

Broward County Public Schools

# Plantation Middle School



## 2021-22 Schoolwide Improvement Plan

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# Plantation Middle School

6600 W SUNRISE BLVD, Plantation, FL 33313

[ no web address on file ]

## Demographics

**Principal: Tariq Qaiyim**

Start Date for this Principal: 7/12/2015

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (47%) 2017-18: C (45%) 2016-17: C (47%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	

\* 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](http://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 Middle School

6600 W SUNRISE BLVD, Plantation, FL 33313

[ no web address on file ]

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p><b>2020-21 Title I School</b></p> <p>Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>73%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>94%</p>

## School Grades History

	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Year</b>				
<b>Grade</b>		C	C	C

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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>.

## 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.**

Our Mission Statement

The mission of Plantation Middle School is:

To create and foster an environment of learning that eradicates the limitations of economics and race, and to develop and embrace all students, teachers, and parents into a community that embodies a spirit of multiculturalism and academic excellence. This will be accomplished by harnessing high quality instruction through a wide variety of educational experiences in accordance with Florida State Standards of proficiency.

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

Our Vision Statement

At Plantation Middle School our vision is to provide an International Baccalaureate experience for all students, through the preparation of College and Career Readiness, Social and Emotional Learning, Technology, Guidance, thereby creating students who are Global competitors ready for the 21st Century Marketplace.

### 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
Wilson, Sherri	Principal	<p>The School Principal shall effectively lead and manage through the items listed by category below.</p> <p><b>INSTRUCTIONAL LEADERSHIP:</b></p> <ol style="list-style-type: none"> <li>1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</li> <li>2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).</li> <li>3. Achieve expected results on the school's student learning goals.</li> <li>4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</li> <li>5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.</li> <li>6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.</li> <li>7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff.</li> <li>8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.</li> <li>9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.</li> <li>10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.</li> <li>11. Structure and monitor a school learning environment that improves learning for a diverse student population.</li> <li>12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.</li> <li>13. Implement and monitor procedures to ensure that rights of all children and their parents are protected.</li> </ol> <p><b>ORGANIZATIONAL LEADERSHIP:</b></p>



Name	Position Title	Job Duties and Responsibilities
		<p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p> <p><b>PROFESSIONAL AND ETHICAL LEADERSHIP:</b></p> <p>29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job</p>

Name	Position Title	Job Duties and Responsibilities
		<p>description.</p> <p>31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>32. Administer negotiated employee contracts in the appropriate manner at the school site.</p> <p>33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>35. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>36. Ensure adherence to good safety procedures.</p> <p>37. Follow Federal and State laws, as well as School Board policies.</p> <p>38. Perform other duties as assigned by the Director, School Performance &amp; Accountability or designee, consistent with the goals and objectives of the position.</p> <p>SIGNIFICANT CONTACTS –frequency, contact, purpose, and desired end result:                      Develop and maintain positive school/community relations by 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>
Charles, Ackimo	Assistant Principal	<p>The Assistant School Principal will effectively execute the performance responsibilities by demonstrating the following knowledge, skills, and abilities to: provide instructional leadership for all educational programs at the school; exhibit the knowledge and practice of current educational trends, research and technology; understand the unique needs, population trends and characteristics of students served in the school; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational</p>

Name	Position Title	Job Duties and Responsibilities
		<p>reform, accountability and effective school concepts.</p> <p><b>ESSENTIAL PERFORMANCE RESPONSIBILITIES:</b>                      In collaboration with Principal, the Assistant School Principal shall assist in leading and managing the school through the categories listed below:</p> <p><b>INSTRUCTIONAL LEADERSHIP:</b></p> <ol style="list-style-type: none"> <li>1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</li> <li>2. Utilize collaborative leadership style and quality processes to assist in establishing while collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan, and monitoring a school mission and goals, through active participation of stakeholders, that are aligned with the District's mission and goals through active involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).</li> <li>3. Assist in achieving expected results on the school's student learning goals.</li> <li>4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</li> <li>5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.</li> <li>6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.</li> <li>7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff.</li> <li>8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.</li> <li>9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement.</li> <li>10. Assist in monitoring the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation</li> </ol>

Name	Position Title	Job Duties and Responsibilities
		<p>within the school and feeder pattern.</p> <p>11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population.</p> <p>12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.</p> <p><b>ORGANIZATIONAL LEADERSHIP:</b></p> <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Assist in managing the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Assist in employing an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>25. Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>26. Assist in providing leadership support for community involvement programs and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>business partnerships at the school level to promote student achievement.</p> <p>27. Interact with government and service agencies relative to student welfare.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>28. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>29. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>30. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>31. Assist in administering negotiated employee contracts in the appropriate manner at the school site.</p> <p>32. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>33. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>34. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>35. Ensure adherence to good safety procedures.</p> <p>36. Follow Federal and State laws, as well as School Board policies.</p> <p>37. Perform other duties as assigned by the Principal, consistent with the goals and objectives of the position.</p>

<p>Clock, Christine Assistant Principal</p>	<p>The Assistant School Principal will effectively execute the performance responsibilities by demonstrating the following knowledge, skills, and abilities to: provide instructional leadership for all educational programs at the school; exhibit the knowledge and practice of current educational trends, research and technology; understand the unique needs, population trends and characteristics of students served in the school; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.</p>
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Name	Position Title	Job Duties and Responsibilities
		<p>ESSENTIAL PERFORMANCE RESPONSIBILITIES: In collaboration with Principal, the Assistant School Principal shall assist in leading and managing the school through the categories listed below:</p> <p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> <li>1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</li> <li>2. Utilize collaborative leadership style and quality processes to assist in establishing while collecting input from stakeholders and incorporates customer requirements in development of School Improvement Plan, and monitoring a school mission and goals, through active participation of stakeholders, that are aligned with the District's mission and goals through active involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).</li> <li>3. Assist in achieving expected results on the school's student learning goals.</li> <li>4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</li> <li>5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.</li> <li>6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.</li> <li>7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff.</li> <li>8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.</li> <li>9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement.</li> <li>10. Assist in monitoring the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.</li> <li>11. Assist in structuring and monitoring a school learning environment that</li> </ol>

Name	Position Title	Job Duties and Responsibilities
		<p>improves learning for a diverse student population.</p> <p>12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.</p> <p><b>ORGANIZATIONAL LEADERSHIP:</b></p> <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Assist in managing the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Assist in employing an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>25. Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>26. Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>27. Interact with government and service agencies relative to student welfare.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>28. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>29. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>30. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>31. Assist in administering negotiated employee contracts in the appropriate manner at the school site.</p> <p>32. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>33. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>34. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>35. Ensure adherence to good safety procedures.</p> <p>36. Follow Federal and State laws, as well as School Board policies.</p> <p>37. Perform other duties as assigned by the Principal, consistent with the goals and objectives of the position.</p>
Kerr, Leroy	School Counselor	<p>The Secondary Guidance Counselor shall</p> <ol style="list-style-type: none"> <li>1. meet with teachers to present and explain the results of various testing programs.</li> <li>2. assist teachers in effective utilization of test results.</li> <li>3. counsel students on personal, academic and vocational problems and notify parents as deemed necessary.</li> <li>4. establish small group counseling sessions.</li> <li>5. provide materials and suggestions for classroom oriented guidance activities.</li> <li>6. identify community and school system resources, and when advisable, refer student situations to the proper agencies.</li> <li>7. arrange student, parent and teacher conferences.</li> <li>8. keep records of conferences and send reports, within the limits of confidentiality, to the principal,</li> </ol>



Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> <li>9. provide educational counseling to students prior to the scheduling of classes.</li> <li>10. gather information from all faculty members having contact a student being considered for referral.</li> <li>11. assemble and maintain up-to-date information concerning educational and occupational possibilities.</li> <li>12. review current developments, literature and technical sources of information related to job responsibility.</li> <li>13. ensure adherence to good safety procedures.</li> <li>14. perform other duties as assigned by the Principal.</li> <li>15. follow federal and state laws, as well as School Board policies.</li> </ol>
Carter-Martin, Kimarya	Instructional Coach	<ol style="list-style-type: none"> <li>1. contribute the expertise needed to prepare the school's reading program.</li> <li>2. work with the school's curriculum person in planning and implementing the basic skills remediation program as determined by the Florida State Assessment Accountability Act of 1976.</li> <li>3. provide individual diagnostic testing to enable better prescriptive approaches for classroom instruction.</li> <li>4. assist the school staff in organizing and managing reading skills as an integral part of all subject areas.</li> <li>5. provide in-service training for school staff by modeling and coaching in the area of reading and on effective reading strategies for content area instruction.</li> <li>6. participate in a team teaching effort with classroom teachers.</li> <li>7. interpret the reading program for both parents and the community.</li> <li>8. ensure student and teacher needs are being met by analyzing data regarding student reading and teacher training and recommend steps to address those needs.</li> <li>9. ensure that site initiatives align with District and State initiatives by meeting regularly with District and site personnel and communicating initiatives to all stakeholders for continuous training and feedback.</li> <li>10. perform and promote all activities in compliance with equal employment and nondiscrimination policies of the School Board of Broward County.</li> <li>11. participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments.</li> <li>12. review current developments, literature and technical sources of information related to job responsibility.</li> <li>13. ensure adherence to good safety procedures.</li> </ol>

Name	Position Title	Job Duties and Responsibilities
McCray, Takesha	Teacher, K-12	14. follow Federal and State laws, as well as School Board policies. 15. perform other duties as assigned by the principal or designee.
		The Middle School Teacher shall <ol style="list-style-type: none"> <li>1. provide for the implementation of the Middle School Philosophy.</li> <li>2. coordinate staff development training with school inservice facilitator for continuous professional improvement of staff in coordination with Human Resource Development.</li> <li>3. coordinate exchanges of information with other middle schools.</li> <li>4. provide for greater articulation between teachers at each grade level, allowing for greater flexibility in meeting the needs of middle school students.</li> <li>5. serve as chairperson of a steering committee to maintain open communication among staff</li> </ol>

**Demographic Information**

**Principal start date**

Sunday 7/12/2015, Tariq Qaiyim

**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.*

1

**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.*

1

**Total number of teacher positions allocated to the school**

38

**Total number of students enrolled at the school**

655

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

6

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

6

**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	0	0	0	0	0	0	237	202	233	0	0	0	0	672
Attendance below 90 percent	0	0	0	0	0	0	23	36	36	0	0	0	0	95
One or more suspensions	0	0	0	0	0	0	43	77	71	0	0	0	0	191
Course failure in ELA	0	0	0	0	0	0	10	74	40	0	0	0	0	124
Course failure in Math	0	0	0	0	0	0	10	74	40	0	0	0	0	124
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	42	35	32	0	0	0	0	109
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	46	43	34	0	0	0	0	123
Number of students with a substantial reading deficiency	0	0	0	0	0	0	42	35	32	0	0	0	0	109

**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	44	88	44	0	0	0	0	176

**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	2	51	0	0	0	0	53
Students retained two or more times	0	0	0	0	0	0	6	3	1	0	0	0	0	10

**Date this data was collected or last updated**

Thursday 9/23/2021

**2020-21 - As Reported**

**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	
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	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 ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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

**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 ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide 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				47%	57%	54%	43%	57%	53%
ELA Learning Gains				49%	57%	54%	49%	57%	54%
ELA Lowest 25th Percentile				43%	48%	47%	39%	50%	47%
Math Achievement				43%	60%	58%	40%	60%	58%
Math Learning Gains				42%	58%	57%	42%	59%	57%
Math Lowest 25th Percentile				35%	49%	51%	37%	50%	51%
Science Achievement				38%	49%	51%	35%	52%	52%
Social Studies Achievement				55%	71%	72%	57%	72%	72%

**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
06	2021					
	2019	49%	57%	-8%	54%	-5%
Cohort Comparison						
07	2021					
	2019	36%	55%	-19%	52%	-16%
Cohort Comparison		-49%				
08	2021					
	2019	43%	59%	-16%	56%	-13%
Cohort Comparison		-36%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	43%	58%	-15%	55%	-12%
Cohort Comparison						
07	2021					
	2019	29%	53%	-24%	54%	-25%
Cohort Comparison		-43%				
08	2021					
	2019	29%	45%	-16%	46%	-17%
Cohort Comparison		-29%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	32%	43%	-11%	48%	-16%
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	73%	67%	6%	67%	6%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	52%	71%	-19%	71%	-19%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	93%	61%	32%	61%	32%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	100%	56%	44%	57%	43%

**Grade Level Data Review - Progress Monitoring Assessments**

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

- Math: I-Ready
- Science: Common Formative Assessments
- English Language Arts - HMH Reading Growth Measure
- Reading: Comprehension Inventory/Phonics Inventory
- Social Studies - Common Formative Assessments

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33%	29%	46%
	Economically Disadvantaged	33%	25%	40%
	Students With Disabilities	20%	22%	28%
	English Language Learners	25%	30%	32%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17%	26%	17%
	Economically Disadvantaged	17%	26%	17%
	Students With Disabilities	10%	14%	17%
	English Language Learners	15%	20%	15%
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33%	29%	34%
	Economically Disadvantaged	33%	29%	34%
	Students With Disabilities	25%	20%	30%
	English Language Learners	25%	28%	30%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17%	26%	17%
	Economically Disadvantaged	17%	26%	17%
	Students With Disabilities	10%	16%	15%
	English Language Learners	10%	15%	10%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	20%	25%	34%
	Economically Disadvantaged	20%	25%	25%
	Students With Disabilities	20%	25%	28%
	English Language Learners	15%	25%	30%

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		33%	29%	20%
	Economically Disadvantaged		33%	29%	20%
	Students With Disabilities		20%	25%	15%
	English Language Learners		25%	25%	15%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		17%	26%	17%
	Economically Disadvantaged		17%	26%	17%
	Students With Disabilities		10%	20%	26%
	English Language Learners		15%	20%	20%
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		30%	45%	59%
	Economically Disadvantaged		30%	45%	59%
	Students With Disabilities		25%	30%	30%
	English Language Learners		28%	30%	32%

**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	15	26	31	11	18	22	21	9			
ELL	24	36	31	14	17	39	21	27			
ASN	70			30							
BLK	34	33	32	16	11	16	19	28	37		
HSP	52	48	57	27	11		38	52	47		
WHT	60	52		39	29		53		53		
FRL	36	35	34	17	10	17	23	29	44		
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	25	36	30	21	29	23	10	24			
ELL	32	46	48	27	33	30	19	47			
BLK	44	47	38	40	40	31	37	52	70		



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
HSP	46	54	60	43	44	59	33	53	47		
MUL	53	53		40	33						
WHT	70	57		73	55		59	92	93		
FRL	43	46	41	41	40	34	33	52	67		
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	14	29	26	14	33	40		26			
ELL	30	51	50	26	42	35	6	42			
ASN	73	77		73	71						
BLK	38	46	38	35	37	31	28	57	53		
HSP	43	47	43	46	54	56	48	45	58		
MUL	65	53		50	47						
WHT	72	63		65	59		54	73	75		
FRL	39	47	38	37	39	35	29	56	58		

### 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	31
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	309
Total Components for the Federal Index	10
Percent Tested	83%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
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	29
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	50
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	42
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	48
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	30
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?

Students that fell within the lowest 25% percentile were noted to need more intervention strategies for Reading, Writing, Mathematics, Science, and Social Studies. In addition, students need more instruction with vocabulary across the content areas.

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

The data component that showed the lowest performance was Students with Disabilities. The SWD ELA Achievement for 2019 was 25% and the SWD ELA Achievement for 2018 was 14% based on the Florida Standards Assessment. The contributing factors to last year's low performance consisted of: lack of pedagogy, lack of consistency with teacher instruction and excessive student tardies/ absences. A vast majority of Students with Disabilities are noted as level 1 students.

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

The contributing factors to last year's low performance consisted of: lack of pedagogy, lack of consistency with teacher instruction and excessive student tardies/absences. A vast majority of Students with Disabilities are noted as level 1 students. The new actions that would address the improvement areas are focusing on the Tier 1, Tier 2, and Tier 3 Strategies.

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

The data component that showed the most improvement was 6th Grade Math. The 2019 6th Grade Math Achievement was 43% and the 2018 6th Grade Math Achievement was 32% according the Math Florida Standards Assessment. The 6th Grade team (inclusive of all 6th grade content areas and special areas teachers) developed a pull-out, remediation, and enrichment plan for all students. The team developed a schedule for instruction and followed a pacing guide for each level of instruction for the students. The plan was implemented with fidelity and rigor thus allowing teachers to progress monitor students and evaluate areas that required action such as maintenance, remediation and enrichment. The team developed an incentive plan for students that motivated them to desire to achieve at higher levels and show progress with their teachers.

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

Students not progressing toward school and district goals were identified for Tier 2 and Tier 3 Interventions and referred to the MTSS-RTI committee for additional evaluations, support and or

placement. Parents were notified and included in with committee meetings. The MTSS-RTI team will set up a schedule for progress monitoring and meetings. All students had access to the curriculum via CANVAS, I-READY, STUDY ISLAND, NEWSELA and CommonLit. Students were presented with visuals and electronic versions of the curriculum to meet UDL for effective instructional design and delivery.

The contributing factors to this improvement included following a pacing guide for Mathematics, consistent Professional Learning Communities, and teacher collaborations. In addition, providing teachers with opportunities for synchronous and asynchronous professional development.

The new actions that will take place to promote student achievement are each content area will submit progress monitoring data (lexile level testing, FSA scores, student diagnostics results, Standards based assessments, and BAT results) once a month to validate best practices and or change instructional practices based on student results. Each department will participate in monthly data chats and present evidence of student exemplars and work samples to administration, department chairs, and district support personnel.

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

Plantation Middle School will utilize the following strategies for Students with Disabilities and ELL students. The action steps will included the Multi-Tiered Systems of Support Training for all teachers. The appropriate identification of all SWD students will ranked and filed. Teachers will use the Universal Tier 1 Supplemental Supports and Strategies Training/Review to address the needs of all SWD and ELL students. In addition, a pull-out schedule for ESE Support Facilitator/Push-in Schedule for ESE Support Facilitator will be implemented with fidelity. Teachers and support staff members will implement progress monitoring of supplemental supports and strategies by the ESE Specialist and administrative team. Teachers and support staff members will implement progress monitoring of supplemental supports and strategies by the ESOL contact person and administrative team.

### **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.**

The professional development that will be available to teachers consist of: B.E.S.T. Trainings, CAT I Applied Linguistics, CAT I Cross-Cultural Communications, CAT I Curriculum & Materials CAT I Methods of Teaching ESOL , CAT I Testing & Evaluation, CAT II ESOL Strategies for Content Areas,

PD is provided through existing school structures, such as PLCs, faculty book studies, collaborative team planning, lesson study, peer coaching and critical friends groups. PD is provided to collaborative teams, to include the following topics:

- Curricular accommodations and modifications in general education classes and noninstructional activities
- Embedding IEP goals into the general education instructional activities and natural contexts
- Access points for math, language arts, science and social studies
- Universal design for learning (UDL)
- Differentiated instruction (DI)

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

Teachers will be trained using the new curriculum for all content areas. Plantation Middle School will offer Social and Emotional Learning (SEL) strategies for all students and staff in order to address the mental and social needs of students.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:** Students with disabilities has been an area of focus for the school for the past years due to its low FPPI below 41%.

**Measurable Outcome:** By June 2021, students with disabilities will score at or above 41% FPPI according to the state assessment.

**Monitoring:** The administrative team will oversee the implementation and progress monitoring for Students with Disabilities by reviewing the common formative assessment data and by conducting walkthroughs to observe instructional practices utilized in the classroom. As a result of the data and observations, professional development and additional teacher trainings will be implemented to promote student achievement.

**Person responsible for monitoring outcome:** Christine Clock (christine.clock@browardschools.com)

**Evidence-based Strategy:** Plantation Middle School will utilize the following strategies for Students with Disabilities. The action steps will included the Multi-Tiered Systems of Support Training for all teachers. The appropriate identification of all SWD students will ranked and filed. Teachers will use the Universal Tier 1 Supplemental Supports and Strategies Training/Review to address the needs of all SWD students. In addition, a pull-out schedule for ESE Support Facilitator/ Push-in Schedule for ESE Support Facilitator will be implemented with fidelity. Teachers and support staff members will implement progress monitoring of supplemental supports and strategies by the ESE Specialist and administrative team.

**Rationale for Evidence-based Strategy:** The rationale for selecting the following strategies is to provide all SWD students with maximum opportunities for academic success. The evidence-based strategies will include: provide exemplars, models and notes, provide extended time, provide flexible grouping, provide prompts and cues, preview/review critical content, provide multiple means of representation, provide multiple opportunities to practice, provide remediation with feedback (quick notes, charts agendas), and consistently communicate with parent/ guardian. In addition, the general teacher receives support with the assistance of the ESE Support Facilitator via pull-out sessions and or push-in sessions.

**Action Steps to Implement**

Plantation Middle School will utilize the following strategies for Students with Disabilities. The action steps will included the Multi-Tiered Systems of Support Training for all teachers. The appropriate identification of all SWD students will ranked and filed. Teachers will use the Universal Tier 1 Supplemental Supports and Strategies Training/Review to address the needs of all SWD students. In addition, a pull-out schedule for ESE Support Facilitator/Push-in Schedule for ESE Support Facilitator will be implemented with fidelity. Teachers and support staff members will implement progress monitoring of supplemental supports and strategies by the ESE Specialist and administrative team.

**Person Responsible** Dorothy Clarke-Clair (dorothy.clarke-clair@browardschools.com)

**#2. ESSA Subgroup specifically relating to English Language Learners**

**Area of Focus Description and Rationale:** English Language Learners was below 41% percentile according to the FPPI. In addition, Plantation Middle School desires to see all students progress academically, socially and emotionally. With an ELL plan of action, all ELL students will receive support with their academic, social and emotional needs.

**Measurable Outcome:** By June 2022, English Language Learners will increase their FPPI from 38% to 45% as evidenced by the Florida State Assessment.

**Monitoring:** The administrative team will oversee the implementation and progress monitoring for Students with Disabilities by reviewing the common formative assessment data and by conducting walkthroughs to observe instructional practices utilized in the classroom. As a result of the data and observations, professional development and additional teacher trainings will be implemented to promote student achievement.

**Person responsible for monitoring outcome:** Ackimo Charles (ackimo.charles@browardschools.com)

**Evidence-based Strategy:** The evidence-based strategies will include: Summarizing, retelling (Simple to Complex), modeled read aloud, Daily Oral Language activities, provide exemplars, models and notes, provide extended time, provide flexible grouping, provide prompts and cues, preview/review critical content, provide multiple means of representation, provide multiple opportunities to practice, provide remediation with feedback, and consistently communicate with parent/guardian.

**Rationale for Evidence-based Strategy:** The rationale for selecting the following strategies is to provide all ELL students with maximum opportunities for academic success. The evidence-based strategies will include: Summarizing, retelling (Simple to Complex), modeled read aloud, Daily Oral Language activities, provide exemplars, models and notes, provide extended time, provide flexible grouping, provide prompts and cues, preview/review critical content, provide multiple means of representation, provide multiple opportunities to practice, provide remediation with feedback, and consistently communicate with parent/guardian.

**Action Steps to Implement**

Plantation Middle School will utilize the following strategies for ELL students. The action steps will included the Multi-Tiered Systems of Support Training for all teachers. The appropriate identification of all ELL students will ranked and filed. Teachers will use the Universal Tier 1 Supplemental Supports and Strategies Training/Review to address the needs of all ELL students. In addition, a pull-out schedule for ESOL Support Facilitator/Push-in Schedule for ESOL Support Facilitator will be implemented with fidelity. Teachers and support staff members will implement progress monitoring of supplemental supports and strategies by the ESOL contact person and administrative team.

**Person Responsible** Ackimo Charles (ackimo.charles@browardschools.com)

**#3. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** Our Math students in grades 6-8 scored below 41% percentile according to the FPPI. In addition, Plantation Middle School desires to see all students progress academically, socially and emotionally. With an intensive Math plan of action, all Math students will receive academic math support to remediate their academic skills.

**Measurable Outcome:** By June 2022, math students will increase their FPPI from 16% to 45% or higher as evidenced by the Florida State Assessment.

**Monitoring:** The administrative team will oversee the implementation and progress monitoring for all Math students by reviewing the common formative assessment data and by conducting walkthroughs to observe instructional practices utilized in the classroom. As a result of the data and observations, professional development and additional teacher trainings will be implemented to promote student achievement.

**Person responsible for monitoring outcome:** Christine Clock (christine.clock@browardschools.com)

**Evidence-based Strategy:** Focus strongly where the standards focus. .Students should spend the large majority of their time on the major work of the grade focus. Supporting work supporting\_icon.JPG and, where appropriate, additional work can engage students in the major work of the grade. Emphases are given at the cluster level. Coherence Map and supporting resources can be used to:

Build student understanding by linking together concepts within and across grades. Identify gaps in a student's knowledge by tracing a standard back through its logical prerequisites. Visualize and understand how supporting standards relate to the major work of the grade.

**Rationale for Evidence-based Strategy:** The rationale for focusing on the shifts in Mathematics is to give students a thorough understanding of math content, strategies and application. Focus, Coherence, and Rigor are the mathematical shifts that prove to be effective and consistent with student development in Mathematics. The resources will be shared through the district's Sharepoint site and trainings and staff developments will be offered through the professional development department with the district.

**Action Steps to Implement**

Plantation Middle School will utilize the following strategies for Math students. The action steps will included the Multi-Tiered Systems of Support Training for all teachers. The appropriate identification of all Math students will ranked and filed. Teachers will use the Universal Tier 1 Supplemental Supports and Strategies Training/Review to address the needs of all Math students. In addition, a pull-out schedule for Math Support Facilitator/Push-in Schedule for Math Support Facilitator will be implemented with fidelity. Teachers and support staff members will implement progress monitoring of supplemental supports and strategies by the Math coach and administrative team.

**Person Responsible** Ackimo Charles (ackimo.charles@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.

**Plantation Middle School will target School Safety and Effective Communication as areas of schoolwide improvement targets. We recognize that students and staff need to feel safe and supported**

**in order to perform and achieve at their maximum potential.**

**Therefore, we strive to develop approaches which foster safer schools and buildings, adequate social and emotional supports for students and staff, innovative and efficient systems and processes, and quality professional learning opportunities for all. We will implement monthly fire drills, codes, door checks, and surveillance reviews as measure for strengthening school safety.**

**We strive to increase the effectiveness of both our internal and external communications with stakeholders, to convey and accomplish our District's Vision, Mission, Core Values, and Goals, as well as to leverage feedback to continually improve our services. Additionally, we work diligently to implement effective marketing strategies to enhance public perception of BCPS and the value we provide to our community. We will update the school website, send out Parentlinks, emails, flyers, and make phone calls to ensure effective communication with all stakeholders.**

#### **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 Mission Statement

The mission of Plantation Middle School is:

To create and foster an environment of learning that eradicates the limitations of economics and race, and to develop and embrace all students, teachers, and parents into a community that embodies a spirit of multiculturalism and academic excellence. This will be accomplished by harnessing high quality instruction through a wide variety of educational experiences in accordance with Florida State Standards of proficiency.

At Plantation Middle School our vision is to provide an International Baccalaureate experience for all

students, through the preparation of College and Career Readiness, Social and Emotional Learning, Technology, Guidance, thereby creating students who are Global competitors ready for the 21st Century Marketplace.

The school implements PBIS (Positive Behaviors Interventions and Supports) to foster a caring environment at the school. In addition, we celebrate the successes and achievements of staff and students by honoring them at award programs, providing incentives for positive behaviors and by promoting academic excellence by showcasing exemplar work and strategies.

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

Principal: Dr. Sherri N. Wilson, Assistant Principals: Mr. Charles, Mrs. Clock and Ms. Dias, Literacy Coach: Mrs. Carter-Martin, Magnet Coordinator: Mrs. Bursac, Guidance Counselors: Mr. Kerr, Mr. Rossi, and Ms. Shropshire, Math Coach: Mr. Smith, Science Coach: Mr. McNabb, ESE Specialist: Mrs. Clarke-Claire, Cafeteria workers, the security staff, and all teachers. All school personnel members will collaborate to create a positive school culture and environment.

**Part V: Budget**

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	120-Classroom Teachers	0551 - Plantation Middle School	General Fund	17.0	\$6,000.00
<i>Notes: Staff development</i>						
2	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	120-Classroom Teachers	0551 - Plantation Middle School	General Fund	10.0	\$4,000.00
<i>Notes: Classroom materials and programs</i>						
3	III.A.	Areas of Focus: Instructional Practice: Math				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3336	120-Classroom Teachers	0551 - Plantation Middle School	General Fund	80.0	\$4,000.00
<i>Notes: Classroom materials and supplies</i>						
<b>Total:</b>						<b>\$29,000.00</b>