Plantation Elementary School

2017-18 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)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	97%

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	2016-17	2015-16	2014-15	2013-14
Grade	D	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Plantation Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 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	
One or more suspensions	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	
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, 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, Achieve 3000,NewsELA, Canvas and Myon) that address core-content deficits.

The school also has CPST/RtI collaborative meetings weekly to address and monitor behavioral and academic progress and interventions. Administration, support staff, and grade level teams meet twice a month during a protective 2 hour frame to analyze data and trends for differentiated instructional planning.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

1. PFEP 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: October (STEM Showcase), February (FSA Showcase) March (Curriculum Night)
6 Special Events Nights: September (Open House), October, December, March, May (STEM Showcase), December (21st Century Showcase), March (FSA Showcase) and May (Matriculation Ceremonies)
3 Parent Training Course: October and February Family Nights: Mega Skills/Curriculum, 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, PTO and volunteers. 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

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
Floyd, Deidre	Teacher, K-12
McCormick, Holly	Teacher, K-12
Rodriguez, Carmen	School Counselor
Sutton, Sharell	Teacher, K-12
Jones, Vinson	Other

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 RtI 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 RtI monitoring according to the (response to Interventions) RtI guidelines provided by the district. Students consistently scoring below 60% on formal and informal assessments are referred to the RtI 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
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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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. Teams meet every Monday 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. New teachers also receive coaching support through the Teacher Incentive Fund (TIF). Team Leaders are also mentors to teachers new to their team. The school provides coaching and mentoring for leadership positions. Primary teachers, K-3, receives additional support through the Children's Literacy Initiative (CLI). 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) and

the scope and sequence of balanced literacy. 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. Teachers follow the scope and sequence of the district balanced literacy model. When subject and grade level PLC's occur, 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/RtI, 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 Leveled Literacy Intervention (LLI), Phonics for Reading (K-5). Grades 3-5 will utilize Core Connection, novel studies and literature circles. All grade levels will use 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, dania.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 address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

***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. Career Education in
the classroom culminates with an annual Career Day where business members meet with students to
share their occupation.

***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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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"Â? 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 faculty and staff address the Social Emotional Learning (SEL) needs of the whole child, then the students' behavioral referrals and incidents will decrease by 20%.

G2. If teachers implement a balanced literacy model across all content areas aligned to the Florida Standards, then we will increase the number of students scoring a level 3 or above on the FSA ELA.

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 faculty and staff address the Social Emotional Learning (SEL) needs of the whole child, then the students' behavioral referrals and incidents will decrease by 20%. 1a

🔍 G098562

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	20.0

Targeted Barriers to Achieving the Goal 3

- The teachers are in need of effective classroom management and behavior strategies.

- Lack of staff required to support the teachers and students with the implementation of the school-wide behavior plan.

Resources Available to Help Reduce or Eliminate the Barriers 2

- LEAPS

- CHAMPS

- Behavior Contracts

- Positive Behavior Plan

- Cloud 9 Character Traits

- Tiger Bucks Token Economy

- Power of 3

-

Plan to Monitor Progress Toward G1. 8

Monitor the students' behavior referrals

Person Responsible
Dana Rhodes

Schedule
Biweekly, from 11/1/2017 to 6/6/2018

Evidence of Completion
Data will be collected from the Discipline Matrix and BASIS.

G2. If teachers implement a balanced literacy model across all content areas aligned to the Florida Standards, then we will increase the number of students scoring a level 3 or above on the FSA ELA. `1a`

🔍 G098563

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	50.0
Math Achievement District Assessment	35.0
ELA Achievement District Assessment	30.0
ELA/Reading Gains	60.0
Math Gains	65.0

Targeted Barriers to Achieving the Goal `3`

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

- More extensive professional development needed in reinforcing the RtI process and MTSS.

- Parents are in need of resources and knowledge of the new Florida Standards in order to provide at home support.

- Teachers are in need of effective resources that will align to the rigor of the new Florida Standards.

- Students are in need of small group instructions due to the high demands of the ELA Standards.

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, research-based materials/strategies in all content areas, the Learning Innovation and Science Labs, Gizmos, IReady, Achieve 3000, Myon 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 G2. 8

Attendance Referrals
Formative Assessments
Monthly Checkpoints
I-Ready progress monitoring data

Person Responsible

Dana Rhodes

Schedule

Biweekly, from 10/2/2017 to 6/6/2018

Evidence of Completion

Common assessments, summative andformative assessments, FSA results, project-based
learning, classroom walk throughs, and I-Ready data.

Plan to Monitor Progress Toward G2. 8

Performance-based Assessments
Authentic work/projects

Person Responsible

Dana Rhodes

Schedule

On 6/6/2018

Evidence of Completion

Performance data reflecting students' 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 faculty and staff address the Social Emotional Learning (SEL) needs of the whole child, then the students' behavioral referrals and incidents will decrease by 20%. [1]

🔑 G098562

G1.B1 The teachers are in need of effective classroom management and behavior strategies. [2]

🔑 B265204

G1.B1.S1 Teachers will participate in Professional Development training that will enhance their knowledge of the SEL standards and strategies. [4]

🔑 S281094

Strategy Rationale

Teachers will employ effective strategies and interventions that will decrease student behavioral referrals.

Action Step 1 [5]

Develop a professional development calendar and schedule for the teachers and staff to attend the training

Person Responsible

Dana Rhodes

Schedule

On 6/6/2018

Evidence of Completion

We will collect training agendas, sign in sheets and monitor behavioral referrals,

Action Step 2 [5]

Teachers will be relieved during the school day by a pool substitute to collaborate with peers to model and/or review best practices.

Person Responsible

Dana Rhodes

Schedule

Quarterly, from 11/10/2017 to 6/6/2018

Evidence of Completion

We will collect training agendas, sign in sheets and monitor behavioral referrals.

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

Monitor the amount of student behavior referrals

Person Responsible

Dana Rhodes

Schedule

Biweekly, from 11/1/2017 to 6/6/2018

Evidence of Completion

Use the data from the Discipline Matrix and BASIS.

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

Administration will monitor classroom environment for effective SEL strategies and interventions.

Person Responsible

Dana Rhodes

Schedule

Weekly, from 11/1/2017 to 6/6/2018

Evidence of Completion

Administration will monitor i-Observation reports and discipline referrals.

G1.B5 Lack of staff required to support the teachers and students with the implementation of the school-wide behavior plan. 2

🔍 B265208

G1.B5.S1 We will enlist a Positive Behavior support personnel. 4

🔍 S281099

Strategy Rationale

This will provide strategies for students to be successful in their classroom and school environment.

Action Step 1 5

Solicit qualified personnel through Applitrack, local colleges and universities.

Person Responsible

Dana Rhodes

Schedule

On 9/29/2017

Evidence of Completion

Qualified candidate will be selected

Action Step 2 5

Hire qualified personnel to assist teachers with effective classroom management and behavior strategies.

Person Responsible

Judith Pitter

Schedule

On 10/31/2017

Evidence of Completion

Qualified personnel will be hired to support teacher with students' social emotional learning needs.

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

Data analysis of the students' behavior incidents

Person Responsible

Dana Rhodes

Schedule

Biweekly, from 10/2/2017 to 6/6/2018

Evidence of Completion

Discipline Matrix and BASIS

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

Provide on-going effective resources and services for teachers and students to support social emotional learning of all students.

Person Responsible

Carmen Rodriguez

Schedule

Quarterly, from 10/2/2017 to 6/6/2018

Evidence of Completion

Discipline Matrix and BASIS data

G2. If teachers implement a balanced literacy model across all content areas aligned to the Florida Standards, then we will increase the number of students scoring a level 3 or above on the FSA ELA. 1

🔍 G098563

G2.B1 Lack of familiarity of the Florida Standards and planning effective strategies to align with literacy-based interdisciplinary units of study. 2

🔍 B265209

G2.B1.S1 Teachers will receive On-Going Professional Development on Unwrapping the Standards and other research based instructional strategies. 4

🔍 S281101

Strategy Rationale

If teachers participate in professional development enhancing their knowledge of Unwrapping the Standards and other research based instructional strategies then student achievement will improve.

Action Step 1 5

Teachers will participate in Professional Learning Communities that focus on Florida Standards, English Language Arts, literacy-based units of study, and data analysis.

Person Responsible

Dana Rhodes

Schedule

Weekly, from 10/2/2017 to 6/6/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Track Data from student performance

Person Responsible

Dana Rhodes

Schedule

Biweekly, from 9/5/2017 to 6/6/2018

Evidence of Completion

Progress monitoring assessments Data Chats Lesson Plan

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Mini-Assessments

Person Responsible

Dana Rhodes

Schedule

Biweekly, from 9/18/2017 to 6/6/2018

Evidence of Completion

iObservation data Data from Mini-Assessments

G2.B2 More extensive professional development needed in reinforcing the RtI process and MTSS. `2`
🔑 B265210

G2.B2.S1 If we provide teachers collaborative planning time, focusing on student outcomes and needs, utilizing district resources and personnel, optimize the consistent RtI process, then student proficiency rates will increase and the amount of students needing Tier III interventions will decrease. `4`
🔑 S281102

Strategy Rationale

To support teacher effectiveness of student academic growth.

Action Step 1 `5`

Develop a master schedule allowing for collaborative planning time and sharing of best practices, including instructional strategies and interventions to support students in need Tier II and Tier III support.

Person Responsible

Dana Rhodes

Schedule

Monthly, from 9/5/2017 to 6/6/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

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

Person Responsible

Tiffani Morris

Schedule

Biweekly, from 9/8/2017 to 6/6/2018

Evidence of Completion

Teacher lesson plans Sign in Sheets Agendas Meeting Minutes

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

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

Person Responsible

Dana Rhodes

Schedule

Quarterly, from 10/2/2017 to 6/6/2018

Evidence of Completion

iObservations Student outcomes presented on Museum Nights Lesson plans

G2.B3 Parents are in need of resources and knowledge of the new Florida Standards in order to provide at home support. 2

🔑 B265211

G2.B3.S1 Parents will be provided with instructional resources that they can utilize to assist with at-home learning. 4

🔑 S281103

Strategy Rationale

Parents will develop and obtain the necessary resources needed to support their children's academic and social emotional development.

Action Step 1 5

Establish a parent resource area in the school to provide meaningful learning opportunities that reflect families specific needs, build relationships among parents that are respectful of various languages, cultures, practices and customs.

Person Responsible

Dana Rhodes

Schedule

On 6/6/2018

Evidence of Completion

Parent Sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Resource room will be made available to parents in a flexible schedule to accommodate the their needs.

Person Responsible

Dana Rhodes

Schedule

Daily, from 10/6/2017 to 6/6/2018

Evidence of Completion

Parent sign in sheet, parent survey, material audit

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Monitor parents' usage and evidence of materials supporting parent's with their children's educational needs.

Person Responsible

Vinson Jones

Schedule

Weekly, from 10/6/2017 to 6/6/2018

Evidence of Completion

Sign in sheets, survey feedback, increased educational awareness and student academic success.

G2.B4 Teachers are in need of effective resources that will align to the rigor of the new Florida Standards. `2`

🔑 B265212

G2.B4.S1 Teachers will implement Standards Tracker in their instructions and assessments. `4`

🔑 S281104

Strategy Rationale

Teachers will be able to identify students' needs and provide differentiated interventions.

Action Step 1 `5`

Teachers will progress monitor students performance growth levels in all content areas.

Person Responsible

Dana Rhodes

Schedule

Weekly, from 11/1/2017 to 3/30/2018

Evidence of Completion

Progress monitoring reports

Plan to Monitor Fidelity of Implementation of G2.B4.S1 [6]

Quality differentiated instruction and targeted instruction to meet students academic needs.

Person Responsible

Dana Rhodes

Schedule

On 6/6/2018

Evidence of Completion

Increased student achievement, focused collaborative planning among teams

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 [7]

Classroom walkthroughs, iObservation, grade level data chats, iReady check points, quarterly assessments.

Person Responsible

Schedule

On 6/6/2018

Evidence of Completion

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

G2.B4.S2 Teachers and coaches will attend Professional Development trainings for effective implementation of the Standards Tracker Program. 4

🔍 S281105

Strategy Rationale

Teachers will be able to identify students' needs and provide differentiated interventions.

Action Step 1 5

Teachers will receive intensive training on the program's services, resources, and overall objectives.

Person Responsible

Dana Rhodes

Schedule

Quarterly, from 11/1/2017 to 6/6/2018

Evidence of Completion

Increased quality in differentiated instruction to meet students' needs. More targeted instruction to facilitate student academic growth.

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Administration and instructional coaches will track the teachers' and students' usage.

Person Responsible

Dana Rhodes

Schedule

Weekly, from 11/1/2017 to 6/6/2018

Evidence of Completion

Progress monitoring data from program usage intervals.

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 `7`

Instructional coaches will monitor students' proficiency growth on ELA standards.

Person Responsible

Dana Rhodes

Schedule

Monthly, from 11/1/2017 to 6/6/2018

Evidence of Completion

CARE Cycle Interims, i-Ready Checkpoints, and BAS data

G2.B5 Students are in need of small group instructions due to the high demands of the ELA Standards. `2`

🔑 B265213

G2.B5.S1 Students will participate in small group differentiated learning communities. `4`

🔑 S281106

Strategy Rationale

The students will learn effective skills and strategies that will promote the development of their reading comprehension.

Action Step 1 `5`

Teachers will provide small group instruction to targeted students after school to ensure continued learning gains and close achievement gaps.

Person Responsible

Dana Rhodes

Schedule

Weekly, from 11/1/2017 to 3/1/2018

Evidence of Completion

Progress monitoring through CARE Cycle and BAS Assessments

Action Step 2 `5`

One additional teacher assistant will be hired to facilitate LLI Intervention groups to increase support to students in need to students that are in need of interventions to ensure continued learning gains and close achievement gaps. Students will be exposed to daily, intensive, small group instruction, which supplements classroom literacy teaching.

Person Responsible

Judith Pitter

Schedule

On 6/6/2018

Evidence of Completion

Progress monitoring of students' level growth using the LLI program

Plan to Monitor Fidelity of Implementation of G2.B5.S1 `6`

Monitor and Analyze data through collaborative hour conversation.

Person Responsible

Dana Rhodes

Schedule

Weekly, from 11/1/2017 to 3/30/2018

Evidence of Completion

Formative assessment, BAS data, program attendance data

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 `7`

Analyze formal, informal data and student attendance record.

Person Responsible

Dana Rhodes

Schedule

Weekly, from 11/1/2017 to 4/27/2018

Evidence of Completion

Authentic student work, i-Ready check points and BAS data.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B5.S1.A1 🔑 A378984	Solicit qualified personnel through Applitrack, local colleges and universities.	Rhodes, Dana	9/8/2017	Qualified candidate will be selected	9/29/2017 one-time
G1.B5.S1.A2 🔑 A378985	Hire qualified personnel to assist teachers with effective classroom management and behavior...	Pitter, Judith	9/11/2017	Qualified personnel will be hired to support teacher with students' social emotional learning needs.	10/31/2017 one-time
G2.B5.S1.A1 🔑 A378991	Teachers will provide small group instruction to targeted students after school to ensure continued...	Rhodes, Dana	11/1/2017	Progress monitoring through CARE Cycle and BAS Assessments	3/1/2018 weekly
G2.B4.S1.A1 🔑 A378989	Teachers will progress monitor students performance growth levels in all content areas.	Rhodes, Dana	11/1/2017	Progress monitoring reports	3/30/2018 weekly
G2.B5.S1.MA1 🔑 M410930	Monitor and Analyze data through collaborative hour conversation.	Rhodes, Dana	11/1/2017	Formative assessment, BAS data, program attendance data	3/30/2018 weekly
G2.B5.S1.MA1 🔑 M410929	Analyze formal, informal data and student attendance record.	Rhodes, Dana	11/1/2017	Authentic student work, i-Ready check points and BAS data.	4/27/2018 weekly
G1.MA1 🔑 M410918	Monitor the students' behavior referrals	Rhodes, Dana	11/1/2017	Data will be collected from the Discipline Matrix and BASIS.	6/6/2018 biweekly
G2.MA1 🔑 M410931	Attendance Referrals Formative Assessments Monthly Checkpoints I-Ready progress monitoring data	Rhodes, Dana	10/2/2017	Common assessments, summative andformative assessments, FSA results, project-based learning, classroom walk throughs, and I-Ready data.	6/6/2018 biweekly
G2.MA2 🔑 M410932	Performance-based Assessments Authentic work/projects	Rhodes, Dana	10/2/2017	Performance data reflecting students' achievement based on rubrics of performance-based assessments and projects.	6/6/2018 one-time
G1.B1.S1.MA1 🔑 M410914	Administration will monitor classroom environment for effective SEL strategies and interventions.	Rhodes, Dana	11/1/2017	Administration will monitor i-Observation reports and discipline referrals.	6/6/2018 weekly
G1.B1.S1.MA1 🔑 M410915	Monitor the amount of student behavior referrals	Rhodes, Dana	11/1/2017	Use the data from the Discipline Matrix and BASIS.	6/6/2018 biweekly
G1.B1.S1.A1 🔑 A378982	Develop a professional development calendar and schedule for the teachers and staff to attend the...	Rhodes, Dana	11/10/2017	We will collect training agendas, sign in sheets and monitor behavioral referrals,	6/6/2018 one-time
G1.B1.S1.A2 🔑 A378983	Teachers will be relieved during the school day by a pool substitute to collaborate with peers to...	Rhodes, Dana	11/10/2017	We will collect training agendas, sign in sheets and monitor behavioral referrals.	6/6/2018 quarterly
G1.B5.S1.MA1 🔑 M410916	Provide on-going effective resources and services for teachers and students to support social...	Rodriguez, Carmen	10/2/2017	Discipline Matrix and BASIS data	6/6/2018 quarterly
G1.B5.S1.MA1 🔑 M410917	Data analysis of the students' behavior incidents	Rhodes, Dana	10/2/2017	Discipline Matrix and BASIS	6/6/2018 biweekly
G2.B1.S1.MA1 🔑 M410919	Mini-Assessments	Rhodes, Dana	9/18/2017	iObservation data Data from Mini-Assessments	6/6/2018 biweekly
G2.B1.S1.MA1 🔑 M410920	Track Data from student performance	Rhodes, Dana	9/5/2017	Progress monitoring assessments Data Chats Lesson Plan	6/6/2018 biweekly
G2.B1.S1.A1 🔑 A378986	Teachers will participate in Professional Learning Communities that focus on Florida Standards,...	Rhodes, Dana	10/2/2017	Observation iObservation data Data Chats PLC data i-Ready data Formative Assessments	6/6/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1 🔑 M410921	Monitor classroom implementation of object-based learning based on interdisciplinary units of...	Rhodes, Dana	10/2/2017	iObservations Student outcomes presented on Museum Nights Lesson plans	6/6/2018 quarterly
G2.B2.S1.MA1 🔑 M410922	Create a PLC schedule that incorporates training in writing interdisciplinary units of study	Morris, Tiffani	9/8/2017	Teacher lesson plans Sign in Sheets Agendas Meeting Minutes	6/6/2018 biweekly
G2.B2.S1.A1 🔑 A378987	Develop a master schedule allowing for collaborative planning time and sharing of best practices,...	Rhodes, Dana	9/5/2017	RtI and BASIS reports, PLC minutes and data from My Learning Plan, CARE data, Faculty collaboration minutes.	6/6/2018 monthly
G2.B3.S1.MA1 🔑 M410923	Monitor parents' usage and evidence of materials supporting parent's with their children's...	Jones, Vinson	10/6/2017	Sign in sheets, survey feedback, increased educational awareness and student academic success.	6/6/2018 weekly
G2.B3.S1.MA1 🔑 M410924	Resource room will be made available to parents in a flexible schedule to accommodate the their...	Rhodes, Dana	10/6/2017	Parent sign in sheet, parent survey, material audit	6/6/2018 daily
G2.B3.S1.A1 🔑 A378988	Establish a parent resource area in the school to provide meaningful learning opportunities that...	Rhodes, Dana	10/6/2017	Parent Sign in sheets	6/6/2018 one-time
G2.B4.S1.MA1 🔑 M410925	Classroom walkthroughs, iObservation, grade level data chats, iReady check points, quarterly...		10/2/2017	Performance data reflecting students' achievement based on rubrics of performance-based assessments and projects.	6/6/2018 one-time
G2.B4.S1.MA1 🔑 M410926	Quality differentiated instruction and targeted instruction to meet students academic needs.	Rhodes, Dana	10/2/2017	Increased student achievement, focused collaborative planning among teams	6/6/2018 one-time
G2.B5.S1.A2 🔑 A378992	One additional teacher assistant will be hired to facilitate LLI Intervention groups to increase...	Pitter, Judith	11/1/2017	Progress monitoring of students' level growth using the LLI program	6/6/2018 one-time
G2.B4.S2.MA1 🔑 M410927	Instructional coaches will monitor students' proficiency growth on ELA standards.	Rhodes, Dana	11/1/2017	CARE Cycle Interims, i-Ready Checkpoints, and BAS data	6/6/2018 monthly
G2.B4.S2.MA1 🔑 M410928	Administration and instructional coaches will track the teachers' and students' usage.	Rhodes, Dana	11/1/2017	Progress monitoring data from program usage intervals.	6/6/2018 weekly
G2.B4.S2.A1 🔑 A378990	Teachers will receive intensive training on the program's services, resources, and overall...	Rhodes, Dana	11/1/2017	Increased quality in differentiated instruction to meet students' needs. More targeted instruction to facilitate student academic growth.	6/6/2018 quarterly

V. Professional Development Opportunities

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

G1. If faculty and staff address the Social Emotional Learning (SEL) needs of the whole child, then the students' behavioral referrals and incidents will decrease by 20%.

G1.B1 The teachers are in need of effective classroom management and behavior strategies.

G1.B1.S1 Teachers will participate in Professional Development training that will enhance their knowledge of the SEL standards and strategies.

PD Opportunity 1

Teachers will be relieved during the school day by a pool substitute to collaborate with peers to model and/or review best practices.

Facilitator

Deborah Brown

Participants

Teachers and Staff

Schedule

Quarterly, from 11/10/2017 to 6/6/2018

G2. If teachers implement a balanced literacy model across all content areas aligned to the Florida Standards, then we will increase the number of students scoring a level 3 or above on the FSA ELA.

G2.B1 Lack of familiarity of the Florida Standards and planning effective strategies to align with literacy-based interdisciplinary units of study.

G2.B1.S1 Teachers will receive On-Going Professional Development on Unwrapping the Standards and other research based instructional strategies.

PD Opportunity 1

Teachers will participate in Professional Learning Communities that focus on Florida Standards, English Language Arts, literacy-based units of study, and data analysis.

Facilitator

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

Participants

Instructional staff

Schedule

Weekly, from 10/2/2017 to 6/6/2018

G2.B4 Teachers are in need of effective resources that will align to the rigor of the new Florida Standards.

G2.B4.S1 Teachers will implement Standards Tracker in their instructions and assessments.

PD Opportunity 1

Teachers will progress monitor students performance growth levels in all content areas.

Facilitator

Dana Rhodes

Participants

Teachers and Staff

Schedule

Weekly, from 11/1/2017 to 3/30/2018

G2.B4.S2 Teachers and coaches will attend Professional Development trainings for effective implementation of the Standards Tracker Program.

PD Opportunity 1

Teachers will receive intensive training on the program's services, resources, and overall objectives.

Facilitator

Dana Rhodes

Participants

Teachers and staff

Schedule

Quarterly, from 11/1/2017 to 6/6/2018

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	Develop a professional development calendar and schedule for the teachers and staff to attend the training				$0.00
2	G1.B1.S1.A2	Teachers will be relieved during the school day by a pool substitute to collaborate with peers to model and/or review best practices.				$21,175.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	0941 - Plantation Elementary School	UniSIG		$19,320.00
			Notes: Salary for one substitute to release teachers for peer to peer professional learning.			
	6400	220-Social Security	0941 - Plantation Elementary School	UniSIG		$1,468.00
			Notes: Fringe Benefits for one substitute to release teachers for peer to peer professional learning. Social Security @ 7.6%			
	6400	240-Workers Compensation	0941 - Plantation Elementary School	UniSIG		$348.00
			Notes: Fringe Benefits for one substitute to release teachers for peer to peer professional learning. Workers Compensation @ 1.8%			
	6400	250-Unemployment Compensation	0941 - Plantation Elementary School	UniSIG		$39.00
			Notes: Fringe Benefits for one substitute to release teachers for peer to peer professional learning. Unemployment Compensation @ .2%			
3	G1.B5.S1.A1	Solicit qualified personnel through Applitrack, local colleges and universities.				$0.00
4	G1.B5.S1.A2	Hire qualified personnel to assist teachers with effective classroom management and behavior strategies.				$73,935.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	130-Other Certified Instructional Personnel	0941 - Plantation Elementary School	UniSIG	1.0	$55,801.00
			Notes: Salary for Positive Behavior Support personnel to assist teachers with effective classroom management and behavior strategies.			
	6300	230-Group Insurance	0941 - Plantation Elementary School	UniSIG		$8,088.00
			Notes: Fringe benefits: Positive Behavior Support personnel to assist teachers with effective classroom management and behavior strategies - FIXED Group Insurance $8,088			
	6300	210-Retirement	0941 - Plantation Elementary School	UniSIG		$4,688.00
			Notes: Fringe Benefits: Positive Behavior Support personnel to assist teachers with effective classroom management and behavior strategies - Retirement 8%			
	6300	220-Social Security	0941 - Plantation Elementary School	UniSIG		$4,241.00

			Notes: Fringe Benefits: Positive Behavior Support personnel to assist teachers with effective classroom management and behavior strategies - Social Security 7.6%			
	6300	240-Workers Compensation	0941 - Plantation Elementary School	UniSIG		$1,005.00
			Notes: Fringe Benefits: Positive Behavior Support personnel to assist teachers with effective classroom management and behavior strategies - Worker's Compensation 1.8%			
	6300	250-Unemployment Compensation	0941 - Plantation Elementary School	UniSIG		$112.00
			Notes: Fringe Benefits: Positive Behavior Support personnel to assist teachers with effective classroom management and behavior strategies - Unemployment Compensation .2%			
5	**G2.B1.S1.A1**	**Teachers will participate in Professional Learning Communities that focus on Florida Standards, English Language Arts, literacy-based units of study, and data analysis.**				**$60,715.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0941 - Plantation Elementary School	UniSIG		$10,000.00
			Notes: Stipends for teachers to participate in after school and Saturday professional development sessions. $25.00 per hour per teacher)			
	5100	510-Supplies	0941 - Plantation Elementary School	UniSIG		$46,955.00
			Notes: Supplemental/Additional instructional supplies such as LLI, iReady, Flocabulary and Language Arts Florida Standards books, Benchmark Assessment Systems and Fundations.			
	6400	310-Professional and Technical Services	0941 - Plantation Elementary School	UniSIG		$2,800.00
			Notes: Thinking Map Professional Development			
	6400	220-Social Security	0941 - Plantation Elementary School	UniSIG		$760.00
			Notes: Fringe Benefits: Teachers to participate in after school and Saturday professional development sessions - Social Security 7.6%			
	6400	240-Workers Compensation	0941 - Plantation Elementary School	UniSIG		$180.00
			Notes: Fringe Benefits: Teachers to participate in after school and Saturday professional development sessions - Workers Compensation 1.8%			
	6400	250-Unemployment Compensation	0941 - Plantation Elementary School	UniSIG		$20.00
			Notes: Fringe Benefits: Teachers to participate in after school and Saturday professional development sessions - Unemployment Compensation .2%			
6	**G2.B2.S1.A1**	**Develop a master schedule allowing for collaborative planning time and sharing of best practices, including instructional strategies and interventions to support students in need Tier II and Tier III support.**				**$0.00**
7	**G2.B3.S1.A1**	**Establish a parent resource area in the school to provide meaningful learning opportunities that reflect families specific needs, build relationships among parents that are respectful of various languages, cultures, practices and customs.**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

	6150	644-Computer Hardware Non-Capitalized	0941 - Plantation Elementary School	UniSIG		$3,336.00
		Notes: Purchase of four laptops for Parent Resource Center for parent use. Four Lenovo ThinkPad T470 @ $834.00 per unit (includes delivery and deployment fee)				
	6150	530-Periodicals	0941 - Plantation Elementary School	UniSIG		$1,664.00
		Notes: Purchase parenting brochures and periodicals to provide meaningful learning opportunities for parents that reflect families specific needs.				
8	G2.B4.S1.A1	**Teachers will progress monitor students performance growth levels in all content areas.**				**$32,600.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0941 - Plantation Elementary School	UniSIG		$32,600.00
		Notes: Standards Tracker is a performance management tool that allows teachers to highlight areas of development and strategically develop instructional priorities base on accurate information for the students. The program provides teachers and staff Professional Development support trainings that will enhance their use of the program's systems and resources				
9	G2.B4.S2.A1	**Teachers will receive intensive training on the program's services, resources, and overall objectives.**				**$5,480.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	0941 - Plantation Elementary School	UniSIG		$5,000.00
		Notes: Teachers will be relieved by substitutes for professional learning.				
	6400	220-Social Security	0941 - Plantation Elementary School	UniSIG		$380.00
		Notes: Fringe benefits for teachers to be relieved by substitutes for professional learning. Social Security @ 7.6%				
	6400	240-Workers Compensation	0941 - Plantation Elementary School	UniSIG		$90.00
		Notes: Fringe benefits for teachers to be relieved by substitutes for professional learning. Workers Compensation @ 1.8%				
	6400	250-Unemployment Compensation	0941 - Plantation Elementary School	UniSIG		$10.00
		Notes: Fringe benefits for teachers to be relieved by substitutes for professional learning. Unemployment Compensation @ .2%				
10	G2.B5.S1.A1	**Teachers will provide small group instruction to targeted students after school to ensure continued learning gains and close achievement gaps.**				**$8,991.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0941 - Plantation Elementary School	UniSIG		$8,202.00
		Notes: Funding for teachers for ELO salaries				
	5100	220-Social Security	0941 - Plantation Elementary School	UniSIG		$624.00

			Notes: Fringe Benefits: Funding for teachers for ELO salaries - Social Security 7.6%			
	5100	240-Workers Compensation	0941 - Plantation Elementary School	UniSIG		$148.00
			Notes: Fringe Benefits: Funding for teachers for ELO salaries - Workers Compensation 1.8%			
	5100	250-Unemployment Compensation	0941 - Plantation Elementary School	UniSIG		$17.00
			Notes: Fringe Benefits: Funding for teachers for ELO salaries - Unemployment Compensation .2%			
11	G2.B5.S1.A2	**One additional teacher assistant will be hired to facilitate LLI Intervention groups to increase support to students in need to students that are in need of interventions to ensure continued learning gains and close achievement gaps. Students will be exposed to daily, intensive, small group instruction, which supplements classroom literacy teaching.**				**$27,324.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0941 - Plantation Elementary School	UniSIG	1.0	$16,301.00
			Notes: Salary for one additional teacher assistant to increase support to students in need of interventions to ensure continued learning gains and close achievement gaps.			
	5100	230-Group Insurance	0941 - Plantation Elementary School	UniSIG		$8,088.00
			Notes: Fringe Benefits: One additional teacher assistant to increase support to students in need of interventions to ensure continued learning gains and close achievement gaps. FIXED Group Insurance $8,088.00			
	5100	210-Retirement	0941 - Plantation Elementary School	UniSIG		$1,369.00
			Notes: Fringe Benefits: One additional teacher assistant to increase support to students in need of interventions to ensure continued learning gains and close achievement gaps - Retirement 8%			
	5100	220-Social Security	0941 - Plantation Elementary School	UniSIG		$1,239.00
			Notes: Fringe Benefits: One additional teacher assistant to increase support to students in need of interventions to ensure continued learning gains and close achievement gaps - Social Security 7.6%			
	5100	240-Workers Compensation	0941 - Plantation Elementary School	UniSIG		$294.00
			Notes: Fringe Benefits: One additional teacher assistant to increase support to students in need of interventions to ensure continued learning gains and close achievement gaps - Workers compensation 1.8%			
	5100	250-Unemployment Compensation	0941 - Plantation Elementary School	UniSIG		$33.00
			Notes: Fringe Benefits: One additional teacher assistant to increase support to students in need of interventions to ensure continued learning gains and close achievement gaps - Unemployment compensation .2%			
					Total:	**$235,220.00**