

Broward County Public Schools

Plantation Park Elementary



2021-22 Schoolwide Improvement Plan

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Plantation Park Elementary

875 SW 54TH AVE, Plantation, FL 33317

[no web address on file]

Demographics

Principal: Ingrid Osgood

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	51%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (65%) 2017-18: B (57%) 2016-17: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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Plantation Park Elementary

875 SW 54TH AVE, Plantation, FL 33317

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">46%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">64%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

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SIP Authority

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<https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

As the PPE Community, we strive to provide a safe environment that fosters 21st Century lifelong learners.

Provide the school's vision statement.

Our vision is to promote an academic foundation that includes technology and life skills for future success. Students will develop critical thinking skills and achieve their highest potential as 21st Century lifelong learners.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Osgood, Ingrid	Principal	<p>Provide instructional leadership for all educational programs at the school; prepare and manage the school's budget and manage and inventory the school's assets; to read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; enforce collective bargaining agreements; use effective public speaking skills, group dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively, both orally and in writing, and through use of technology; and analyze and use data.</p>
Jones, Christina	Teacher, K-12	<p>To create and maintain a classroom atmosphere that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students in order to meet district and state standards.</p>
DeMeo, Suzan	Assistant Principal	<p>To assist the principal in providing vision and leadership to develop, administer and monitor high quality educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community. Additionally, the assistant principal collaborates with the Principal to assist in leading and managing the school through instructional leadership, organizational leadership, and professional and ethical leadership. The assistant principal develops and maintains positive school/community relations by assisting in promoting/marketing the school and its priorities to the community served, communicate school information, goals, student learning and behavior expectations to all stakeholder groups by using effective communication techniques with students, teachers, parents and community stakeholders.</p>
Pendlebury, Brie-Anne	Reading Coach	<p>The Literacy Coach provides personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition to strategic literacy-focused mentoring, the literacy coach supports teachers to develop skills in analyzing student work, differentiating instruction, supporting English Language learners and students with special needs. Also, the literacy coach works collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers.</p> <p>The goal of the Literacy Coach is to improve and sustain student achievement by promoting a culture for literacy learning to include all stakeholders, by enhancing and refining literacy instruction and intervention, providing targeted instructional coaching and building capacity for literacy across the curriculum.</p>

Name	Position Title	Job Duties and Responsibilities
Codd, Meredith	School Counselor	<p>The Guidance Counselor's daily duties and responsibilities include the following:</p> <ol style="list-style-type: none"> 1. establish small group counseling sessions. 2. counsel students on personal and academic concerns and notify parents as deemed necessary. 3. provide materials and suggestions for classroom oriented guidance activities. 4. arrange student, parent and teacher conferences. 5. acquaint students new to the school with teachers, facilities and programs to help them adjust to their new environment. 6. assist in the early identification of students for proper educational placement, such as exceptional child, federal and bilingual programs. 7. work with parent groups in the area of child growth, development and discipline. 8. meet with teachers to present and explaining the results of various testing programs. 9. assist teachers in effective utilization of test results. 10. identify community and school system resources and when advisable, refer student situations to the proper agencies. 11. keep records of conferences and send reports within the limits of confidentiality, to the principal, administrative assistants, and/or teachers as requested. 12. gather information from all faculty members having contact with a student being considered for referral. 13. review current developments, literature and technical sources of information related to job responsibility. 14. ensure adherence to good safety procedures.
Fimiano, Nicole		<p>The duties and responsibilities of the ESE Specialist include the following:</p> <ul style="list-style-type: none"> ? Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. ? Coordinate required ESE meetings. ? Provide information to school-based personnel on a variety of topics to include updating staff on policy changes. ? Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals. ? Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews. ? Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities. ? Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> ? Utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard. ? Assist in identifying, reporting and correcting IDEA compliance concerns identified internally. ? Report all compliance concerns directly to the school-based leadership. ? Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures. ? Communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity. ? Utilize the electronic management system to generate IEP documents. ? Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida. ? Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities. ? Review current developments, literature and technical sources of information related to job responsibilities. ? Ensure adherence to safety rules and procedures. ? Follow federal and state, as well as School Board policies

Demographic Information

Principal start date

Wednesday 7/1/2020, Ingrid Osgood

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

23

Total number of students enrolled at the school

478

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	68	95	70	88	88	106	0	0	0	0	0	0	0	515
Attendance below 90 percent	5	9	10	11	11	13	0	0	0	0	0	0	0	59
One or more suspensions	0	0	0	1	3	2	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	7	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	20	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	5	33	29	29	13	34	0	0	0	0	0	0	0	143

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	8	6	12	7	23	0	0	0	0	0	0	0	56

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	1	7	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 9/10/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				71%	59%	57%	64%	56%	56%
ELA Learning Gains				68%	60%	58%	66%	57%	55%
ELA Lowest 25th Percentile				68%	54%	53%	45%	51%	48%
Math Achievement				71%	65%	63%	68%	62%	62%
Math Learning Gains				69%	66%	62%	61%	60%	59%
Math Lowest 25th Percentile				55%	53%	51%	42%	47%	47%
Science Achievement				55%	46%	53%	51%	49%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	69%	60%	9%	58%	11%
Cohort Comparison						
04	2021					
	2019	69%	62%	7%	58%	11%
Cohort Comparison		-69%				
05	2021					
	2019	69%	59%	10%	56%	13%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	67%	65%	2%	62%	5%
Cohort Comparison						
04	2021					
	2019	67%	67%	0%	64%	3%
Cohort Comparison		-67%				
05	2021					
	2019	74%	64%	10%	60%	14%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	54%	49%	5%	53%	1%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

i-Ready is a comprehensive diagnostic assessment and instruction program that empowers teachers with the resources they need to help all students succeed. It provides online assessment and instruction that helps generate individualized learning paths for each student, with the ultimate goal of proficiency and growth in reading and mathematics. The data is provided in comprehensive reading and mathematics reports that are disaggregated by student, teacher, grade level, and student subgroups.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41	60	73
	Economically Disadvantaged	31	45	55
	Students With Disabilities	22	30	44
	English Language Learners	33	33	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26	42	60
	Economically Disadvantaged	24	26	47
	Students With Disabilities	26	33	33
	English Language Learners	33	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52	61	71
	Economically Disadvantaged	35	55	66
	Students With Disabilities	14	27	33
	English Language Learners	0	33	67
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25	49	51
	Economically Disadvantaged	19	42	40
	Students With Disabilities	0	33	13
	English Language Learners	0	33	33

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61	71	77
	Economically Disadvantaged	44	62	67
	Students With Disabilities	29	30	46
	English Language Learners	0	50	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21	36	56
	Economically Disadvantaged	11	26	46
	Students With Disabilities	10	13	29
	English Language Learners	0	25	25

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41	51	61
	Economically Disadvantaged	24	33	45
	Students With Disabilities	13	13	20
	English Language Learners	0	0	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27	48	62
	Economically Disadvantaged	15	33	43
	Students With Disabilities	20	13	27
	English Language Learners	0	25	38
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43	52	61
	Economically Disadvantaged	26	44	51
	Students With Disabilities	13	23	26
	English Language Learners	43	43	86
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27	38	54
	Economically Disadvantaged	15	24	42
	Students With Disabilities	3	10	19
	English Language Learners	29	29	57
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	23	34	57
	Economically Disadvantaged	17	20	48
	Students With Disabilities	2	8	13
	English Language Learners	13	21	43
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	20	28	20	14	23	29	11				
ELL	41	33		39	46		45				
ASN	79			79							
BLK	39	43	18	26	14	10	36				
HSP	50	46		37	37	30	50				
MUL	50			46							
WHT	77	67		63	57		72				
FRL	46	40	20	26	22	13	43				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	35	50	59	39	50	50	36				
ELL	43	53		57	59						
ASN	90	86		100	93						
BLK	59	66	69	53	63	50	31				
HSP	69	67	83	69	70	50	52				
MUL	70	59		67	55		70				
WHT	79	70		85	73		75				
FRL	64	65	65	66	65	52	41				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	34	36	33	42	39	27	31				
ELL	41	54		59	69						
ASN	73	70		87	60						
BLK	44	54	32	56	49	26	36				
HSP	65	63	47	70	73	53	45				
MUL	77	90		77	80						
WHT	79	75		75	58	45	58				
FRL	56	62	46	62	60	45	47				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	353
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Generally, ESE and ELL students in Grades 1-5 have lower ELA proficiency levels than students that make up the FRL subgroup.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA - Key Ideas & Details - Vocabulary and Language and Editing Task

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Students, especially ELLs and those from a lower SES background, are generally exposed to less academic vocabulary than their more affluent peers. We have instituted a schoolwide weekly vocabulary mystery word for students in grades K-5. Students also engage in a Fun Friday writing activity to help them practice their editing skills. These activities are inclusive of all students in every subgroup.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Students' overall academic achievement levels remained relatively unchanged.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Please see (c) and (d)

What strategies will need to be implemented in order to accelerate learning?

Small group, targeted, differentiated instruction is being implemented in all grade levels and in every classroom every day.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers have completed professional development to learn how to provide highly effective small group, differentiated instruction daily. Additionally, teachers engage in bi-weekly meetings to discuss and share best practices in small group instruction.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Teachers will continue to engage in bi-weekly grade level and vertical meetings to share best practices, especially as it pertains to planning and implementing highly effective small group differentiated instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus

Description and Rationale: The percentage of 3rd grade students who met proficiency on the 2020-2021 FSA ELA was 49%, which indicates the need for us to be an RAISE school.

Measurable Outcome: For the 2021-2022 school year, our school will focus on improving student achievement performance on the FSA ELA (Reading). Specifically, we will increase our overall proficiency to 60% (+4 pts.), and Students with Disabilities will increase proficiency to 25% (+4 pts.).

Monitoring: i-Observation Data, Meeting Attendance Records, Assessments and Running Records

Person responsible for monitoring outcome: Ingrid Osgood (ingrid.osgood@browardschools.com)

Evidence-based Strategy: Students will receive differentiated instruction in the area of ELA through small group instruction.

Rationale for Evidence-based Strategy: Differentiated instruction through small group instruction has shown to effectively help students meet proficiency levels. The resources/criteria used were i-Ready data, BAS data, and FSA data.

Action Steps to Implement

Monitor students' academic progress through weekly CPST/MTSS meetings.

Person Responsible: Meredith Codd (meredith.codd@browardschools.com)

Analyze grade level and schoolwide assessment results, including unit tests, mini-assessments, chapter tests, and iReady Diagnostic assessments.

Person Responsible: Ingrid Osgood (ingrid.osgood@browardschools.com)

Collaborate with the Literacy Coach to pull & analyze iReady reports.

Person Responsible: Suzan DeMeo (suzan.demeo@browardschools.com)

Conduct monthly data chats with individual teachers.

Person Responsible: Ingrid Osgood (ingrid.osgood@browardschools.com)

Monitor, schedule, and conduct IEP meetings, assess the progress of goals and analyze student data.

Person Responsible: Nicole Fimiano (nicole.fimiano@browardschools.com)

Pull small groups and provide direct, targeted instruction.

Person Responsible: Brie-Anne Pendlebury (brie-anne.pendlebury@browardschools.com)

Provide professional development opportunities for instructional and support staff, with an emphasis on the application of research-based best practices to improve teaching and learning, especially when working with students with disabilities.

Person Responsible Ingrid Osgood (ingrid.osgood@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The primary area of focus for our school will be "Disruptions on Campus" as that is the area where we scored the highest, as well as very high compared to the state and county. We will institute our Schoolwide Positive Behavior Plan that incorporates the TRIBES Agreements in order to adjust this score.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our school has adopted and actively implements Tribes Learning Communities as a means to build a positive school culture and environment. By teaching Tribes schoolwide, students:

- Feel included and appreciated by their peers and teachers
- are respected for their different abilities, cultures, gender, interests and dreams
- are actively involved in their own learning
- have positive expectations from others that they will succeed.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Our school's stakeholders include students, teachers, staff, parents, school administrators, and community partners in education.

Below are the roles each stakeholder plays in promoting a positive culture and environment:

Students - actively involved in their own learning and assists their peers as needed; shows kindness and respect towards each other

Teachers - provides academic and Social Emotional support for students on a daily basis; fosters positive relationships with each student

Parents - actively engaged in students' education; communicates needs, concerns, suggestions to the school; volunteers in schoolwide events
 School Administrators - ensures resource needs are met to facilitate teaching and learning; establishes channels to promote open communication between the school, students, parents, and community partners in education
 Community Partners in Education - supports the school in providing resources to meet school needs' needs; volunteers in schoolwide events

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$29,119.81
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	100-Salaries	1251 - Plantation Park Elementary	Other Federal		\$25,420.00
			<i>Notes: Funds will be used to pay the salaries of teachers who are providing extended learning opportunities for targeted students. Funding source is ESSER.</i>			
	5000		1251 - Plantation Park Elementary	Other Federal		\$3,699.81
			<i>Notes: Funds will be used to purchase resources, materials, and supplies that will be used to facilitate teaching and learning in the extended learning opportunity camps for targeted students. Funding source is ESSER.</i>			
					Total:	\$29,119.81