as needed, especially for struggling students. The school follows Broward's Beyond Expected Student Target (BEST) blueprint initiatives: PLCs, MTSS/Rtl, and Community and Customer Service, and Scaling up BEST Practices.

2. 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: 10,800

Title 1 Extended Learning Opportunity (ELO) funds have been incorporated into the Extended School Day funds to pay teachers to provide supplemental (enrichment and remediation) for all students in kindergarten through fifth grade. Teachers are required to utilize the additional hour to implement Reading Mastery Direct Instruction (K-2), Corrective Reading (3-5) and other research-based strategies/materials to support reading skills.

Strategy Rationale

With the extended day, students will receive extra support to master basic reading skills; as a result, students should show proficiency or learning gains.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Rhodes, Dana, dana.rhodes@browardschools.com

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

After the initial pre-assessments for placement purposes, teachers will continually assess and monitor students progress, charting ongoing data. Utilizing this data, teachers will differentiate through targeted, small group instruction to remediate or enrich student skills. The Reading Coach will continually monitor and assist in this process. Ongoing data chats through bi monthly PLC's provide opportunities for data analysis to determine the effectiveness of the program.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

With the implementation of the new literacy, math, and science curricula, the Head Start program is aligned with the K-3 national standards. This program includes academic and behavioral instruction focusing on daily explicit instruction, modeling, guided practice, and independent practice of all skills so that student can make a smooth transition into the elementary program. The Head Start team provides support services through ongoing conferences and communication between the school and home, in addition to maintaining student data records. The community and parents are made aware of this program through flyers provided by the school district, SAC meetings, Title 1 Public Meetings, and school newsletters.

Additionally, the staff hosts an annual Kindergarten Open House for families of students coming to kindergarten the following year. This session gives parents and day care centers an opportunity to visit the school, hear from staff on academic expectations in kindergarten, and visit classrooms. Communication is sent to the entire community via notices in local stores, flyers home with students, school newsletters, and Parent Link automated calls.

b. College and Career Readiness

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

College and career readiness opportunities are developed through the STEM initiatives that encourage local businesses to partner with the school during classroom lessons, field trips, distance learning sessions and special events. The STEM Magnet Coordinator and Instructional Facilitator collaborates with the classroom teachers to arrange guest speakers, Career Week, and in school presentations as well as out of school field trips to local museums, hospitals and businesses. These opportunities expose students to college and career interests and real-world connections.

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

N/A

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

Through the use of the Learning Innovation Lab (LIL), Science Lab and gardening activities, STEM studies integrates core curriculum with career and technical education through activities such as participating in Code.org, First Lego League Robotics and Environmental Garden Club. Students have the opportunity to learn engineering and computer science skills that enhance and support their academic achievement in science, technology, engineering and mathematics.

4. 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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 teachers implement high quality literacy instruction aligned to the Florida standards with rigor and fidelity, then all learners will demonstrate proficiency outcomes in all content areas.

Strategic Goals Detail

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

G1. If teachers implement high quality literacy instruction aligned to the Florida standards with rigor and fidelity, then all learners will demonstrate proficiency outcomes in all content areas. **1a**

G084582

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	40.0
FSA Mathematics Achievement	45.0
Math Achievement District Assessment	35.0
ELA Achievement District Assessment	30.0

Targeted Barriers to Achieving the Goal **3**

- *Sharing best practices through CARE PLCs, including enrichment/remediation strategy utilization
- *Lack of professional development in writing Interdisciplinary Units infusing STEM and reading comprehension strategies.
- *Lack of familiarity of the Florida Standards and planning effective strategies to align with literacy-based interdisciplinary units of study.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Allocated use of time for common planning, vertical alignment, Instructional Coaches, Professional Learning Communities (PLC's) and professional development focused on the utilization of effective instructional strategies.
- Support Staff and Specials Teachers to provide additional reading intervention support for grades K-5. Intervention and Enrichment programs will consist of: Engineering is Elementary (EiE) curriculum, Reading Mastery, Corrective Reading, research-based materials/strategies in all content areas, the Learning Innovation and Science Labs, Reflex, Gizmos, IReady, First in Math, and Science4Us, in-house as well as out-of-school Excursions, Museum Nights and monthly parent trainings.
- Sprouting STEM Museum Magnet grant funding and Partners in Education volunteer and donation support for STEM related activities.

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

Marzano Framework model
 Formative Assessments
 Monthly Checkpoints
 I-Ready progress monitoring data <https://www.floridacims.org/plans/13252/dashboard>

Person Responsible

Judith Pitter

Schedule

Biweekly, from 9/12/2016 to 6/5/2017

Evidence of Completion

Common assessment, summative and formative assessments, FSA results, project base learning, classroom walk through, and I-Ready data.

Plan to Monitor Progress Toward G1. 8

Performance-based Assessments
Authentic work/projects

Person Responsible

Darlene DeRusha

Schedule

Monthly, from 10/6/2016 to 6/6/2017

Evidence of Completion

Performance data reflecting student's achievement based on rubrics of performance-based assessments and projects.

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 teachers implement high quality literacy instruction aligned to the Florida standards with rigor and fidelity, then all learners will demonstrate proficiency outcomes in all content areas. **1**

 G084582

G1.B1 *Sharing best practices through CARE PLCs, including enrichment/remediation strategy utilization

2

 B224745

G1.B1.S1 Common planning time to to implement PLCs and share best practices focused on the implementation of literacy-based units of study, using formative assessments to drive remediation and enrichment strategies. **4**

 S237152

Strategy Rationale

If we monitor teacher participation in professional learning communities and monitor the sharing of best practices, including enrichment and remediation strategies, student reading achievement will improve.

Action Step 1 **5**

PLC: CCSS, ELA

PD: literacy-based units of study, data analysis

Person Responsible

Dana Rhodes

Schedule

Weekly, from 9/19/2016 to 6/7/2017

Evidence of Completion

Observation iObservation data Data Chats PLC data i-Ready data Formative Assessments

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Track Assessment Data through CARE cycles.

Person Responsible

Dana Rhodes

Schedule

Biweekly, from 9/19/2016 to 6/6/2017

Evidence of Completion

Observation iObservation data Data Chats LessonPlan

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Mini-Assessments

Person Responsible

Tiffani Morris

Schedule

Biweekly, from 9/19/2016 to 6/6/2017

Evidence of Completion

My Learning Plan iObservation data Data from Mini-Assessments

G1.B2 *Lack of professional development in writing Interdisciplinary Units infusing STEM and reading comprehension strategies. 2

B224746

G1.B2.S1 Encourage and assist teachers to participate in on-going professional development at the district and school level and participate in professional learning communities to support effective use of literacy-based units of study, infusing STEM and reading comprehension strategies. 4

S237153

Strategy Rationale

To support and infuse STEM initiatives and activities that align with the Florida State Standards

Action Step 1 5

Develop a master schedule allowing for collaborative planning time and sharing of best practices, including remediation and enrichment.

Person Responsible

Dana Rhodes

Schedule

Monthly, from 9/19/2016 to 6/7/2017

Evidence of Completion

PLC minutes and data from My Learning Plan, CARE data, Faculty collaboration minutes.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Create a PLC schedule that incorporates training in writing interdisciplinary units of study

Person Responsible

Carla Mosley

Schedule

Biweekly, from 9/19/2016 to 6/6/2017

Evidence of Completion

Teacher lesson plans Sign in Sheets Agendas

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monitor classroom implementation of object-based learning based on interdisciplinary units of study.

Person Responsible

Dana Rhodes


Schedule

Quarterly, from 9/19/2016 to 6/6/2017

Evidence of Completion

i Observation Student outcomes presented on Museum Nights Lesson plans

G1.B3 *Lack of familiarity of the Florida Standards and planning effective strategies to align with literacy-based interdisciplinary units of study. 2

 B224747

G1.B3.S1 All instructional staff will participate in ongoing PLCs focused on unwrapping the Florida Standards. 4

 S237154

Strategy Rationale

To strengthen knowledge base and infuse standards driven instruction

Action Step 1 5

Offer professional development opportunity to refresh on the Florida Standards for literacy across all content areas.

Person Responsible

Dana Rhodes

Schedule

Biweekly, from 10/5/2016 to 6/6/2017

Evidence of Completion

PLC Minutes, Sign in Sheets, Lesson Plans

Action Step 2 5

Conduct professional development on unwrapping the standards.

Person Responsible

Dana Rhodes

Schedule

Biweekly, from 10/4/2016 to 6/6/2017

Evidence of Completion

Lesson plan, District CARE packages, student journals and common assessments

Action Step 3 5

Create and implement a PLC schedule to collaborate and share best practice of Tier 1, Tier 2, Tier 3, instruction across all content focusing on reading and writing strategies.

Person Responsible

Dana Rhodes

Schedule

Biweekly, from 10/5/2016 to 6/6/2017

Evidence of Completion

PLC minutes, CARE data, note from SES band visits

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administrators and Coaches will monitor the delivery of instruction of standard based instruction focusing on effective reading and writing strategies.

Person Responsible

Dana Rhodes

Schedule

Daily, from 10/5/2016 to 6/5/2017

Evidence of Completion

Lesson plans, student sample work, board configuration of standard based instruction, iObservation, Classroom Walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Monitor implementation of the Florida Standards instruction focusing on effective reading and writing strategies across all content areas.

Person Responsible

Dana Rhodes

Schedule

Weekly, from 10/6/2016 to 6/7/2017

Evidence of Completion

Lesson Plans, Board Configuration, student sample and Marzano Framework and iObservation.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M312504	Marzano Framework model Formative Assessments Monthly Checkpoints I-Ready progress monitoring...	Pitter, Judith	9/12/2016	Common assessment, summative and formative assessments, FSA results, project base learning, classroom walk through, and I-Ready data.	6/5/2017 biweekly
G1.B3.S1.MA1 M312503	Administrators and Coaches will monitor the delivery of instruction of standard based instruction...	Rhodes, Dana	10/5/2016	Lesson plans, student sample work, board configuration of standard based instruction, iObservation, Classroom Walkthroughs	6/5/2017 daily
G1.MA2 M312505	Performance-based Assessments Authentic work/projects	DeRusha, Darlene	10/6/2016	Performance data reflecting student's achievement based on rubrics of performance-based assessments and projects.	6/6/2017 monthly
G1.B1.S1.MA1 M312498	Mini-Assessments	Morris, Tiffani	9/19/2016	My Learning Plan iObservation data Data from Mini-Assessments	6/6/2017 biweekly
G1.B1.S1.MA1 M312499	Track Assessment Data through CARE cycles.	Rhodes, Dana	9/19/2016	Observation iObservation data Data Chats LessonPlan	6/6/2017 biweekly
G1.B2.S1.MA1 M312500	Monitor classroom implementation of object-based learning based on interdisciplinary units of...	Rhodes, Dana	9/19/2016	i Observation Student outcomes presented on Museum Nights Lesson plans	6/6/2017 quarterly
G1.B2.S1.MA1 M312501	Create a PLC schedule that incorporates training in writing interdisciplinary units of study	Mosley, Carla	9/19/2016	Teacher lesson plans Sign in Sheets Agendas	6/6/2017 biweekly
G1.B3.S1.A1 A306353	Offer professional development opportunity to refresh on the Florida Standards for literacy across...	Rhodes, Dana	10/5/2016	PLC Minutes, Sign in Sheets, Lesson Plans	6/6/2017 biweekly
G1.B3.S1.A2 A306354	Conduct professional development on unwrapping the standards.	Rhodes, Dana	10/4/2016	Lesson plan, District CARE packages, student journals and common assessments	6/6/2017 biweekly
G1.B3.S1.A3 A306355	Create and implement a PLC schedule to collaborate and share best practice of Tier 1, Tier 2, Tier...	Rhodes, Dana	10/5/2016	PLC minutes, CARE data, note from SES band visits	6/6/2017 biweekly
G1.B1.S1.A1 A306351	PLC: CCSS, ELA PD: literacy-based units of study, data analysis	Rhodes, Dana	9/19/2016	Observation iObservation data Data Chats PLC data i-Ready data Formative Assessments	6/7/2017 weekly
G1.B2.S1.A1 A306352	Develop a master schedule allowing for collaborative planning time and sharing of best practices,...	Rhodes, Dana	9/19/2016	PLC minutes and data from My Learning Plan, CARE data, Faculty collaboration minutes.	6/7/2017 monthly
G1.B3.S1.MA1 M312502	Monitor implementation of the Florida Standards instruction focusing on effective reading and...	Rhodes, Dana	10/6/2016	Lesson Plans, Board Configuration, student sample and Marzano Framework and iObservation.	6/7/2017 weekly

V. Professional Development Opportunities

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

G1. If teachers implement high quality literacy instruction aligned to the Florida standards with rigor and fidelity, then all learners will demonstrate proficiency outcomes in all content areas.

G1.B1 *Sharing best practices through CARE PLCs, including enrichment/remediation strategy utilization

G1.B1.S1 Common planning time to to implement PLCs and share best practices focused on the implementation of literacy-based units of study, using formative assessments to drive remediation and enrichment strategies.

PD Opportunity 1

PLC: CCSS, ELA PD: literacy-based units of study, data analysis

Facilitator

Reading Coaches Administration District personnel Instructional Facilitator STEM Coach Science Coach Math Coach

Participants

Instructional staff

Schedule

Weekly, from 9/19/2016 to 6/7/2017

G1.B3 *Lack of familiarity of the Florida Standards and planning effective strategies to align with literacy-based interdisciplinary units of study.

G1.B3.S1 All instructional staff will participate in ongoing PLCs focused on unwrapping the Florida Standards.

PD Opportunity 1

Offer professional development opportunity to refresh on the Florida Standards for literacy across all content areas.

Facilitator

Coaches and or District Trainers

Participants

Teachers

Schedule

Biweekly, from 10/5/2016 to 6/6/2017

PD Opportunity 2

Conduct professional development on unwrapping the standards.

Facilitator

Instructional Coaches will model and co-teach effective reading and writing strategies that are standard based.

Participants

Teachers

Schedule

Biweekly, from 10/4/2016 to 6/6/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	PLC: CCSS, ELA PD: literacy-based units of study, data analysis				\$0.00
2	G1.B2.S1.A1	Develop a master schedule allowing for collaborative planning time and sharing of best practices, including remediation and enrichment.				\$0.00
3	G1.B3.S1.A1	Offer professional development opportunity to refresh on the Florida Standards for literacy across all content areas.				\$0.00
4	G1.B3.S1.A2	Conduct professional development on unwrapping the standards.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		140-Substitute Teachers	0941 - Plantation Elementary School	School Improvement Funds		\$1,000.00
5	G1.B3.S1.A3	Create and implement a PLC schedule to collaborate and share best practice of Tier 1, Tier 2, Tier 3, instruction across all content focusing on reading and writing strategies.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		140-Substitute Teachers	0941 - Plantation Elementary School	School Improvement Funds		\$1,500.00
Total:						\$2,500.00