

Broward County Public Schools

Lauderhill 6 12



2017-18 Schoolwide Improvement Plan

Lauderhill 6 12

1901 NW 49TH AVE, Lauderhill, FL 33313

[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)
Combination School 6-11	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	99%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	D*	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>.

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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 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 Lauderhill 6 12

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.

Lauderhill 6-12 STEM MED School recognizes that students have a need to grow everyday and intends to prepare a diverse student population for success in college, and to be thoughtful, contributing members of society.

b. Provide the school's vision statement.

The vision statement at Lauderhill 6-12 STEM MED School is believing that:

Children Have a Need to Grow Everyday (C.H.A.N.G.E.)

Our theme this school year is "Relentless Rising S.T.A.R.S" The acronym S.T.A.R.S represents the school-wide expectations and guidelines for success with each stakeholder striving to be Safe, Team Player, Attentive, Respectful and Successful.

2. School Environment

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

Lauderhill 6-12 is nested in the middle of an active, vocal, ethnically diverse community. During pre-planning week all staff were present for professional learning on taking the time to identify students learning styles and establishing a relationship with students.

One of Lauderhill 6-12 has adopted the one absolute rule in CHAMPs - students should be treated with dignity and respect.

We follow the BEST Practice #3 from the Blueprint that identifies customer service for all stakeholders.

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

At Lauderhill 6-12, students benefit from having an open communication policy. Students are encouraged to approach a staff member regarding their safety and learning during any time of the school day.

Before School

Students that arrive early are monitored for safety and adherence to school rules. In addition, students and parents understand they will be involved in the school-wide literacy program that encourages silent, sustained reading following breakfast.

During School

All students are under the supervision of their teacher of record. Since Lauderhill 6-12 is a CHAMPs school, all teachers have been trained on effective classroom management techniques. To complement CHAMPs, the "BluePrint" program modules also provide additional resources to teachers to support students in a safe and respectful environment. The universal hand signal for getting students attention and focus has been implemented school-wide. School's SRO provides

SAFE support to students throughout the day. Lauderhill 6-12 has also implemented "teaching tolerance" throughout the school within the classroom, school activities, and guidance lessons that are provided and lead by the school counseling team.

After School

Students at L612 have the unique opportunity to engage in after school extracurricular activities. In addition to teachers, the athletic coaching staff received the training support to ensure the implementation is streamlined.

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.

Based on the school's needs established through the analysis of 2015-2016 behavioral data by the Lauderhill 6-12 Discipline Committee and teacher needs feedback from 2015-2016 school year, a comprehensive behavior plan was designed and implemented this year. With this information, we created the "BluePrint" Discipline Modules and launched the CHAMPs program for all faculty and staff during pre-planning week in AUGUST 2016. These two initiatives provide a level of consistency for our students who will all benefit from highly structured environments. In addition, one of the best reasons for implementing CHAMPs is that it is tried and proven in over 30 years of research. Two Behavior Specialists assist with the facilitation of the school's behavioral systems.

The most prevalent behaviors identified to decrease school-widel in order to improve student achievement:

1. Classroom disturbances
2. Tardy Arrivals
3. Student Removals
4. Inconsistent Consequences and Removals

CHAMPs helps us at Lauderhill 6-12 to:

1. Identify and define expectations
2. Teach expectations
3. Monitor expected behavior
4. Acknowledge and encourage expected behavior
5. Correct behavioral errors.

"CHAMPing it Out" guidelines that have been adopted for activities and transitions include:

1. Arriving to class
2. Beginning of class/lessons
3. Getting out or putting away necessary materials / changes in location
4. Cleaning up and leaving the classroom
5. School-wide settings (hallway, cafeteria, arrival, dismissal, assemblies)

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.

In addition to our site-based guidance counseling staff, we have two new School Social Worker, Family Counselor, Motivational Coaches and Exceptional Student Family Counselor specifically assigned to the school. This team provides group sessions and individual counseling to students in need. This group also provides resources for referral to outside assistance as needed.

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.

District provides reports on students without incidents by race. The attendance report is broken down by grade and race.

Weekly data chats on district and school-wide common assessment results.

District provided at risk and overage reports.

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	15	18	14	5	9	0	11	72
One or more suspensions	0	0	0	0	0	0	42	42	50	6	16	0	11	167
Course failure in ELA or Math	0	0	0	0	0	0	5	4	11	3	0	5	11	39
Level 1 on statewide assessment	0	0	0	0	0	0	54	61	57	19	21	0	0	212
AT RISK/OVERAGE STUDENTS	0	0	0	0	0	0	6	10	9	1	0	0	0	26

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	0	0	0	0	0	0	30	38	38	3	6	11	6	132

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

The intervention strategies implemented at Lauderhill 6-12 to improve academic performance are as follows:

*RtI Tier 1-Tier 3 Interventions- Progressive tier interventions within the RtI process including whole group to intensive.

*BEST Blueprint- District guide on how to improve relationships with our stakeholders, compare best practices with schools within our SES bands, ensure ALL students are learning within a robust RtI/ MTSS, and engage staff members in a authentic PLCs.

*CARE Packages- District provided packages that provide lessons to support Curriculum, Assessment, Remediation & Enrichment strategies.

*Weekly RtI (response to intervention meetings to discuss at risk students and implemented interventions.

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?

Yes

1. PFEP Link

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

2. Description

For the 2013-2014 school year we will target the parents via parent link, the marquee, website, text messages and flyers. We will also look at increasing our SAC and PTSA membership.

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.

Lauderhill 6-12 has built a strong relationship with the City of Lauderhill Mayor and Commissioners to secure and utilize our resources to support student achievement. Lauderhill 6-12 recruits business partnerships such as Junior Achievement (JA) of South Florida, Life Fitness, YMCA, Firewall, Oracle, Women In Distress, City of Lauderhill Police and Fire Departments throughout the school year through neighborhood invitational letter campaigns, cold calls, and word of mouth and school functions. Business partners are not charged for their involvement, and their continued support is appreciated.

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
Reardon, Ryan	Principal
Burch, Shannon	Assistant Principal
Qaiyim, Tariq	Assistant Principal
Gillings, Kaila	Teacher, K-12
Deich, Randee	Instructional Coach
Maxwell, Keisha	Assistant Principal
Roberson, Brent	Other
Barnett, Renee	Teacher, K-12
Monroe, Tanya	Instructional Coach
Whyte, Alicia	Teacher, ESE
Kellem, Sarah	Teacher, K-12
Jackson, Martrice	Teacher, K-12
Forde, Natasha	SAC Member
Frazier, Bob	School Counselor
Cooks, Shatonga	Teacher, K-12
Ward, Kenneth	SAC Member
Joiner, Jeri	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 Leadership Team meets monthly to discuss school-wide issues and any concerns related to teacher expectations and student achievement. The team discusses the issues and concerns and suggests appropriate interventions and strategies. Additionally, the team reviews teacher and student data, academic progress, and school cultural progress.

The team will designate specific responsibilities to each member. Designating a specific task has helped in the process of coordinating materials, support, strategies and data collection. Each case is carefully reviewed based on the teacher and student needs. The effort of each individual is crucial to successfully assist our teachers and students.

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.

Coaches and department leaders and guidance counselors meet once a week during a grade level meeting to create interventions and support for teachers. Strategies are designed to meet small group and individual student needs.

Title III-An LEP committee is formed to assist in diagnostic testing of students and classifications. Additional services are provided per classification based on language acquisition need.

Extended Learning Opportunity-Funds will be utilized to provide tutorials and enrichment programs as well as pullout classes. These classes will take place before and after school. Additionally, programs on Saturdays will be available targeting the lowest 25% in Math and Reading. All pullout programs will contain research based materials and strategies. The FCIM model is used to determine who needs reteaching and who needs enrichment. Extensive academic support is provided to low performing students through the SAI programs.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Dr. Ryan Reardon	Principal
Ronald Reardon	Business/Community
Kaila Gillings	Teacher
Brent Roberson	Education Support Employee
Natasha Forde	Teacher
Kenneth Ward	Teacher
Shanese Wright	Student
Kamesha Butler	Parent
Andy Fernandez	Business/Community

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, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC members will review last year's plan. Parent and community feedback was solicited and adjustments were made; input was used to develop current SIP.

b. Development of this school improvement plan

The plan will be reviewed at the fall meetings, the winter meetings and the spring meetings. Updates will be provided by Coaches and Department Leaders as to the progress of the goals.

SAC to review the content of the SIP.

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

School's Principal's Report was shared which included the annual budget and plan, input was solicited.

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

The school year started with just 7,200 dollars in Accountability funds. These dollars will be used for the purchase of student incentives and academic resources for the benefit of our students

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
Reardon, Ryan	Principal
Burch, Shannon	Assistant Principal
Qaiyim, Tariq	Assistant Principal
Maxwell, Keisha	Assistant Principal
Monroe, Tanya	Instructional Coach
Kellem, Sarah	Teacher, K-12
Cooks, Shatonga	Teacher, K-12

b. Duties

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

The Lauderhill 6-12 Literacy Leadership Team will be charged with accomplishing the following initiatives throughout the 2017-2018 school year:

- 1) Interdisciplinary collaboration, planning and teaching to include literacy across all content areas.
- 2) Use of data to drive instruction. Curriculum will be designed to meet the needs of the students in the areas they are showing weakness in according to the data. This year i-Ready program will provide diagnostic data and individualized lessons to address weaknesses and bridge the gap. Following data chats, instruction will be aligned to meet areas of student need.
- 3) Measures of Academic Progress (MAP) data will be disaggregated to identify and track individual student strengths and weaknesses, offering teachers the opportunity to have a visual map of student needs, which may assist in appropriate planning.
- 4) Demonstration classrooms will be used for modeling of rigor and differentiated instruction according to student needs.
- 5) Vertical alignment to provide a smooth transition and transference of skills from grade level to grade level across the disciplines will take place. All departments will continue to infuse reading and writing into their curriculum.
- 6) Research based intervention materials will be supplied by coaches for students who are scoring below level on assessments. These students will also be assisted through push-ins and pull-outs by the Literacy Coach.
- 7) The team will use a Train-the-Trainer model during monthly Curriculum Review Team PLCs to train Department Leaders on Florida Standards and Marzano effective teaching strategies.

One teacher has completed the CAR-PD. All teachers are encouraged by the LLT to pursue this and all professional development. The literacy coach regularly notifies the faculty of upcoming literacy-based trainings.

D. Public and Collaborative Teaching

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

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

Lauderhill 6-12 prides itself on being a close knit family. Teachers receive common planning in their respective content area / departments in order to collaborate and engage in a professional learning community (PLC). The PLC process includes planning, learning, implementing and evaluation.

In addition to PLCs, teachers develop positive relationship through the collaborative planning and delivery of Family Night activities. As mentioned in the booklet, "Building Trusting Relationships for School Improvement" from the Northwest Regional Educational Laboratory, "Trust and collaboration are mutually reinforcing the more parties work together, the greater opportunity they have to get to know one another and build trust" Strategies are developed, modeled, and published for our family stakeholders.

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

*All teachers hired endured an intensive review and interview process. Qualified candidates were required to submit a lesson plan prior to the interview and prepare a presentation for the interview panel of administrators, instructional staff, guidance and district representatives.

*New teachers meet regularly with content area coaches, peer coaches and assistant principals. New Teachers are partnered with veteran teachers based on their individual needs and the veteran teachers' expertise (Principal/Assistant Principals).

*Teachers are required to attend monthly Instructional Focus meetings (Administration, Instructional Coaches and Department Heads).

*Teachers and mentors attend monthly Teacher Induction for Effective Retention (T.I.E.R.) Meetings to discuss strategies, instructional plans, technology integration, grading, classroom management, etc. (Administration, T.I.E.R. Liaison, Induction and Instructional Coaches).

*Teachers will receive regular support with Marzano Strategies to mentor into highly effective educators (Administrators, Peer Coaches, Instructional Coaches and Department Heads).

*In addition to promoting district-based staff development workshops and facilitating in-school workshops, the Lauderhill 6-12 staff will collaborate with Broward College to assist teachers in becoming certified in their appropriate areas.

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

Five new educators have been paired with a veteran teacher to be mentored through the district's Induction Program for new educators. Additionally, the district coaching program provides two district-based mentors for three of our second to third year educators.

The District Teacher Incentive Fund (TIF) Grant also provides an opportunity for four new educators to be supported and mentored on an ongoing basis by three TIF mentors. TIF mentors plan, co-teach with and provide the new educators with feedback on a daily basis.

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.

Instructional coaches and department chairs are tasked with facilitating PD of unwrapping the Florida Standards with teaching staff. Consequently, follow up by coach or administration to determine evidence of understanding and implementation.

In addition, coaches and administration are kept abreast of any district or state updates on the Florida Standards and release of practice assessments.

i-Ready will be used for Reading and Math to assist in monitoring instruction and performance assessment.

The Measures of Academic Progress (MAP) assessment given in the Fall and Spring semester will provide valuable data on students instructional level and growth over time.

Odysseyware Learning Management System provides extension activities for science and social studies curriculum.

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.

Lauderhill 6-12 follows the district's Curriculum, Assessment, Remediation and Enrichment (C.A.R.E.) model to differentiate instruction to meet the diverse needs of students. Appropriate curriculum has been selected and an instructional cycle that includes assessments, and/or remediation/enrichment will be implemented to provide students with assistance in attaining proficiency and making learning gains.

Teachers host Data Chats with students that are having difficulties attaining the proficient or advanced level on state assessments.

The administrative team conducts quarterly data chats with teachers to monitor student achievement and address areas of concern including academic or behavior.

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: 5,400

Teachers will analyze data from common assessments to determine student mastery.

Strategy Rationale

Once mastery has been achieved, then DOK levels three and four will be implemented to infuse enrichment.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Reardon, Ryan, ryan.reardon@browardschools.com

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

Data from assessments will be collected throughout the instructional cycle and documented in a school-wide database. Teachers meet to analyze the data and plan instruction to best address student achievement gaps.

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, Â§ 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.

Lauderhill 6-12 welcomes incoming 6th grade students each year to get an opportunity to meet and greet with essential staff for students assigned to Lauderhill 612 or coming from an out of boundary school. The monthly SAC meetings encourage parents involvement. Open House at the beginning of the year is another way to welcome families to Lauderhill 6-12 as well as parent night events sponsored by Title 1.

Last year, our Panther Preparatory Academy (PPA) identifies a cohort of high-achieving 6th grade students that will be monitored and supported by key instructional and support staff. This year we have added the Panther Preparatory Accelerated Academy for high achieving 5th grade students.

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.

At Lauderhill 6-12 our 8th grade students are required to meet the high school readiness career component required for promotion. The school utilizes a variety of project based learning and real-world learning models to prepare students for high school and beyond. The focus on instruction is always centered around the Florida Standards and Next Generation Sunshine State Standards which are a means of getting students ready for the future.

High school students meeting the criteria have the unique opportunity to attain college credits via several Dual Enrollment classes in partnership with Broward College. In addition, multiple Advanced Placement course options are available to students.

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

1. Computer Science Programming
2. Pathways to Engineering (Master CAM Certification)
3. First Responders Program
4. Network for Teaching Entrepreneurship (NFTE)
5. NAF
6. JA Academy of South Florida

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

Technology is incorporated into the classroom as much as possible based on resources availability. All teachers have access to Mimio, Smart Boards, Clickers and document cameras. Teachers try to incorporate a technology element in a variety of assignments. The 6th and 9th grade math and language arts teachers all have access to computer carts for technology based learning through the Digital 6 / Digital 9 implementation.

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.

The strategies implemented at Lauderhill 6-12 for improving student readiness for public post-secondary levels are as follows:

1. Dual enrollment (Broward College) - High school students are able to take courses that are equivalent to those taken at a post-secondary institution. Credit is also awarded on both the high school transcript and the transcript from Broward College.
2. Industry Certification - Integration of academic, vocational and technical instruction, and uses work-based learning where appropriate. Leads to certification in a specific career area.
 - a. First responders/Fire Fighter
 - b. Engineering
 - c. Computer programming
 - d. Game development/simulation
3. BRACE and High School Counselor

- a. Familiarizes the students with
 1. Public or private funding
 2. Broad-based eligibility or a focus on economically disadvantaged students
 3. Academic or other requirements for graduation from high school or attendance from a post-secondary institution.
 4. Stand-alone financial aid or accompanying academic, mentoring, and other supports.
 5. Advanced Placement - Students receive college-level rigorous coursework that provides them with the skill-set and experiences necessary for post-secondary success.

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" 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 engage in 21st century learning opportunities then student achievement and engagement will increase.

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 engage in 21st century learning opportunities then student achievement and engagement will increase. 1a

G098571

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	35.0
Bio I EOC Pass	80.0
Civics EOC Pass	45.0
Algebra I EOC Pass Rate	61.0
Geometry EOC Pass Rate	70.0
FSA Mathematics Achievement	25.0
FSA ELA Achievement	76.0

Targeted Barriers to Achieving the Goal 3

- Limited teacher collaboration strategies and the limited use of available resources for "21st Century Learning and Instruction" challenge teachers in professional growth, specialization, productivity, and collegiality.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Inside and EDGE, Rewards, Variety of Novels, Florida Collections, Gizmos, Science Kits, Content Articles, Geogebra, Math Nation / Algebra Nation, United Streaming, BEEP, Science Fusion Leveled Readers, Project-Based Learning (PBL), i-Ready, Canvas, Odysseyware, LegacyWrites, Flocabulary, Vocabulary.com, and NewsELA.
- Instructional Mentors and Coaches (Math, Reading, Science)
- Grants: School Improvement Grant, Teacher Incentive Fund, Title I
- Digital 6 and Digital 9 (Math and ELA)
- Magnet Coordinator
- STEM Instructional Mentor
- Motivational Coaches
- Community Liaison, Family Counselor and 2 Full-time Social Workers

Plan to Monitor Progress Toward G1. 8

Performance data of students and teachers will be collected, reviewed and analyzed. The Continuous Improvement Model will be implemented to address positive, questionable or areas requiring improvements.

Person Responsible

Shannon Burch

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Results of Common Assessments, FAIR, District Assessments, Mini Assessments, Student Work Samples, Lesson Plans, PLC Minutes, PD Agenda, and Classroom Observation Feedback

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 engage in 21st century learning opportunities then student achievement and engagement will increase. 1

G098571

G1.B1 Limited teacher collaboration strategies and the limited use of available resources for "21st Century Learning and Instruction" challenge teachers in professional growth, specialization, productivity, and collegiality. 2

B265235

G1.B1.S1 Teachers will follow an Instructional Cycle that utilize common assessments, analyze data results/ student work samples, and conduct data chats during Professional Learning Communities. 4

S281128

Strategy Rationale

Continuous improvement cycles can eliminate unnecessary practice and identify promising practices.

Action Step 1 5

Student data collection tool(s) for common assessments will be developed.

Person Responsible

Ryan Reardon

Schedule

Every 3 Weeks, from 8/21/2017 to 6/7/2018

Evidence of Completion

Implementation of FCIM resulting in enriched teacher practices to increase student achievement.

Action Step 2 5

Common Department lesson plan template will be developed and implemented for daily instruction.

Person Responsible

Shannon Burch

Schedule

Every 3 Weeks, from 8/21/2017 to 6/7/2018

Evidence of Completion

Lesson Plans

Action Step 3 5

Develop and/or identify common assessments and board configuration.

Person Responsible

Tariq Qaiyim

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Common Assessments, Walkthroughs

Action Step 4 5

Create an Instructional Cycle/ Assessment calendar that meets the needs of specific departments.

Person Responsible

Keisha Maxwell

Schedule

On 6/7/2018

Evidence of Completion

Instructional Coach/ Department Head

Action Step 5 5

Identify protocols for analyzing student work and reflect on instructional practices

Person Responsible

Tariq Qaiyim

Schedule

Biweekly, from 9/5/2017 to 6/7/2018

Evidence of Completion

Protocols, student samples

Action Step 6 5

PLC Facilitators report Instructional Cycle data that includes summary reports from PLC protocols to the Leadership Team.

Person Responsible

Shannon Burch

Schedule

On 6/7/2018

Evidence of Completion

PLC Protocol results

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

iObservation feedback

Person Responsible

Tariq Qaiyim

Schedule

Monthly, from 8/24/2017 to 5/15/2018

Evidence of Completion

iObservation feedback

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

PLC Attendance / Follow Up Items

Person Responsible

Randee Deich

Schedule

Monthly, from 9/5/2017 to 6/7/2018

Evidence of Completion

Attendance sheets.

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

Gradebook (Pinnacle), Common Assessment Data Classroom Walkthrough feedback, Student Work Samples, PLC Rubric

Person Responsible

Keisha Maxwell

Schedule

Monthly, from 9/5/2017 to 6/7/2018

Evidence of Completion

Results of Common Assessments, Student Work Samples, PLC minutes, Observation feedback, PLC Rubric

G1.B1.S2 Teachers will participate in Professional Learning Communities that use protocols that promote teacher collaboration in planning for 21st Century Learning and Instruction. 4

S281129

Strategy Rationale

Collaboration between teachers can be a powerful tool for professional development and a driver for school improvement by providing “opportunities for adults across a school system to learn and think together about how to improve their practice in ways that lead to improved student achievement” (Annenberg Institute for School Reform, 2004, p. 2).

Action Step 1 5

Teachers will complete a professional development needs assessment to meet the needs of 21st Century Learning (i.e., Marzano Framework, Lesson Development, Applying Webb DOK and Bloom’s Taxonomy, Utilizing Rubrics for Assessments, Problem Based Learning, technology for student collaboration, student communication, research, and presentation).

Person Responsible

Tariq Qaiyim

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Needs assessment results via Google Docs

Action Step 2 5

Organize trends in needs assessment data; determine school based or external events.

Person Responsible

Keisha Maxwell

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Staff development calendar or My Learning Plan schedule.

Action Step 3 5

Plan, design, deliver, and participate in school based professional development.

Person Responsible

Shannon Burch

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Design plan

Action Step 4 5

Organize resources to assist teachers with external professional development needs.

Person Responsible

Shannon Burch

Schedule

Daily, from 8/21/2017 to 6/7/2018

Evidence of Completion

Resource list determined by teacher's need.

Action Step 5 5

Develop bi-weekly Grade Level Professional Learning Communities (PLC) schedules.

Person Responsible

Keisha Maxwell

Schedule

Biweekly, from 9/5/2017 to 6/7/2018

Evidence of Completion

Calendar

Action Step 6 5

Develop monthly PLC Facilitator planning meetings to address content (what), context (why), process (how).

Person Responsible

Shannon Burch

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Agenda based on PLC Facilitator needs, PLC Facilitator Calendar

Action Step 7 5

Initiate PLC in My Learning Plan (MLP)

Person Responsible

Randee Deich

Schedule

On 5/15/2018

Evidence of Completion

Completed Course in MLP

Action Step 8 5

Utilize district PLC rubric to monitor PLC progress.

Person Responsible

Shannon Burch

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Rubric assessment results

Action Step 9 5

Report progress to Leadership Team.

Person Responsible

Shannon Burch

Schedule

Monthly, from 9/5/2017 to 6/7/2018

Evidence of Completion

Report

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

PLC Facilitators will document PLC progress with minutes/ rubrics and report to Leadership Team

Person Responsible

Shannon Burch

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

minutes/ rubrics, student works samples, student data

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Gradebook (Pinnacle), Common Assessment Data Classroom Walkthrough feedback, Student Work Samples, PLC Rubric

Person Responsible

Keisha Maxwell

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Results of Common Assessments, Student Work Samples, PLC minutes, Observation feedback, PLC Rubric

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.B1.S1.MA1 M410992	iObservation feedback	Qaiyim, Tariq	8/24/2017	iObservation feedback	5/15/2018 monthly
G1.B1.S2.A7 A379041	Initiate PLC in My Learning Plan (MLP)	Deich, Randee	9/5/2017	Completed Course in MLP	5/15/2018 one-time
G1.MA1 M410996	Performance data of students and teachers will be collected, reviewed and analyzed. The Continuous...	Burch, Shannon	8/21/2017	Results of Common Assessments, FAIR, District Assessments, Mini Assessments, Student Work Samples, Lesson Plans, PLC Minutes, PD Agenda, and Classroom Observation Feedback	6/7/2018 monthly
G1.B1.S1.MA1 M410991	Gradebook (Pinnacle), Common Assessment Data Classroom Walkthrough feedback, Student Work Samples,...	Maxwell, Keisha	9/5/2017	Results of Common Assessments, Student Work Samples, PLC minutes, Observation feedback, PLC Rubric	6/7/2018 monthly
G1.B1.S1.MA3 M410993	PLC Attendance / Follow Up Items	Deich, Randee	9/5/2017	Attendance sheets.	6/7/2018 monthly
G1.B1.S1.A1 A379029	Student data collection tool(s) for common assessments will be developed.	Reardon, Ryan	8/21/2017	Implementation of FCIM resulting in enriched teacher practices to increase student achievement.	6/7/2018 every-3-weeks
G1.B1.S1.A2 A379030	Common Department lesson plan template will be developed and implemented for daily instruction.	Burch, Shannon	8/21/2017	Lesson Plans	6/7/2018 every-3-weeks
G1.B1.S1.A3 A379031	Develop and/or identify common assessments and board configuration.	Qaiyim, Tariq	8/21/2017	Common Assessments, Walkthroughs	6/7/2018 weekly
G1.B1.S1.A4 A379032	Create an Instructional Cycle/ Assessment calendar that meets the needs of specific departments.	Maxwell, Keisha	8/21/2017	Instructional Coach/ Department Head	6/7/2018 one-time
G1.B1.S1.A5 A379033	Identify protocols for analyzing student work and reflect on instructional practices	Qaiyim, Tariq	9/5/2017	Protocols, student samples	6/7/2018 biweekly
G1.B1.S1.A6 A379034	PLC Facilitators report Instructional Cycle data that includes summary reports from PLC protocols...	Burch, Shannon	8/21/2017	PLC Protocol results	6/7/2018 one-time
G1.B1.S2.MA1 M410994	Gradebook (Pinnacle), Common Assessment Data Classroom Walkthrough feedback, Student Work Samples,...	Maxwell, Keisha	8/21/2017	Results of Common Assessments, Student Work Samples, PLC minutes, Observation feedback, PLC Rubric	6/7/2018 monthly
G1.B1.S2.MA1 M410995	PLC Facilitators will document PLC progress with minutes/ rubrics and report to Leadership Team	Burch, Shannon	8/21/2017	minutes/ rubrics, student works samples, student data	6/7/2018 monthly
G1.B1.S2.A1 A379035	Teachers will complete a professional development needs assessment to meet the needs of 21st...	Qaiyim, Tariq	8/21/2017	Needs assessment results via Google Docs	6/7/2018 quarterly
G1.B1.S2.A2 A379036	Organize trends in needs assessment data; determine school based or external events.	Maxwell, Keisha	8/21/2017	Staff development calendar or My Learning Plan schedule.	6/7/2018 quarterly
G1.B1.S2.A3 A379037	Plan, design, deliver, and participate in school based professional development.	Burch, Shannon	8/21/2017	Design plan	6/7/2018 monthly
G1.B1.S2.A4 A379038	Organize resources to assist teachers with external professional development needs.	Burch, Shannon	8/21/2017	Resource list determined by teacher's need.	6/7/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A5  A379039	Develop bi-weekly Grade Level Professional Learning Communities (PLC) schedules.	Maxwell, Keisha	9/5/2017	Calendar	6/7/2018 biweekly
G1.B1.S2.A6  A379040	Develop monthly PLC Facilitator planning meetings to address content (what), context (why), process...	Burch, Shannon	8/21/2017	Agenda based on PLC Facilitator needs, PLC Facilitator Calendar	6/7/2018 monthly
G1.B1.S2.A8  A379042	Utilize district PLC rubric to monitor PLC progress.	Burch, Shannon	8/21/2017	Rubric assessment results	6/7/2018 monthly
G1.B1.S2.A9  A379043	Report progress to Leadership Team.	Burch, Shannon	9/5/2017	Report	6/7/2018 monthly

V. Professional Development Opportunities

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

G1. If teachers engage in 21st century learning opportunities then student achievement and engagement will increase.

G1.B1 Limited teacher collaboration strategies and the limited use of available resources for "21st Century Learning and Instruction" challenge teachers in professional growth, specialization, productivity, and collegiality.

G1.B1.S1 Teachers will follow an Instructional Cycle that utilize common assessments, analyze data results/ student work samples, and conduct data chats during Professional Learning Communities.

PD Opportunity 1

Student data collection tool(s) for common assessments will be developed.

Facilitator

Monroe / Barnett / Joiner

Participants

Administrators, Instructional Coaches, Department Heads and Teachers.

Schedule

Every 3 Weeks, from 8/21/2017 to 6/7/2018

PD Opportunity 2

Identify protocols for analyzing student work and reflect on instructional practices

Facilitator

PLC Facilitators, Instructional / Induction Coaches

Participants

Classroom Teachers

Schedule

Biweekly, from 9/5/2017 to 6/7/2018

PD Opportunity 3

PLC Facilitators report Instructional Cycle data that includes summary reports from PLC protocols to the Leadership Team.

Facilitator

PLC Facilitators

Participants

Leadership Team

Schedule

On 6/7/2018

G1.B1.S2 Teachers will participate in Professional Learning Communities that use protocols that promote teacher collaboration in planning for 21st Century Learning and Instruction.

PD Opportunity 1

Teachers will complete a professional development needs assessment to meet the needs of 21st Century Learning (i.e., Marzano Framework, Lesson Development, Applying Webb DOK and Bloom's Taxonomy, Utilizing Rubrics for Assessments, Problem Based Learning, technology for student collaboration, student communication, research, and presentation).

Facilitator

Randall Deich

Participants

Instructional Staff

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

PD Opportunity 2

Plan, design, deliver, and participate in school based professional development.

Facilitator

Dept Heads/Coaches

Participants

Teachers based on needs assessment results.

Schedule

Monthly, from 8/21/2017 to 6/7/2018

PD Opportunity 3

Organize resources to assist teachers with external professional development needs.

Facilitator

Department Heads

Participants

Teachers based on needs assessment results.

Schedule

Daily, from 8/21/2017 to 6/7/2018

PD Opportunity 4

Develop bi-weekly Grade Level Professional Learning Communities (PLC) schedules.

Facilitator

PLC Facilitators

Participants

PLC participants

Schedule

Biweekly, from 9/5/2017 to 6/7/2018

PD Opportunity 5

Develop monthly PLC Facilitator planning meetings to address content (what), context (why), process (how).

Facilitator

Burch/ Deich

Participants

PLC Facilitator

Schedule

Monthly, from 8/21/2017 to 6/7/2018

PD Opportunity 6

Utilize district PLC rubric to monitor PLC progress.

Facilitator

PLC Facilitator

Participants

PLC Participants

Schedule

Monthly, from 8/21/2017 to 6/7/2018

PD Opportunity 7

Report progress to Leadership Team.

Facilitator

Dept Heads/ Coaches

Participants

Leadership Team

Schedule

Monthly, from 9/5/2017 to 6/7/2018

VI. Technical Assistance Items

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

G1. If teachers engage in 21st century learning opportunities then student achievement and engagement will increase.

G1.B1 Limited teacher collaboration strategies and the limited use of available resources for "21st Century Learning and Instruction" challenge teachers in professional growth, specialization, productivity, and collegiality.

G1.B1.S1 Teachers will follow an Instructional Cycle that utilize common assessments, analyze data results/ student work samples, and conduct data chats during Professional Learning Communities.

TA Opportunity 1

Common Department lesson plan template will be developed and implemented for daily instruction.

Facilitator

Instructional Coach/ Department Head

Participants

Teachers

Schedule

Every 3 Weeks, from 8/21/2017 to 6/7/2018

TA Opportunity 2

Develop and/or identify common assessments and board configuration.

Facilitator

Instructional Coach/ Department Head

Participants

Classroom Teachers

Schedule

Weekly, from 8/21/2017 to 6/7/2018

TA Opportunity 3

Create an Instructional Cycle/ Assessment calendar that meets the needs of specific departments.

Facilitator

Instructional Coach/ Department Head

Participants

Classroom Teachers

Schedule

On 6/7/2018

G1.B1.S2 Teachers will participate in Professional Learning Communities that use protocols that promote teacher collaboration in planning for 21st Century Learning and Instruction.

TA Opportunity 1

Organize trends in needs assessment data; determine school based or external events.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

TA Opportunity 2

Initiate PLC in My Learning Plan (MLP)

Facilitator

Randall Deich

Participants

PLC Partiicipants

Schedule

On 5/15/2018

VII. Budget

1	G1.B1.S1.A1	Student data collection tool(s) for common assessments will be developed.	\$0.00
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2	G1.B1.S1.A2	Common Department lesson plan template will be developed and implemented for daily instruction.				\$0.00
3	G1.B1.S1.A3	Develop and/or identify common assessments and board configuration.				\$0.00
4	G1.B1.S1.A4	Create an Instructional Cycle/ Assessment calendar that meets the needs of specific departments.				\$0.00
5	G1.B1.S1.A5	Identify protocols for analyzing student work and reflect on instructional practices				\$0.00
6	G1.B1.S1.A6	PLC Facilitators report Instructional Cycle data that includes summary reports from PLC protocols to the Leadership Team.				\$0.00
7	G1.B1.S2.A1	Teachers will complete a professional development needs assessment to meet the needs of 21st Century Learning (i.e., Marzano Framework, Lesson Development, Applying Webb DOK and Bloom's Taxonomy, Utilizing Rubrics for Assessments, Problem Based Learning, technology for student collaboration, student communication, research, and presentation).				\$0.00
8	G1.B1.S2.A2	Organize trends in needs assessment data; determine school based or external events.				\$0.00
9	G1.B1.S2.A3	Plan, design, deliver, and participate in school based professional development.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	1391 - Lauderhill 6 12	Title I, Part A		\$20,000.00
10	G1.B1.S2.A4	Organize resources to assist teachers with external professional development needs.				\$0.00
11	G1.B1.S2.A5	Develop bi-weekly Grade Level Professional Learning Communities (PLC) schedules.				\$0.00
12	G1.B1.S2.A6	Develop monthly PLC Facilitator planning meetings to address content (what), context (why), process (how).				\$0.00
13	G1.B1.S2.A7	Initiate PLC in My Learning Plan (MLP)				\$0.00
14	G1.B1.S2.A8	Utilize district PLC rubric to monitor PLC progress.				\$0.00
15	G1.B1.S2.A9	Report progress to Leadership Team.				\$0.00
					Total:	\$20,000.00