

Broward County Public Schools

Plantation Park Elementary



2022-23 Schoolwide Improvement Plan

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Plantation Park Elementary

875 SW 54TH AVE, Plantation, FL 33317

[no web address on file]

Demographics

Principal: Ingrid Osgood

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	51%
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 Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (62%) 2018-19: A (65%) 2017-18: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Plantation Park Elementary

875 SW 54TH AVE, Plantation, FL 33317

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	51%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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
Osgood, Ingrid	Principal	Provide instructional leadership for all educational programs at the school; prepare and manage the school's budget and manage and inventory the school's assets; to read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; enforce collective bargaining agreements; use effective public speaking skills, group dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively, both orally and in writing, and through use of technology; and analyze and use data.
DeMeo, Suzan	Assistant Principal	To assist the principal in providing vision and leadership to develop, administer and monitor high quality educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community. Additionally, the assistant principal collaborates with the Principal to assist in leading and managing the school through instructional leadership, organizational leadership, and professional and ethical leadership. The assistant principal develops and maintains positive school/ community relations by assisting in promoting/marketing the school and its priorities to the community served, communicate school information, goals, student learning and behavior expectations to all stakeholder groups by using effective communication techniques with students, teachers, parents and community stakeholders.
Pendlebury, Brie-Anne	Instructional Coach	The Literacy Coach provides personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition to strategic literacy focused mentoring, the literacy coach supports teachers to develop skills in analyzing student work, differentiating instruction, supporting English Language learners and students with special needs. Also, the literacy coach works collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers. The goal of the Literacy Coach is to improve and sustain student achievement by promoting a culture for literacy learning to include all stakeholders, by enhancing and refining literacy instruction and intervention, providing targeted instructional coaching and building capacity for literacy across the curriculum
Codd, Meredith	School Counselor	The Guidance Counselor's daily duties and responsibilities include the following: 1. establish small group counseling sessions. 2. counsel students on personal and academic concerns and notify parents as deemed necessary. 3. provide materials and suggestions for classroom oriented guidance activities.

Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 4. arrange student, parent and teacher conferences. 5. acquaint students new to the school with teachers, facilities and programs to help them adjust to their new environment. 6. assist in the early identification of students for proper educational placement, such as exceptional child, federal and bilingual programs. Codd, Meredith Fimiano, Nicole Guidance Counselor 7. work with parent groups in the area of child growth, development and discipline. 8. meet with teachers to present and explaining the results of various testing programs. 9. assist teachers in effective utilization of test results. 10. identify community and school system resources and when advisable, refer student situations to the proper agencies. 11. keep records of conferences and send reports within the limits of confidentiality, to the principal, administrative assistants, and/or teachers as requested. 12. gather information from all faculty members having contact with a student being considered for referral. 13. review current developments, literature and technical sources of information related to job responsibility. 14. ensure adherence to good safety procedures.

Fimiano,
Nicole

Other

The duties and responsibilities of the ESE Specialist include the following:

1. Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo.
2. Coordinate required ESE meetings.
3. Provide information to school-based personnel on a variety of topics to include updating staff on policy changes.
4. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals.
5. Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews.
6. Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities.
7. Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student.
8. Utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard.
9. Assist in identifying, reporting and correcting IDEA compliance concerns identified internally.
10. Report all compliance concerns directly to the school based leadership.
11. Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures.

Name	Position Title	Job Duties and Responsibilities
		<p>12. Communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity.</p> <p>13. Utilize the electronic management system to generate IEP documents.</p> <p>14. Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.</p> <p>15. Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities.</p> <p>16. Review current developments, literature and technical sources of information related to job responsibilities.</p> <p>17. Ensure adherence to safety rules and procedures.</p> <p>18. Follow federal and state, as well as School Board policies</p>

Demographic Information

Principal start date

Wednesday 7/1/2020, Ingrid Osgood

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.*

2

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.*

8

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

514

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

6

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

6

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	63	92	86	78	83	91	0	0	0	0	0	0	0	493
Attendance below 90 percent	17	20	10	19	16	17	0	0	0	0	0	0	0	99
One or more suspensions	1	1	1	1	3	5	0	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	19	17	11	0	0	0	0	0	0	0	47
Level 1 on 2022 statewide FSA Math assessment	0	0	0	24	17	18	0	0	0	0	0	0	0	59
Number of students with a substantial reading deficiency	2	16	24	27	21	26	0	0	0	0	0	0	0	116

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	2	7	9	19	23	21	0	0	0	0	0	0	0	81

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	2	3	1	9	2	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/1/2022

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

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

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

The number of students identified as retainees:

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

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

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

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

The number of students identified as retainees:

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

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	61%	58%	56%				71%	59%	57%
ELA Learning Gains	73%						68%	60%	58%
ELA Lowest 25th Percentile	49%						68%	54%	53%
Math Achievement	59%	54%	50%				71%	65%	63%
Math Learning Gains	73%						69%	66%	62%
Math Lowest 25th Percentile	58%						55%	53%	51%
Science Achievement	60%	59%	59%				55%	46%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	69%	60%	9%	58%	11%
Cohort Comparison		0%				
04	2022					
	2019	69%	62%	7%	58%	11%
Cohort Comparison		-69%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	69%	59%	10%	56%	13%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	67%	65%	2%	62%	5%
Cohort Comparison		0%				
04	2022					
	2019	67%	67%	0%	64%	3%
Cohort Comparison		-67%				
05	2022					
	2019	74%	64%	10%	60%	14%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	54%	49%	5%	53%	1%
Cohort Comparison						

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	20	45	38	20	44	40	31				
ELL	54	80		62	81		71				
ASN	91	80		82	80						
BLK	37	52	35	37	60	47	32				
HSP	54	75	50	59	83	85	64				
WHT	81	84		72	71		70				
FRL	49	62	41	46	65	57	44				

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

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)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	506
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	70
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	83
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	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	68
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	76
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	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

The 5-year trend shows that the gap from 3rd grade to 4th grade is very large, especially for our lowest quartile students in ELA and Math. The 4th grade teachers do a great job of narrowing the gap, but because it is so large, they are not able to close it completely, which causes the students to enter into 5th grade still behind.

For our subgroups, the 5-year trend indicates that the subgroup most at risk is our Students with Disabilities. From 2017-2019, our black students' subgroup showed significant gains, the exception of that is ELA lowest quartile, Math Lowest quartile, and Science lowest quartile. However in 2021-2022 our black students significantly fell in most areas except in Math lowest quartile and ELA gains. Our Hispanic subgroup decreased significantly in 2021, but they made those gains back in 2022. Our ELL subgroup continues to underperform in proficiency in ELA and Math, but makes overall gains in ELA and Math.

In the core content areas, overall proficiency in ELA and Math remain high and Science proficiency has increased significantly between 2016 and 2022 from 46% to 60%.

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

The areas where the most improvement is needed is differentiated instruction in ELA and Math for the subgroups of Student with Disabilities, our Black students, and our lowest quartile students.

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

Covid-19 has had a significant impact on our students, especially in our subgroups. As a result of not being able to attend face-to-face during the 2020-2021 school year, our students fell significantly behind, which made the gap for them to overcome huge when they were able to return to face-to-face instruction in the 2021-2022 school year. While we saw great growth, many students did not make the 1.5-2 years worth of growth that was required for them to reach proficiency.

As a result, the actions required to address this need are increased differentiated, small group instruction sessions.

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

The data components that showed the most improvement were ELA Gains (24%), ELA lowest quartile gains (27%), Math gains (37%), and math lowest quartile (37%).

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

Daily targeted small group instruction and intervention

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

One of the strategies that will need to be implemented in order to accelerate learning is looking at subgroup data as a regular part of progress monitoring. This will be done through team meetings as teachers work through the CARE Cycle (Curriculum, Assessment, Remediation, Enrichment), prepare for monthly CPST meetings, and at monthly Data Chats.

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 provided by district staff from the Elementary Learning Department on planning days. In addition, teachers will be directed to district offered professional development as needed. Finally, new staff will be provided with monthly training on a variety of topics.

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

We will continue to coach, mentor, and provide targeted professional development as needed for individual teachers. We will ensure that we are keeping current with research and practices that speak to best practices for our students.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA

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 data reviewed and the trends that were observed, it was evident that our ELA proficiency in grades 3-5 needs to be addressed and these needs can best be met through differentiated, small group instruction.

Measurable Outcome:

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

As we shift assessments from the FSA to the FAST, our goal will be for students to increase ELA proficiency by 3% in grades 3-5 as evidenced by the FAST PM3 Assessment.

Monitoring:

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

During our monthly team meetings, Collaborative Problem Solving Team (CPST) meetings, and Data Chats, we will continue to monitor the progress of our students in ELA to ensure their needs are being met.

Person responsible for monitoring outcome:

Ingrid Osgood (ingrid.osgood@browardschools.com)

Evidence-based Strategy:

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

The evidence-based strategy being implemented to ensure that our students in grades 3-5 are improving upon the proficiency level of 60%, is small group, differentiated instruction.

Rationale for Evidence-based Strategy:

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

By using small group, differentiated instruction, teachers are able to meet the various needs of each student where they are. This also enables the teachers to see daily progress of the students and make adjustments as needed.

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.

A school-wide intensive reading block of 30 minutes as been built into the daily schedule. This allows all support staff and available personnel the opportunity to push-in to the classrooms and gives the teachers time to specifically work with students who need the additional small group instruction.

Person Responsible

Ingrid Osgood (ingrid.osgood@browardschools.com)

Monthly data chats will be held to look at all students and determine their progress in the various content areas.

Person Responsible

Ingrid Osgood (ingrid.osgood@browardschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities

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 data reviewed and the trends that were observed, it was evident that students with disabilities have some of the greatest needs and these needs can best be met through differentiated, small group instruction.

Measurable Outcome:

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

As we shift assessments from the FSA to the FAST, our goal will be for students with disabilities to increase proficiency by 5% as evidenced by the FAST PM3 Assessment.

Monitoring:

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

During our monthly team meetings, Collaborative Problem Solving Team (CPST) meetings, and Data Chats, we will continue to monitor the progress of our students with disabilities to ensure their needs are being met.

Person responsible for monitoring outcome:

Ingrid Osgood (ingrid.osgood@browardschools.com)

Evidence-based Strategy:

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

The evidence-based strategy being implemented to ensure that our students with disabilities are increasing proficiency by 5%, is small group, differentiated instruction.

Rationale for Evidence-based Strategy:

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

By using small group, differentiated instruction, teachers are able to meet the various needs of each student where they are. This also enables the teachers to see daily progress of the students and make adjustments as needed.

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.

A school-wide intensive reading block of 30 minutes as been built into the daily schedule. This allows all support staff and available personnel the opportunity to push-in to the classrooms and gives the teachers time to specifically work with students who need the additional small group instruction.

Person Responsible

Ingrid Osgood (ingrid.osgood@browardschools.com)

Monthly data chats will be held to look at all students and determine their progress in the various content areas.

Person Responsible

Ingrid Osgood (ingrid.osgood@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 school has adopted and actively implements Tribes Learning Communities as a means to build a positive school culture and environment. By teaching Tribes schoolwide, students:

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

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

Our school's stakeholders include students, teachers, staff, parents, school administrators, and community partners in education. Below are the roles each stakeholder plays in promoting a positive culture and environment:

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

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

Parents - actively engaged in students' education; communicates needs, concerns, suggestions to the school; volunteers in schoolwide events

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