

Broward County Public Schools

Plantation Middle School



2022-23 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: 1/14/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: D (40%) 2018-19: C (47%) 2017-18: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Plantation Middle School

6600 W SUNRISE BLVD, Plantation, FL 33313

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>95%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D	D	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 harnesses high quality instruction through a wide variety of educational experiences to influence positive long-term success for scholars.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Qaiyim, Tariq	Principal	<p>The School Principal shall effectively lead and manage through the items listed by category below.</p> <p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 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). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 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. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 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. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 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. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their

Name	Position Title	Job Duties and Responsibilities
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parents are protected.

ORGANIZATIONAL LEADERSHIP:

- 14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.
- 15. Utilize processes to empower others and distribute leadership when appropriate.
- 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.
- 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.
- 18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.
- 19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.
- 20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.
- 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.
- 22. Maintain high visibility at school and in the community.
- 23. Cultivate, support, and develop others within the school.
- 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.
- 25. Provide recognition and celebration for student, staff, and school accomplishments.
- 26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.
- 27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.
- 28. Interact with government and service agencies relative to student welfare.

PROFESSIONAL AND ETHICAL LEADERSHIP:

- 29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.

Name	Position Title	Job Duties and Responsibilities
		<p>30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job 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 & 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>In collaboration with Principal, the Assistant School Principal shall assist in leading and managing the school through the categories listed below: INSTRUCTIONAL LEADERSHIP: 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to assist in</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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).</p> <ol style="list-style-type: none"> 3. Assist in achieving expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 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. 7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff. 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. 9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement. 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. 11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population. 12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum. 13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected. <p>ORGANIZATIONAL LEADERSHIP:</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. 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> <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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Leaders Proficiency Indicators while performing all duties required by the district job description. 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. 31. Assist in administering negotiated employee contracts in the appropriate manner at the school site. 32. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL. 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. 34. Review current developments, literature and technical sources of information related to job responsibility. 35. Ensure adherence to good safety procedures. 36. Follow Federal and State laws, as well as School Board policies. 37. Perform other duties as assigned by the Principal, consistent with the goals and objectives of the position.</p>

Powell, Masharie	Assistant Principal	<p>In collaboration with Principal, the Assistant School Principal shall assist in leading and managing the school through the categories listed below: INSTRUCTIONAL LEADERSHIP: 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 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). 3. Assist in achieving expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for</p>
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Name	Position Title	Job Duties and Responsibilities
		<p>instructional improvement, development, and implementation of quality standards-based curricula.</p> <p>5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.</p> <p>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.</p> <p>7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff.</p> <p>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.</p> <p>9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement.</p> <p>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.</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>ORGANIZATIONAL LEADERSHIP:</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</p> <p>School Assistant Principal (Cont.) SBBC: JJ-002</p>

Name	Position Title	Job Duties and Responsibilities
		<p>FL: 28 4</p> <p>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> <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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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>McCray, Takesha</p>	<p>Reading Coach</p>	<p>The Reading Resource Teacher/Reading Coach shall:</p> <ol style="list-style-type: none"> 1. contribute the expertise needed to prepare the school's reading program. 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. 3. provide individual diagnostic testing to enable better prescriptive approaches for classroom instruction. 4. assist the school staff in organizing and managing reading skills as an integral part of all subject areas. 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. 6. participate in a team teaching effort with classroom teachers. 7. interpret the reading program for both parents and the community. 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. 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. 10. perform and promote all activities in compliance with equal employment and nondiscrimination policies of the School Board of Broward County. 11. participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments. 12. review current developments, literature and technical sources of information related

Name	Position Title	Job Duties and Responsibilities
		<p>to job responsibility.</p> <ol style="list-style-type: none"> 13. ensure adherence to good safety procedures. 14. follow Federal and State laws, as well as School Board policies. 15. perform other duties as assigned by the principal or designee.
<p>Kerr, Leroy</p>	<p>School Counselor</p>	<p>The Secondary Guidance Counselor shall</p> <ol style="list-style-type: none"> 1. meet with teachers to present and explain the results of various testing programs. 2. assist teachers in effective utilization of test results. 3. counsel students on personal, academic and vocational problems and notify parents as deemed necessary. 4. establish small group counseling sessions. 5. provide materials and suggestions for classroom oriented guidance activities. <p>Secondary Guidance Counselor (Cont.) JJ-005</p> <ol style="list-style-type: none"> 6. identify community and school system resources, and when advisable, refer student situations to the proper agencies. 7. arrange student, parent and teacher conferences. 8. keep records of conferences and send reports, within the limits of confidentiality, to the principal, 9. provide educational counseling to students prior to the scheduling of classes. 10. gather information from all faculty members having contact a student being considered for referral. 11. assemble and maintain up-to-date information concerning educational and occupational possibilities. 12. review current developments, literature and technical sources of information related to job responsibility. 13. ensure adherence to good safety procedures. 14. perform other duties as assigned by the Principal. 15. follow federal and state laws, as well as School Board policies.
<p>Carter- Martin, Kimarya</p>	<p>Magnet Coordinator</p>	<p>Her job duties consist of: demonstration and ability to select and prepare instructional materials related to program; demonstrate the ability to communicate and work effectively with teachers, administrators, parents, and community representatives; demonstrate ability to write, modify, or adapt curriculum; and exceptional recruiting skills.</p>
<p>Freeman, Debra</p>	<p>Teacher, K-12</p>	<p>The Middle School Teacher shall</p> <ol style="list-style-type: none"> 1. provide for the implementation of the Middle School Philosophy. 2. coordinate staff development training with school

Name	Position Title	Job Duties and Responsibilities
		<p>inservice facilitator for continuous professional improvement of staff in coordination with Human Resource Development.</p> <ol style="list-style-type: none"> 3. coordinate exchanges of information with other middle schools. 4. provide for greater articulation between teachers at each grade level, allowing for greater flexibility in meeting the needs of middle school students. 5. serve as chairperson of a steering committee to maintain open communication among staff
Ruiz, Claudia	Assistant Principal	<p>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"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 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). 3. Assist in achieving expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 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. 7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to

Name	Position Title	Job Duties and Responsibilities
		<p>strengthen weaknesses in performance.</p> <p>9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement.</p> <p>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.</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>ORGANIZATIONAL LEADERSHIP:</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</p> <p>School Assistant Principal (Cont.) SBBC: JJ-002 FL: 28 4</p> <p>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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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> <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>

Name	Position Title	Job Duties and Responsibilities
Dalberiste, Stacy	Teacher, ESE	<p>The Teacher shall:</p> <p>1. ASSESSMENT use assessment strategies (traditional and alternative) which are aligned with the curriculum and standards to assist in the continuous development of the learner.</p> <p>2. COMMUNICATION use effective communication techniques with students, parents, and all other stakeholders.</p> <p>3. CONTINUOUS IMPROVEMENT Teacher (Cont.) JJ-010 engage in planned continuous professional quality improvement for self and school.</p> <p>4. CRITICAL THINKING use appropriate techniques and strategies which promote and enhance critical, creative, and evaluate thinking capabilities of students.</p> <p>5. DIVERSITY use appropriate instructional strategies and materials that reflect each student's culture, learning styles, special needs, and socio-economic background.</p> <p>6. ETHICS AND REGULATIONS fulfill the terms of any affected written contract and adhere to Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida and assist in the enforcement of all federal, state and district board regulations.</p> <p>7. HUMAN DEVELOPMENT AND LEARNING use an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.</p> <p>8. KNOWLEDGE SUBJECT MATTER demonstrate knowledge and understanding of the subject matter.</p> <p>9. LEARNING ENVIRONMENTS establish a classroom management system that maintains appropriate discipline and creates a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.</p> <p>Teacher (Cont.) JJ-010</p> <p>10. PLANNING plan, align, implement, and evaluate effective instruction and assessment in a variety of learning environments.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>11. ROLE OF THE TEACHER work with peers, parents, community, and other stakeholders in the continuous improvement of the educational experiences of students.</p> <p>12. TECHNOLOGY integrate appropriate technology in teaching and learning processes.</p> <p>13. ESOL REQUIREMENT complete the training and obtain the endorsement outlined in State Board of Education rules and/or guidelines if assigned limited English proficient (LEP) students.</p> <p>14. RECORD KEEPING keep school records and prepare and submit such reports as may be required by law, by regulations of the state board or school district.</p> <p>15. PROPERTY account for all other school property (keys, records, reports, personal computers, etc.) to the principal of the school or to the Superintendent as may be prescribed by regulations of the state board and of The School Board of Broward County.</p> <p>16. ADDITIONAL RESPONSIBILITIES Teacher (Cont.) JJ-010</p> <ul style="list-style-type: none"> a. perform and promote all activities in compliance with equal employment and nondiscrimination policies. b. ensure adherence to good safety procedures. c. follow federal and state laws, as well as School Board policies. d. perform other duties as assigned by the principal.
Pickney, Latavia	Math Coach	<p>The Teacher shall:</p> <p>1. ASSESSMENT use assessment strategies (traditional and alternative) which are aligned with the curriculum and standards to assist in the continuous development of the learner.</p> <p>2. COMMUNICATION use effective communication techniques with students, parents, and all other stakeholders.</p> <p>3. CONTINUOUS IMPROVEMENT Teacher (Cont.) JJ-010 engage in planned continuous professional quality improvement for self and school.</p> <p>4. CRITICAL THINKING</p>

Name	Position Title	Job Duties and Responsibilities
		<p>use appropriate techniques and strategies which promote and enhance critical, creative, and evaluate thinking capabilities of students.</p> <p>5. DIVERSITY use appropriate instructional strategies and materials that reflect each student's culture, learning styles, special needs, and socio-economic background.</p> <p>6. ETHICS AND REGULATIONS fulfill the terms of any affected written contract and adhere to Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida and assist in the enforcement of all federal, state and district board regulations.</p> <p>7. HUMAN DEVELOPMENT AND LEARNING use an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.</p> <p>8. KNOWLEDGE SUBJECT MATTER demonstrate knowledge and understanding of the subject matter.</p> <p>9. LEARNING ENVIRONMENTS establish a classroom management system that maintains appropriate discipline and creates a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.</p> <p>Teacher (Cont.) JJ-010</p> <p>10. PLANNING plan, align, implement, and evaluate effective instruction and assessment in a variety of learning environments.</p> <p>11. ROLE OF THE TEACHER work with peers, parents, community, and other stakeholders in the continuous improvement of the educational experiences of students.</p> <p>12. TECHNOLOGY integrate appropriate technology in teaching and learning processes.</p> <p>13. ESOL REQUIREMENT complete the training and obtain the endorsement outlined in State Board of Education rules and/or guidelines if assigned limited English proficient (LEP) students.</p> <p>14. RECORD KEEPING keep school records and prepare and submit such reports as may be required by law, by regulations of</p>

Name	Position Title	Job Duties and Responsibilities
		<p>the state board or school district.</p> <p>15. PROPERTY account for all other school property (keys, records, reports, personal computers, etc.) to the principal of the school or to the Superintendent as may be prescribed by regulations of the state board and of The School Board of Broward County.</p> <p>16. ADDITIONAL RESPONSIBILITIES Teacher (Cont.) JJ-010</p> <p>a. perform and promote all activities in compliance with equal employment and nondiscrimination policies.</p> <p>b. ensure adherence to good safety procedures.</p> <p>c. follow federal and state laws, as well as School Board policies.</p> <p>d. perform other duties as assigned by the principal.</p>

Allen, Tawanna	Teacher, ESE	<p>The Teacher shall:</p> <p>1. ASSESSMENT use assessment strategies (traditional and alternative) which are aligned with the curriculum and standards to assist in the continuous development of the learner.</p> <p>2. COMMUNICATION use effective communication techniques with students, parents, and all other stakeholders.</p> <p>3. CONTINUOUS IMPROVEMENT Teacher (Cont.) JJ-010 engage in planned continuous professional quality improvement for self and school.</p> <p>4. CRITICAL THINKING use appropriate techniques and strategies which promote and enhance critical, creative, and evaluate thinking capabilities of students.</p> <p>5. DIVERSITY use appropriate instructional strategies and materials that reflect each student's culture, learning styles, special needs, and socio-economic background.</p> <p>6. ETHICS AND REGULATIONS fulfill the terms of any affected written contract and adhere to Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida and assist in the enforcement of all federal, state and district board regulations.</p> <p>7. HUMAN DEVELOPMENT AND LEARNING</p>
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Name	Position Title	Job Duties and Responsibilities
		<p>use an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.</p> <p>8. KNOWLEDGE SUBJECT MATTER demonstrate knowledge and understanding of the subject matter.</p> <p>9. LEARNING ENVIRONMENTS establish a classroom management system that maintains appropriate discipline and creates a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.</p> <p>Teacher (Cont.) JJ-010</p> <p>10. PLANNING plan, align, implement, and evaluate effective instruction and assessment in a variety of learning environments.</p> <p>11. ROLE OF THE TEACHER work with peers, parents, community, and other stakeholders in the continuous improvement of the educational experiences of students.</p> <p>12. TECHNOLOGY integrate appropriate technology in teaching and learning processes.</p> <p>13. ESOL REQUIREMENT complete the training and obtain the endorsement outlined in State Board of Education rules and/or guidelines if assigned limited English proficient (LEP) students.</p> <p>14. RECORD KEEPING keep school records and prepare and submit such reports as may be required by law, by regulations of the state board or school district.</p> <p>15. PROPERTY account for all other school property (keys, records, reports, personal computers, etc.) to the principal of the school or to the Superintendent as may be prescribed by regulations of the state board and of The School Board of Broward County.</p> <p>16. ADDITIONAL RESPONSIBILITIES Teacher (Cont.) JJ-010</p> <p>a. perform and promote all activities in compliance with equal employment and nondiscrimination policies.</p> <p>b. ensure adherence to good safety procedures.</p> <p>c. follow federal and state laws, as well as School Board policies.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>d. perform other duties as assigned by the principal.</p>
Walker, Chad	Behavior Specialist	<p>The Teacher, Behavioral Support shall</p> <ol style="list-style-type: none"> 1. assist the administration and staff to develop and implement a school-wide behavior management system. 2. assist in the identification of students eligible for services provided by the Teacher, Behavioral Support. 3. assist in the development and implementation of individual student behavior plans. 4. provide affective support for students, parents, families and school staff. 5. coordinate the training in behavior management techniques for teachers, administrators, staff and parents through staff development strategies including modeling demonstration teaching, in coordination with Human Resource Development. 6. assist in the establishment and implementation of a specific behavior crisis plan. 7. serve as a member of the school's Child Support Team/At-Risk Advocacy Team. 8. disseminate resource materials related to individual and group behavior management. <p>Teacher, Behavioral Support (Cont.) JJ-077</p> <ol style="list-style-type: none"> 9. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County. 10. participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignment. 11. review current developments, literature and technical sources of information related to job responsibility. 12. ensure adherence to good safety procedures. 13. perform other duties as assigned by the Principal. 14. follow federal and state laws as well, as School Board policies.

Demographic Information

Principal start date

Friday 1/14/2022, Tariq Qaiyim

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

5

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school

600

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

11

Identify the number of instructional staff who joined the school during the 2022-23 school year.

9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	233	240	228	0	0	0	0	701
Attendance below 90 percent	0	0	0	0	0	0	98	75	82	0	0	0	0	255
One or more suspensions	0	0	0	0	0	0	84	57	62	0	0	0	0	203
Course failure in ELA	0	0	0	0	0	0	30	35	18	0	0	0	0	83
Course failure in Math	0	0	0	0	0	0	3	59	46	0	0	0	0	108
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	75	71	101	0	0	0	0	247
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	123	116	122	0	0	0	0	361
Number of students with a substantial reading deficiency	0	0	0	0	0	0	58	52	50	0	0	0	0	160

Using the table above, complete the table below with the number of students by current grade level who have 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	122	112	125	0	0	0	0	359

Using current year data, complete the table below with the number of students identified as being "retained.":

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	3	9	34	0	0	0	0	46
Students retained two or more times	0	0	0	0	0	0	5	5	8	0	0	0	0	18

Date this data was collected or last updated

Tuesday 7/26/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	35%	54%	50%				47%	57%	54%
ELA Learning Gains	40%						49%	57%	54%
ELA Lowest 25th Percentile	29%						43%	48%	47%
Math Achievement	23%	41%	36%				43%	60%	58%
Math Learning Gains	38%						42%	58%	57%
Math Lowest 25th Percentile	48%						35%	49%	51%
Science Achievement	25%	52%	53%				38%	49%	51%
Social Studies Achievement	51%	63%	58%				55%	71%	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	2022					
	2019	49%	57%	-8%	54%	-5%
Cohort Comparison						
07	2022					
	2019	36%	55%	-19%	52%	-16%
Cohort Comparison		-49%				
08	2022					
	2019	43%	59%	-16%	56%	-13%
Cohort Comparison		-36%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	43%	58%	-15%	55%	-12%
Cohort Comparison						
07	2022					
	2019	29%	53%	-24%	54%	-25%
Cohort Comparison		-43%				
08	2022					
	2019	29%	45%	-16%	46%	-17%
Cohort Comparison		-29%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	32%	43%	-11%	48%	-16%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	73%	67%	6%	67%	6%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	52%	71%	-19%	71%	-19%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	93%	61%	32%	61%	32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	56%	44%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	13	32	21	7	28	37	7	30			
ELL	29	39	31	32	50	60	24	44			
ASN	69	50		83							
BLK	32	38	31	17	33	43	22	47	69		
HSP	45	50	36	36	52	58	31	70	47		
WHT	44	41		41	63		41	55			
FRL	32	36	26	20	36	45	23	49	63		
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							

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
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		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	38
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	27
Total Points Earned for the Federal Index	383
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	67
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Plantation Middle demonstrates a pattern of underperformance in all core content areas, when compared to the state and district proficiency outcomes. The 2022 state assessment data shows Plantation Middle at a -15% points below the state's score of 50% for ELA and 20% points below the district's 55%. Even though Civics made the highest gains for 2021 - 2022, there is still a 19% point difference to the state's 70% and 17% percent below the district; this underperforming pattern is also evident in Math, which is 30 percentage points below the state's 53% and 29% points less than the district's 52%. Science results showed 25% proficiency, which is 23% points less than the state and 24% points less than the district. 7th grade had the highest overall gains and lowest quartile gains for both ELA and Math as well as the highest gains growth for both Students with Disabilities and Economically Disadvantaged. All grade levels in ELA and Math showed students attaining proficiency to be the weakest area compared to overall learning gains and lowest quartile gains.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA: Plantation Middle ranks the 5th lowest in ELA proficiency, the second lowest in overall learning gains and the lowest in lowest quartile gains amongst the district's non-charter schools. Proficiency growth rate is low as majority of the level 2 students are making gains within the level and not to higher achievement levels. Seventy-two (72) proficient students regressed to non-proficiency while 64 increased to proficiency.

Math: Math demonstrates the same issues as ELA. The proficiency to non-proficiency rate is greater than students moving from non-proficiency to proficiency. Twenty-five students regressed from proficiency while 19 moved from non-proficiency to proficiency. In addition to this, 23 level 2s regressed to level 1, while only 11 level 2s made proficiency.

Science: Science showed no improvement from 2021-2022, remaining at 25% proficiency, with biology being 59%. Biology impacts the school's overall performance in two areas - proficiency and acceleration, contributing to acceleration points being only 67%.

Social Studies: Civics was 58% proficiency in 2018, but declined in 2019 and continued to decline to 34% in 2021; although scores rose to 51% in 2022, there is need for growth when compared to state and district.

ESSA: ELL students decreased by 2% in proficiency in 2022 and 4% in lowest quartile gains. Economically disadvantaged decreased in ELA proficiency by 4% and lowest quartile gains by 8%.

ELLs, Economically Disadvantaged and SWDs are not meeting the federal index growth threshold of 41%; this is the 3rd year that ELLs and Economically Disadvantaged performed below the required mark.

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

In examining factors that have contributed to these learning outcomes for the 2022 school year, a survey was conducted to assess the use of Professional Learning Communities (PLC), collaborative planning (which is built in the master schedule), common formative assessments, streamlined instructional focus plans, as well as the use of multi-tiered data conversations to support decisions about student learning, instructional practice and the impact of such practices on learning outcomes. The survey along with teacher practice observations show that the aforementioned are critical gap areas needing immediate intervention. If the establishment of such systems and protocols to build teacher capacity are the priority then so will be the subsequent practice of utilizing data to make decisions to drive targeted intervention for targeted student sub-groups - a practice that was not consistently done.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math lowest quartile showed the most gains, increasing 32% from 2021, with the highest grade level gains for this sub-group being 7th grade. Math gains improved 25% points while Civics increased by 17%.

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

Administration and department chairs worked with teachers to create and implement a 5-week crunch intervention plan prior to testing, using common formative assessments and district mid-point data to determine the standards to be targeted for intervention as well as the students who needed intervention in these specific area. In monitoring, the Civics teachers implemented the plan consistently and with fidelity and made adjustments accordingly based on on-going learning outcomes during this period. This yielded favorable results; thus the emphasis on this year's school-wide plan focusing on deliberate intervention planning and implementation with fidelity. It cannot be fully determined what resulted in the high gains for the lowest quartile in Math as the result was predominantly via a single teacher with no evidence as to how the results were accomplished. Since the practice of authentic PLCs and collaborative planning was not evident, there was little to no room for the scaling up of that individual's practice, if such such deliberate practice could be identified.

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

The leadership team at Plantation Middle will utilize a two-prong approach for teaching and learning via (a) building staff efficacy in the implementation of core research-based practices that have a high yielded impact in learning outcomes; this will be accomplished by building capacity through tiered support and professional learning with continued adjustments based on monitoring feedback, in order to effectively sustain practices for long-term continuous improvement. The second approach will focus on ensuring that staff continuously reflect on practices and continuously utilize student academic and behavioral data to drive intervention decisions for scholar remediation and enrichment in order to close identified learning gaps and to sustain areas of mastery.

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.

Professional development will be centered around four core pillars for school improvement with topics including but not limited to data-driven action planning. In this area, professional development will focus on engaging teachers, support staff and administration on how to effectively utilize data to identify and address student deficiencies through professional learning communities and collaborative planning; (b) teachers will receive professional development in the utilization of core and selective curriculum resources to plan and implement effective standard-focused differentiated lessons to diverse learners; (c) teachers will also receive professional development on how to effectively monitor for cognitive engagement, provide feedback and provide the opportunities to fix their thinking and misunderstandings during the instruction period; (d) focus will also be given on to how to effectively address the support of ELL and SWD students. In addition to academic focus, teachers will receive professional development in how to effectively build and sustain positive relationships with students to support classroom management and teaching and learning success. This is critical as most discipline referrals (78%) are generated based on classroom behaviors, resulting in consequences that result in students losing valuable instructional time.

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

In order to ensure that there is a continuous pipeline of support to build teacher capacity and collective efficacy, professional development will occur monthly through Patriot Teachers' Academy and Patriot Pow-Wow (a bi-monthly peer-peer scaling up best practices). Additional adult learning will happen with the support of district content experts at the department, grade and individual teacher levels. Teachers will also be recommended by administration for specific tiered learning/growth support based on observed fluency gaps in instructional approach practices.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Plantation Middle 2022 results show proficient students falling to non-proficiency at greater rate than non-proficiency students moving up to proficiency. This is evident in both ELA and Math. In addition ESSA sub-groups of ELL, SWD and Economically Disadvantaged students have not met the Federal Growth index of 41% for multiple years. In order to stop the regression of proficient students and increase proficiency amongst non-proficient students, to increase the growth of ESSA sub-groups, as well as well as to increase overall student achievement beyond pre-pandemic levels and/or supersede the 2022 results in high performing areas, Plantation Middle school will develop and implement systems and protocols to build and sustain effective and authentic Professional Learning Communities. This is being done to continuously engage teachers in reflection on professional practice and the resulting learning outcomes, in order to make strategic decisions for teaching and learning improvement.

By December 30, 2022, PLMS will have an improved PLC process that is actively supporting teaching and learning as evidenced by 100% of teacher's having a common understanding and are able to fluently enage in the use of authentic PLCS to make critical action steps to improve teaching and learning.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

- In addition, because of a strong PLC and collaborative planning process:
- By June 2022, PLMS will increase student ELA proficiency by 15% as measured by state assessment results.
- By June 2022, PLMS will increase student Math proficiency by a minimum of 18% as measured by the state assessment results.
- By June 2022, PLMS will increase student Science proficiency by a minimum of 16% as measured by the state assessment results.
- By June 2022, PLMS will increase student Social Studies proficiency by a minimum of 14% as measured by the state assessment results.
- By June 2022, PLMS will increase the school's Middle Grades Acceleration points by a minimum of 13% as measured by the state assessment results.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

- a. Administrators and academic coaches will attend PLCs.
- b. Teachers will utilize a common instructional practice reflection and learning outcome analysis protocol to prepare beforehand and utilize in weekly scheduled PLCs to authentic adjustments for improved learning outcomes.
- c. Administrators will conduct data conversations with teachers to determine authenticity of data, to evaluate instructional practice adjustments and to provide teacher with additional practice improvement support.
- d. Checkpoint surveys will be conducted with staff to assess their understanding and utilization of PLCs as part of the instructional cycle.
- e. Professional development plan will directly support best-practices for teaching and learning to impact student learning outcomes.
- f. Tiered teacher support via instructional coaches, district support, and effective classroom teachers for co-teaching with struggling teachers in Math.

Person responsible for monitoring outcome:

Masharie Powell (masharie.powell@browardschools.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Research shows that when teachers collaborate in a reflective process to address student learning outcomes and glean from the sharing of others, instructional practices will improve; this will positively impact student learning results. This leads to capacity building and collective efficacy. John Hattie's Visible Learning research has shown that collective efficacy yields a 1.57 growth impact on student learning, with .4 yield being the marker for high impact.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

There is an absence of systems, protocols and engagement tools for PLC, collaborative planning and the timely accessing of data to make intervention decisions. There was no cohesiveness or consistency in the assessment tools used, resulting in effective monitoring of student learning progress. A survey to evaluate the embedded practice of utilizing PLCs and common formative assessment to improve teaching and learning showed 80% were not aware if common formative assessments were conducted in their department as part of the instructional cycle; 90% said there was no clear schoolwide system for collecting and analyzing data for progress monitoring; 60% responded that PLCs are not focused on learning outcomes based on planning and instruction; 50% stated that not all grade level teachers in their department (teaching the same course) use common formative assessment; 80% stated members did not come to PLCs prepared to discuss reflect on practice and address student outcomes.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

All instructional and support staff will participate in professional development during pre-planning week (August 9, 2022) to understand the purpose, characteristics and impact of authentic and systematic PLCs on teaching and learning improvement.

Person Responsible

Masharie Powell (masharie.powell@browardschools.com)

All instructional and support staff will participate in four weekly 45 minute sessions((August 29th - September 23rd) to (a) develop an understanding of the C.A.R.E. cycle and its role in PLCs; (b) Plantatio Middle's vision and expectations for weekly PLCs; (c) disaggregate their student composition by achievement levels and ESSA sub-groups; (d) develop school-wide PLC norms; (e) develop a grading scale to ensure a common identifier for student progress in the categories of mastery, approaching mastery, and off-track; (e) develop a working knowledge of the PLC protocols for analyzing instruction practice and related student learning outcomes from daily formative and cumulative assessment data; (e) establish an understanding of how decisions made in PLCs become actions in collaborative planning.

Person Responsible

Masharie Powell (masharie.powell@browardschools.com)

PLC groups will meet weekly for 30 minutes (Mondays - ELA & Science; Wednesdays - Social Studies & Math & Electives) to discuss standard-focused instruction and weekly student achievement, reflect what worked and what did not work during instruction, analyze the impact of specific instruction short falls by sub-groups (achievement levels & ESSA) and share ideas on how to make adjustments for improvement for both teacher & students.

Person Responsible Takesha McCray (takesha.mccray@browardschools.com)

Evaluating administrators and district support will participate in weekly meetings to provide support to teachers and to ensure quality implementation of the PLC process as well as the connection of decisions to lesson planning and lesson implementation post-PLC.

Person Responsible Tariq Qaiyim (tariq.qaiyim@browardschools.com)

Teachers will receive instructional planning and lesson implementation support based on needs expressed in in the PLC process, subsequent data conversations and subsequent lesson implementation.

Person Responsible Masharie Powell (masharie.powell@browardschools.com)

Mid-Point and end of year surveys will be conducted with PLC members to evaluate the use, effectiveness and areas needin improvement in the PLC process at Plantation Middle.

Person Responsible Latavia Pickney (latavia.pinckney@browardschools.com)

For the first semester, supporting Professional Development focus will focus on best-practices necessary for quality planning and instruction. This includes data analysis and use for differentiation, effective use of core and supplemental resources, strategies for cognitive engagement, technology and tools for real world application - eg. Gizmo in Math & Science, and building effective PLCs. Administration and support staff will conduct classroom walkthroughs to provide of implementations to teachers. This combined with teachers' reflection on lesson successes will shape phase II's (semester 2) professional development in order to address instruction gaps.

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale: Plantation middle school will focus on differentiating instruction using multiple pathways (MTSS) so as to increase the number of level 1 and level 2 students making level gains, advertently increasing the number of students from these brackets moving to proficiency. Based on the school's data, level 1 and 2 students, though making gains, are not making these gains in significant numbers to higher achievement levels but within their current levels. In addition to this, another target group that we will focus on with this intervention are level 1 and 2 students who were proficient pre-covid but who were greatly impacted, moving non-proficiency as part of the Covid slide and have not retained proficiency.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: By June 2023 Plantation Middle school will increase proficiency ELA to 55%as measured by F.A.S.T. results.
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring: Instructional coaches, district coaches and UniSig interventionist will work with teachers on collecting and analyzing data in order to best support students during all tiers of instruction - tiers 1, tier 2, and tier 3. Students will be assigned to ESSR support and ELO based on identified needs; intervention will be provided accordingly.
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: Masharie Powell (masharie.powell@browardschools.com)

Evidence-based Strategy: Plantation Middle will implement the MTSS process for student differentiated remediation with fidelity to ensure that the needs of students are being monitored closely and that adjustments and interventions to support student needs are provided in a timely manner.
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

Implementation of an effective MTSS program ensures that at-risk students are receiving intervention in a timely manner. The process involves continuous monitoring of data and communication between core teacher, ESSR personnel, district support, administration, instructional coaches, UniSig interventionist and support facilitators about specific student needs. This allows a better evaluation of student problem areas and for the alignment of appropriate resources and services via ESSR support, push-in support, and Extended Learning Opportunities (ELO) support.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Instructional coaches, district coaches and UniSig interventionist will work with teachers on collecting and analyzing data in order to best support students during all tiers of instruction - tiers 1, tier 2, and tier 3. Intervention will be provided accordingly. Students will be assigned to ESSR (ELL & ESE) support, ELO and wraparound support elective classes (ESE) based on identified needs. ELL students will receive support in Development Language Arts classes as well. In addition personnel providing push-in support (support facilitators) will support students in ELA classes based on the identified needs.

Person Responsible Claudia Ruiz (claudia.ruiz@browardschools.com)

Teachers will conduct data chats with students after each common formative assessment and assist students in setting appropriate learning achievement goals as well as to ensure that students are monitoring their own performance data.

Person Responsible Claudia Ruiz (claudia.ruiz@browardschools.com)

Extended Learning Opportunities (EL)) will be offered through after-school tutoring and Saturday school tutoring by a designated intervention teacher. The leadership team and classroom teachers in all core subject areas will collaboratively identify students who need specific intervention and who would benefit from these ELOs.

Person Responsible Claudia Ruiz (claudia.ruiz@browardschools.com)

The master scheduler will ensure that target students (levels 1 and Level 2) are appropriately placed in wrap around support classes (SWD), Developmental Language Arts (ELL) and core content wrap around elective support classes (Math, Science, ELA) to provide students with an additional layer of intervention based on instructional target areas identified by core content teachers and instructional coaches during PLCs, collaborative planning, and classroom visits and observations.

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

Core content teachers will utilize common platforms to create and administer common formative assessments. Instructional coaches, district support, and administration will support teacher via data conversations, PLCs and collaborative planning to utilize the data to plan for and implement remediation and enrichment opportunities for students. This includes the utilization of intervention programs within the core curriculum for Math and ELA.

Person Responsible Claudia Ruiz (claudia.ruiz@browardschools.com)

Program impact and student progress will be monitored through weekly data conversations with subject area administrator and instructional coaches, monthly leadership meeting reports and School Advisory Council meetings and quarterly school-district support group meetings.

Person Responsible Tariq Qaiyim (tariq.qaiyim@browardschools.com)

Teachers will receive professional development in effective use of adopted core curriculum and related supplements for standard focused-instruction, differentiated task instruction based on student needs, effective monitoring and real-time feedback for students to fix misconceptions/misunderstandings in learning, strategies to propel students' cognitive engagement in standard-focused learning, and effective use of data in reflective teaching.

Person Responsible Masharie Powell (masharie.powell@browardschools.com)

#3. Instructional Practice specifically relating to Math

<p>Area of Focus</p> <p>Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>Like ELA, Plantation middle school will focus on differentiating instruction using multiple pathways (MTSS) so as to increase the number of level 1 and level 2 students making level gains, advertently increasing the number of students from these brackets moving to proficiency. Based on the school's data, level 1 and 2 students, though making gains, are not making these gains in significant numbers to higher achievement levels but within their current levels. Also, as with ELA, another target group that we will focus on with this intervention are level 1 and 2 students who were proficient pre-Covid but who were greatly impacted, moving non-proficiency as part of the Covid slide and have not retained proficiency.</p>
<p>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>By June 2023 Plantation Middle school will increase proficiency Math to 43% as measured by state assessments results.</p>
<p>Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>Implementation of an effective MTSS program ensures that at-risk students are receiving intervention in a timely manner. The process involves the constant monitoring of data and communication between core teacher, ESSR personnel, district support, administration, instructional coaches, UniSig interventionist and support facilitators about specific student needs. This allows a better evaluation of student problem areas and for the alignment of appropriate resources and services via ESSR support, push-in support, and Extended Learning Opportunities (ELO) support.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Masharie Powell (masharie.powell@browardschools.com)</p>
<p>Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.</p>	<p>Plantation Middle will implement the MTSS process for student differentiated remediation with fidelity to ensure that the needs of students are being monitored closely and that adjustments and interventions to support student needs are provided in a timely manner.</p>

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

Implementation of an effective MTSS program ensures that at-risk students are receiving intervention in a timely manner. The process involves continuous monitoring of data and communication between core teacher, ESSR personnel, district support, administration, instructional coaches, UniSig interventionist and support facilitators about specific student needs. This allows a better evaluation of student problem areas and for the alignment of appropriate resources and services via ESSR support, push-in support, and Extended Learning Opportunities (ELO) support.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Instructional coaches, district coaches and UniSig interventionist will work with teachers on collecting and analyzing data in order to best support students during all tiers of instruction - tiers 1, tier 2, and tier 3. Students will be assigned to ESSR (ELL & ESE) support, ELO and Learning Strategies classes (ESE)based on identified needs; intervention will be provided accordingly. In addition personnel providing push-in support (support facilitators) will support students in ELA and Math classes based on the identified needs.

Person Responsible Masharie Powell (masharie.powell@browardschools.com)

Teachers will conduct data chats with students after each common formative assessment and assist students in setting appropriate learning achievement goals as well as to ensure that students are monitoring their own performance data.

Person Responsible Masharie Powell (masharie.powell@browardschools.com)

Extended Learning Opportunities (ELO) will be offered through after-school tutoring and Saturday school tutoring by a designated intervention teacher. The leadership team and classroom teachers in all core subject areas will collaboratively identify students who need specific intervention and who would benefit from these ELOs.

Person Responsible Masharie Powell (masharie.powell@browardschools.com)

The master scheduler will ensure that target students (levels 1 and Level 2) are appropriately placed in wraparound support classes (SWD), Developmental Language Arts (ELL) and core content wrap around elective support classes (Math, Science, ELA) to provide students with an additional layer of intervention based on instructional target areas identified by core content teachers and instructional coaches during PLCs and collaborative planning.

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

Core content teachers will utilize common platforms to create and administer common formative assessments. Instructional coaches, district support, and administration will support teacher via data conversations, PLCs and collaborative planning to utilize the data to plan for and implement remediation and enrichment opportunities for students. This includes the utilization of intervention programs within the core curriculum.

Person Responsible Masharie Powell (masharie.powell@browardschools.com)

Program impact and student progress will be monitored through weekly data conversations with subject area administrator and instructional coaches, monthly leadership meeting reports and School Advisory Council meetings and quarterly school-district support group meetings.

Person Responsible Tariq Qaiyim (tariq.qaiyim@browardschools.com)

Teachers will receive professional development in effective use of adopted core curriculum and related supplements for standard focused-instruction, differentiated task instruction based on student needs, effective monitoring and real-time feedback for students to fix misconceptions/misunderstandings in learning, strategies to propel students' cognitive engagement in standard-focused learning, and effective use of data in reflective teaching.

Person Responsible Masharie Powell (masharie.powell@browardschools.com)

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus
Description and Rationale: Students with Disabilities (SWD) and English Language Learners (ELLs) are performing below the Federal Index annual growth measure. SWD students had an index score of 22% and ELL a score of 37% - both below the 41% minimum index mark. This result of underperformance has been multiple years for both sub-groups. Support facilitation has a schedule increase for the 2022-2023 SY, via benchmark focused benchmark strategy focused classes for SWDs and an ESSR support assignment for ELLs.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
 By June 2023, PLMS will increase the performance of ELL students by 6% to exceed the minimum Federal Index threshold as measured by the state assessment.
 By June 2023, PLMS will increase the performance of SWD students by a 19% to meet the minimum Federal Index threshold as measured the state assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.
 There will be weekly observations by school administration and instructional coach of the wraparound strategies support classes, Developmental Language Arts classes and ESSR support group sessions, with subsequent action plan including but not limited to ensuring ELLs have resources such as access to language dictionaries and glossaries. Students should be using these identified resources consistently. Students should be referred to ELO for additional support.

Person responsible for monitoring outcome:
 Claudia Ruiz (claudia.ruiz@browardschools.com)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.
 Deliberate assignment of ELLs and SWDs to extra layer support groups via benchmark strategies/focused and Developmental Language Arts classes. This is in addition to being assigned to an ESSR interventionist in order to provide students additional standard-focused remediation as determined by weekly learning outcomes in core content ELA and Math classes. John Hattie's Visible Learning shows that Interventions for students with learning needs yields a .77 annual growth effect size, with .4 and higher considered to be high impact.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the
 Support facilitation allows students to be included in instruction in the least restricted areas, while providing them with layered opportunities of support through purposed scheduling that will allow collaboration around learning outcomes for these sub-group of students and collaborative action planning and implementation to address specific academic needs to close learning gaps, which moves students towards learning gains. This includes the streamlining of tools and resources that will assist the students to be successful as they go through Tier 2 and Tier 3 Universal Design of Learning.

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

ESE students scheduled in the special wraparound support classes for intervention. ELLs scheduled in Developmental Language Arts classes and as a cohort in core content, in order to effectively provide grouped support with appropriate accommodations.

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

Instructional coaches will collaborate with ESSR support and strategies class personnel to discuss and plan for weekly interventions for these students based on the learning outcomes discussed in PLCs.

Person Responsible Claudia Ruiz (claudia.ruiz@browardschools.com)

Students will be referred for ELO as part of the MTSS process and collaboration between core teachers, coaches, support facilitators and ELO staff.

Person Responsible Claudia Ruiz (claudia.ruiz@browardschools.com)

Student will be progress monitored with quarterly CFAs and plan adjustments made accordingly.

Person Responsible [no one identified]

Teachers will be provided targeted ESE trainings to support our ESE students. The trainings will focus on instructional strategies such as differentiated instruction and small group instruction, ESE accommodations, ESE compliance, SEL strategies, Tier 1 and 2 interventions and support programs such as Immersive Reader and Learning Ally to embed in their curriculum.

Person Responsible Claudia Ruiz (claudia.ruiz@browardschools.com)

Teachers will be provided targeted ELL trainings to support our ELL students. The trainings will focus on instructional strategies such as differentiated instruction and small group instruction, ELL and SEL strategies, Tier 1 and 2 interventions and support programs such as Write Brain and Ellevation to embed in their curriculum.

Person Responsible Claudia Ruiz (claudia.ruiz@browardschools.com)

#5. Positive Culture and Environment specifically relating to Establishing and Sustaining Expectations & Relationships for Positive Behavior

Area of Focus

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed. Based on the 2021-2022 discipline data, there were 777 referrals with 608 (78%) occurring in a class setting during instructional time. Within this, there were 296 infractions of defiance of authority, which led to these students having 2-3 days out of school suspension and another 124 multiple-days internal suspension. This means that students, some being repeat offenders, are missing critical instruction time. Therefore, Plantation Middle believes it is critical to be intentional about providing interventions for school-wide behavior as we would be intentional about teaching and learning; however, the interventions will not only be consequential but will focus on coaching behaviors for improvement in order to decrease student absences due to behaviors choices and infractions.

Measurable Outcome: State the specific measurable outcome the school plans to achieve.

Quarterly discipline referral reports for SY 2022-2023 will show a minimum 50% decrease in classroom generated referrals when compared to SY 2021-2022 quarterly discipline reports.

This should be a data based, objective outcome.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The Schoolwide Positive Behavioral Intervention Program will be monitored on a daily basis by the administration team to ensure teachers are implementing the program with equity and fidelity. The areas of focus will be determined by analyzing the discipline data. Students will receive immediate feedback from staff members on the positive behavior and see their progress from the teacher dashboard. Weekly, student will be able to cash in the school dollars for incentives provide by community partners. In analyzing the data, the administration team will reinforce social emotional learning strategies and awareness and determine the emotional needs of all students. Teachers will have daily communication and feedback with parents. Parent will see their child’s positive behavioral success and check in with the child’s social emotional wellbeing. With the data, administration will also be able to facilitate parent emotional awareness training to build a positive impact with the community.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy: Describe the evidence-

Implementing LiveSchool psotive behavioral intervention program to reinforce the school’s values and to sustain a deliberate effort of positive relationships building within a community of adult and student learners.

based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

John Hattie's Visible Learning supports this focus in five ways - (a) Positive Behavioral Intervention programs if done consistently and with fidelity yields a year's worth impact of .62, (b) Positive Peer Influences yields a .53, (c) Teacher-Student relationships, .52, (d) Self-Regulation Strategies - .52, (e) Parental Involvement - .50.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Developed the schoolwide positive behavior intervention plan

Person Responsible Tariq Qaiyim (tariq.qaiyim@browardschools.com)

Facilitated the training of the positive behavior intervention plan and building relationships with students

Person Responsible Tawanna Allen (tawanna.allen@browardschools.com)

Facilitated schoolwide grade level discipline assemblies

Person Responsible Claudia Ruiz (claudia.ruiz@browardschools.com)

Trained the teachers on the schoolwide positive behavior intervention system

Person Responsible Tawanna Allen (tawanna.allen@browardschools.com)

Orient the students on the schoolwide positive behavior intervention management system and incentives

Person Responsible Tawanna Allen (tawanna.allen@browardschools.com)

Analyze the data on monthly basis

Person Responsible Tawanna Allen (tawanna.allen@browardschools.com)

Celebrate success as part of reinforcing positive change in the school community.

Person Responsible Tawanna Allen (tawanna.allen@browardschools.com)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Our theme at Plantation Middle School is based on teamwork, collaboration and unity. At the beginning of the school year the administrative team laid the foundation for TEAM PLMS by highlighting our theme for the year, "Together We Win". Each staff member is a critical part of the puzzle to our success as a school. Our motto is Plantation Middle School where 'Excellence is the Expectation' builds a positive school culture and environment. The leadership team utilizes team building activities to build a positive culture and environment and provides opportunities for collaboration, dialogue and feedback.

Plantation Middle School fosters Social and Emotional Learning by promoting a caring and friendly work/academic environment, embrace diversity and racial and gender equity to improve school climate and culture. SEL is embedded within our daily practices and includes the implementation of our daily morning announcements, hall way greetings/monitoring, and SEL themes integrated into classroom content. 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. 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, and Technology, thereby creating students who are Global competitors ready for the 21st Century Marketplace.

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

School Principal: Mr. Tariq Qaiyim, Assistant Principals: Mrs. Powell, Mr. Charles and Mrs. Ruiz, Literacy Coach: Dr. McCray, Magnet Coordinator: Mrs. Carter-Martin, Guidance Counselors: Mr. Kerr, Mr. Rossi, and Ms. Shropshire, Math/Science Coach: Mrs. Pinckney, ESE Specialist: Mrs. Dalbertiste, Curriculum Interventionist: Mr. Walker, cafeteria workers, the security staff, and all teachers. All school personnel members will collaborate to create a positive school culture and environment.