

2013-2014 SCHOOL IMPROVEMENT PLAN

Plantation Elementary School

651 NW 42ND AVE
Plantation, FL 33317
754-322-8000

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 93%
Alternative/ESE Center No	Charter School No	Minority Rate 98%

School Grades History

2013-14 F	2012-13 D	2011-12 C	2010-11 D	2009-10 C
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	3
Differentiated Accountability	4
Part I: Current School Status	5
Part II: Expected Improvements	13
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	26
Part III: Coordination and Integration	31
Appendix 1: Professional Development Plan to Support Goals	32
Appendix 2: Budget to Support Goals	33

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Plantation Elementary School

Principal

Tonya E. Frost

School Advisory Council chair

Darlene DeRusha

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Tonya E. Frost	Principal
Bree J. Miron	Assistant Principal
Carmen Rodriguez	Guidance Counselor
Rafael Harley	ESE Specialist
Carla Mosley	Reading Coach
Holly McCormick	Kindergarden Chair
Sarah Levy	First Grade Chair
Stacey Arnette	Second Grade Chair
Rhonda Griffin	Third Grade Chair
Michelle Hartman	Fourth Grade Chair
Dedrie Floyd	Fifth Grade Chair
Stacy Mitchell	Specials Chair
Darlene DeRusha	Math Liaison
Ackimo Charles	Science Liaison

District-Level Information

District

Broward

Superintendent

Mr. Robert Runcie

Date of school board approval of SIP

2/19/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and a balanced number of teachers, educational support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

Monthly meetings will review progress monitoring of student achievement, upcoming community and family involvement initiatives, student incentive programs/events, and district updates. Voting members will participate in decision-making regarding purchases for school-wide programs, materials and supplies. PTO (Parent-Teacher Organization), Title 1, and Partners will also present updates.

Projected use of school improvement funds, including the amount allocated to each project

Allocated SAC funds for 2013-2014 are approximately \$3000. All SAC funds will be used for student body academic enrichment. Distribution will be determined by a vote of SAC members.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Tonya E. Frost		
Principal	Years as Administrator: 20	Years at Current School: 2
Credentials	B.S., Elementary Education M.S., Reading Education Ed. S., Educational Leadership	
Performance Record	2012-2013 School Grade: D School Grade Benchmark Measures: 38, 49, 49, 30, 61, 53, 69, 46 = 395 2011-2012 School Grade: C School Grade Benchmark Measures: 30, 43, 75, 23, 61, 76, 73, 81 = 462 2010-2011 School Grade: A School Grade Benchmark Measures: 87, 88, 95, 68, 69, 65, 66, 68 = 606	

Bree J. Miron		
Asst Principal	Years as Administrator: 10	Years at Current School: 10
Credentials	B.A., Elementary Education M.S., Educational Leadership Ed. S., Educational Leadership	
Performance Record	2012-2013 School Grade: D School Grade Benchmark Measures: 38, 49, 49, 30, 61, 53, 69, 46 = 395 2011-2012 School Grade: C School Grade Benchmark Measures: 30, 43, 75, 23, 61, 76, 73, 81 = 462 2010-2011 School Grade: D School Grade Benchmark Measures: 51, 56, 88, 25, 43, 41, 49, 44 = 397	

Instructional Coaches

# of instructional coaches	1
# receiving effective rating or higher (not entered because basis is < 10)	
Instructional Coach Information:	

Carla Mosley		
Full-time / School-based	Years as Coach: 12	Years at Current School: 3
Areas	Reading/Literacy	
Credentials	B.S., Elementary Education, Psychology	
Performance Record	2012-2013 School Grade: D School Grade Benchmark Measures: 38, 49, 49, 30, 61, 53, 69, 46 = 395 2011-2012 School Grade: C School Grade Benchmark Measures: 30, 43, 75, 23, 61, 76, 73, 81 = 462 2010-2011 School Grade: D School Grade Benchmark Measures: 51, 56, 88, 25, 88, 43, 41, 49, 44 = 397	

Classroom Teachers

# of classroom teachers	36
# receiving effective rating or higher	36, 100%
# Highly Qualified Teachers	100%
# certified in-field	36, 100%
# ESOL endorsed	36, 100%
# reading endorsed	2, 6%
# with advanced degrees	6, 17%
# National Board Certified	0, 0%
# first-year teachers	0, 0%
# with 1-5 years of experience	8, 22%
# with 6-14 years of experience	15, 42%
# with 15 or more years of experience	13, 36%

Education Paraprofessionals**# of paraprofessionals**

6

Highly Qualified

6, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Plantation Elementary recruits and hires teachers that are certified in-field for the area of instruction. Additionally, to maintain effective educational pedagogy, the school provides a New Educator Support System (NESS) program for educators new to the school and/or grade levels. Team Leaders are also mentors to teachers new to their team. The school provides coaching and mentoring for leadership positions. Lastly, the principal provides teacher empowerment and enrichment experiences through programs, study groups, and visits to other sites.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Administration and relevant members of the school staff meet regularly (daily, weekly, or monthly) with new staff to provide global guidance on federal, state, district and site-based policies and procedure. New teachers are paired with veteran staff who demonstrate exceptional educational expertise for direct support.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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

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

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

Case Managers (Team Leaders and/or designees) are assigned for each student to monitor their progress with assigned interventions and to assist the teacher in documenting student progress.

Administration participates in each Rtl meeting to ensure students receive proper support and resources that will allow them to make progress toward the SIP goals.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The fidelity of the school's MTSS and SIP implementation is monitored through various monthly meetings. Bi-monthly Rtl meetings are held to review individual student cases and prescribe instruction. Weekly team meetings provide opportunity for individual staff to collaborate with team mates on best practices and instructional strategies. Individual teachers keep records of daily observations, instructional progress, and assessments. All this information cycles back to the Leadership Team for monitoring during Rtl meetings.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Formal and informal data is primarily monitored through the district's BASIS system via Virtual Counselor. Additional documentation includes mini assessments, benchmark assessments, daily work samples, and various other informal assessments conducted by the teacher. The ESE Specialist maintains a database of which students are part of the MTSS, which interventions students have tried, performance data. The team meets bi-monthly to review cases to prescribe a next course of treatment based on a minimum of 6 weeks of data per intervention.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Annually, staff is oriented to the MTSS/Rtl requirements and in-house processes. Resource materials for prescriptive instruction and forms for data collection have been reorganized, streamlined, and made easily available for teacher access. Each grade level has an assigned contact who is a member of the team and can provide additional information or clarification to staff or parents. Finally, parents are invited to meetings about their child to get a full perspective of the educational services provided to the student and provide input on unique circumstances that impact educational achievement.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 960

Through Title 1 Extended Learning Opportunity (ELO) funds, Plantation Elementary is able to pay teachers to provide enrichment activities for 2 hours per week for 4 months for grades 3-5 students. Teachers co-teach special interest "clubs" that reinforce common core skills undergirded with critical thinking, collaboration, communication, and creativity through thematic instruction on subjects such as cooking, sewing, nutrition and movement, technology application, etc.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Students select the "club" of their interest. Teachers provide informal pre and post assessments to determine what skills students have acquired or mastered. Additionally, outcome-based assessment is used based on student presentation and teacher observation of culminating projects.

Who is responsible for monitoring implementation of this strategy?

Responsible parties include: administration, reading coach, math and science liaisons, and teachers.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Tonya E. Frost	Principal
Bree J. Miron	Assistant Principal
Carla Mosley	Reading Coach
Holly McCormick	Kindergarten Team Leader
Sarah Leve	First Team Leader
Stacey Arnette	Second Team Leader
Rhonda Griffin	Third Team Leader
Michelle Hartman	Fourth Team Leader
Dedrie Floyd	Fifth Team Leader
Stacy Mitchell	Specials Team Leader

How the school-based LLT functions

The LLT will meet monthly to focus on literacy initiatives, programs, student performance data, and literacy concerns throughout the school. The primary goal of the team is to ensure that all stakeholders support, understand, and implement the requirements of the Common Core ELA standards. The work of the reading coach and her impact on the school's literacy goals through a whole school approach is critical to this team.

Major initiatives of the LLT

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

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Every teacher in Plantation Elementary is responsible for some form of reading instruction. All Pre Kindergarten through fifth grade teachers conduct reading instruction daily: whole group, small group, reinforcement groups. There are only 4 teachers who are not providing primary reading instruction. These are specials teachers who are working with each grade level chairperson to know the academic targets and reinforce them through their content area: art, music, math, and science.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

Additionally, the staff hosts an annual Kindergarten Open House for families of students coming to kindergarten the following year. This session gives parents and day care centers an opportunity to visit the school, hear from staff on academic expectations in kindergarten, and visit classrooms.

Communication is sent to the entire community via notices in local stores, flyers home with students, school newsletters, and Parent Link automated calls.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	44%	32%	No	50%
American Indian				
Asian				
Black/African American	43%	30%	No	48%
Hispanic	53%	40%	No	57%
White				
English language learners	28%	13%	No	35%
Students with disabilities	30%	22%	No	37%
Economically disadvantaged	43%	33%	No	49%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	18%	22%
Students scoring at or above Achievement Level 4	32	14%	18%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	98	62%	68%
Students in lowest 25% making learning gains (FCAT 2.0)	29	70%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	35	34%	40%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	14	13%	20%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	11%	20%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	42	44%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	46%	43%	No	51%
American Indian				
Asian				
Black/African American	45%	42%	No	51%
Hispanic	47%	48%	Yes	52%
White				
English language learners	40%	31%	No	46%
Students with disabilities	25%	30%	Yes	33%
Economically disadvantaged	46%	45%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	68	29%	33%
Students scoring at or above Achievement Level 4	34	14%	18%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		60%
Students scoring at or above Level 7	[data excluded for privacy reasons]		40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	85	54%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	21	46%	55%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	22%	25%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		8
Participation in STEM-related experiences provided for students	450	81%	90%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	26	9%	5%
Students retained, pursuant to s. 1008.25, F.S.	13	5%	3%
Students who are not proficient in reading by third grade	165	60%	50%
Students who receive two or more behavior referrals	68	25%	20%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	64	23%	20%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

9 Parent Meetings (monthly): SAC, Title 1, PTO

4 Family Academic Nights: October (ELA), November (FCAT), January (Math), February (Science)

3 Special Events Nights: September (Open House), December (Holiday Show), May (Articulation Ceremonies)

1 Parent Training Course: Mega Skills/Active Parenting

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the parental participation in school events by 5%.	175	16%	25%

Goals Summary

- G1.** All students will learn effective use of word study fundamentals (vocabulary and phonics) across content areas to ultimately increase fluency and stamina.
- G2.** All students will participate in STEM enrichment activities.
- G3.** All students will attend school daily and receive appropriate curriculum and instruction that meets their needs.
- G4.** Increase parent involvement.

Goals Detail

G1. All students will learn effective use of word study fundamentals (vocabulary and phonics) across content areas to ultimately increase fluency and stamina.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Allocated use of time for common planning, vertical alignment, PLC's and professional development focused on the utilization of effective instructional strategies.
- Specials Teachers to provide additional reading intervention support for grades 2-5, initially targeting students in the 40-60% proficient range.

Targeted Barriers to Achieving the Goal

- Methods of delivery for instruction needs strengthening in word study fundamentals (vocabulary, phonics, fluency and stamina) in all content areas.

Plan to Monitor Progress Toward the Goal

Observation data Mini-Assessments Authentic work/project samples

Person or Persons Responsible

Administration Instructional Support Staff Team Leaders

Target Dates or Schedule:

On-going

Evidence of Completion:

Increased student performance as measured by a variety of assessments.

G2. All students will participate in STEM enrichment activities.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- STEM Magnet grant

Targeted Barriers to Achieving the Goal

- Lack of exposure to STEM initiatives

Plan to Monitor Progress Toward the Goal

Observation Use of rubrics

Person or Persons Responsible

Administration Teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Projects in progress Student oral presentations Evaluation with rubrics

G3. All students will attend school daily and receive appropriate curriculum and instruction that meets their needs.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- School-wide positive behavior plan and incentives daily
- Parent Involvement Nights
- Nutrition programs offered to impact health and well-being.

Targeted Barriers to Achieving the Goal

- Lack of Uniform Behavior Plan

Plan to Monitor Progress Toward the Goal

Monitor implementation of positive behavior plans.

Person or Persons Responsible

Administration Discipline Committee

Target Dates or Schedule:

On-going

Evidence of Completion:

Attendance records Discipline records Customer satisfaction surveys

G4. Increase parent involvement.**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Business partnerships that support parent involvement
- Staff are trained and prepared to deliver quality parent involvement programs

Targeted Barriers to Achieving the Goal

- Parent inability to attend

Plan to Monitor Progress Toward the Goal

Parent Involvement Binder

Person or Persons Responsible

Administration

Target Dates or Schedule:

On-going

Evidence of Completion:

Sign-in sheets Parent Involvement Binder

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All students will learn effective use of word study fundamentals (vocabulary and phonics) across content areas to ultimately increase fluency and stamina.

G1.B2 Methods of delivery for instruction needs strengthening in word study fundamentals (vocabulary, phonics, fluency and stamina) in all content areas.

G1.B2.S1 On-going professional development and professional learning communities to support effective use of word study fundamentals.

Action Step 1

PLC: CCSS, ELA PD: New series implementation, data analysis

Person or Persons Responsible

Instructional staff

Target Dates or Schedule

Monthly

Evidence of Completion

Observation iObservation data Data Chats Purchase orders and packing slips

Facilitator:

Reading Coach Administration

Participants:

Instructional staff

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Observation iObservation data Data Chats

Plan to Monitor Effectiveness of G1.B2.S1

Mini-Assessments

Person or Persons Responsible

Administration and Instructional Support Staff

Target Dates or Schedule

Weekly

Evidence of Completion

iObservation data Data from Mini-Assessments

G2. All students will participate in STEM enrichment activities.

G2.B1 Lack of exposure to STEM initiatives

G2.B1.S1 Students will participate in a thematic unit of study that integrates the core content areas and explores all areas of STEM through research.

Action Step 1

Students will produce one outcome-based project utilizing STEM components

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Projects

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

Outcome-based projects utilizing STEM components

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Student oral presentations Projects in progress

Plan to Monitor Effectiveness of G2.B1.S1

Observation

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Oral Presentations Projects in progress

G3. All students will attend school daily and receive appropriate curriculum and instruction that meets their needs.

G3.B2 Lack of Uniform Behavior Plan

G3.B2.S1 A Discipline Committee will be generated to address and create a school-wide positive behavior plan inclusive of incentives.

Action Step 1

Exposure to three school-wide rules and expectations for common areas. Accompanying classroom rules will also be generated in line with the three main guidelines.

Person or Persons Responsible

Faculty, Staff and Students

Target Dates or Schedule

On-going

Evidence of Completion

Discipline data will reflect a 10% decrease in the amount of referrals written from 12-13 to 13-14.

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Classroom Walkthroughs

Person or Persons Responsible

Administration and Team Leaders

Target Dates or Schedule

On-going

Evidence of Completion

Classroom Walkthrough Checklist

Plan to Monitor Effectiveness of G3.B2.S1

Classroom Walkthroughs

Person or Persons Responsible

Administration & Discipline Committee

Target Dates or Schedule

On-going

Evidence of Completion

Classroom Walkthroughs and Discipline Management System

G4. Increase parent involvement.

G4.B1 Parent inability to attend

G4.B1.S1 To offer incentives for parent participation

Action Step 1

Parent involvement programs will include student performances, family meals provided by partners, and incentives to participate provided by partners.

Person or Persons Responsible

Administration Teachers Partners

Target Dates or Schedule

On-going

Evidence of Completion

Signed Agendas Stamped Passports for Learning Parent sign in sheets

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Parent Involvement Binder

Person or Persons Responsible

Title I Liaison

Target Dates or Schedule

On-going

Evidence of Completion

Binder and Sign -in sheets

Plan to Monitor Effectiveness of G4.B1.S1

Parent Involvement Binder

Person or Persons Responsible

Title I Liaison

Target Dates or Schedule

On-going

Evidence of Completion

Parent Involvement Binder & Sign -in Sheets

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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

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

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

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

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

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

Nutrition Programs: Plantation Elementary is participating in the Fresh Fruits and Vegetables Program and the Dinner Program. Both programs provide healthy food alternatives and new food experiences sponsored by the FDA. There are specific lessons in core content that correlate with each food or meal.

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

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. All students will learn effective use of word study fundamentals (vocabulary and phonics) across content areas to ultimately increase fluency and stamina.

G1.B2 Methods of delivery for instruction needs strengthening in word study fundamentals (vocabulary, phonics, fluency and stamina) in all content areas.

G1.B2.S1 On-going professional development and professional learning communities to support effective use of word study fundamentals.

PD Opportunity 1

PLC: CCSS, ELA PD: New series implementation, data analysis

Facilitator

Reading Coach Administration

Participants

Instructional staff

Target Dates or Schedule

Monthly

Evidence of Completion

Observation iObservation data Data Chats Purchase orders and packing slips

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	All students will learn effective use of word study fundamentals (vocabulary and phonics) across content areas to ultimately increase fluency and stamina.	\$2,500
Total		\$2,500

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title 1	\$2,500	\$2,500
Total	\$2,500	\$2,500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. All students will learn effective use of word study fundamentals (vocabulary and phonics) across content areas to ultimately increase fluency and stamina.

G1.B2 Methods of delivery for instruction needs strengthening in word study fundamentals (vocabulary, phonics, fluency and stamina) in all content areas.

G1.B2.S1 On-going professional development and professional learning communities to support effective use of word study fundamentals.

Action Step 1

PLC: CCSS, ELA PD: New series implementation, data analysis

Resource Type

Professional Development

Resource

Substitutes

Funding Source

Title 1

Amount Needed

\$2,500