Plantation Park Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Plantation Park Elementary

875 SW 54TH AVE, Plantation, FL 33317

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

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

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The SIP is developed with stakeholder involvement through the Customer Surveys that are reviewed and discussed at School Advisory Council (SAC) meetings, input is gathered from all stakeholders to help develop the School Improvement Plan (SIP). We also hold quarterly meetings to discuss the behavior dashboard and how the schoolwide positive behavior plan is developed and progressing and adjustments are made as necessary. Monthly SAC and School Advisory Forum (SAF) meetings offer parents a vehicle for input into how parental involvement funds are used, what items should be included in the Title 1 Home-School Compact and annual Title I Parent Survey, and keeps parents informed as to the implementation of the school improvement plan. Parent Teacher Association (PTA), SAF, and SAC meet monthly during day and evening sessions for flexibility. This plan is developed with the goal of creating a strong partnership with all of our stakeholders, so that our students are provided with the best possible education.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored through monthly SAC meetings. In addition, monthly data chats and monthly school-based vertical academic collaborative committees will analyze current student data and make necessary adjustments for differentiation and to meet the needs of all students. The groups that have been identified as having the greatest achievement gap are our black students and our ESE students. Staff will closely monitor their progress and make academic adjustments for them as needed. We have instituted a targeted school-wide intervention block in our daily schedule to help the students with the greatest achievement gaps in order to meet their needs and to provide enrichment for students who are excelling.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	66%
2022-23 Economically Disadvantaged (FRL) Rate	51%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	17	14	17	24	14	16	0	0	0	102
One or more suspensions	1	0	0	2	6	3	0	0	0	12
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	4	9	7	13	14	15	0	0	0	62
Level 1 on statewide Math assessment	0	7	9	10	20	14	0	0	0	60
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	14	26	35	24	24	0	0	0	130

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	9	14	23	22	19	0	0	0	90

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	17	20	10	19	16	17	0	0	0	99
One or more suspensions	1	1	1	1	3	5	0	0	0	12
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	19	17	11	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	24	17	18	0	0	0	59
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	16	24	27	21	26	0	0	0	116

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	7	9	19	23	21	0	0	0	81

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	3	1	9	2	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	17	20	10	19	16	17	0	0	0	99
One or more suspensions	1	1	1	1	3	5	0	0	0	12
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	19	17	11	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	24	17	18	0	0	0	59
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	16	24	27	21	26	0	0	0	116

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	7	9	19	23	21	0	0	0	81

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	3	1	9	2	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	63	56	53	61	58	56	58		
ELA Learning Gains				73			49		
ELA Lowest 25th Percentile				49			22		
Math Achievement*	62	62	59	59	54	50	45		
Math Learning Gains				73			36		
Math Lowest 25th Percentile				58			21		
Science Achievement*	46	48	54	60	59	59	57		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	55	59	59	73			65		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	297
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	63

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	506
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	2	1
ELL	55			
AMI				
ASN				
BLK	36	Yes	1	
HSP	59			
MUL	71			
PAC				
WHT	74			
FRL	47			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	1	
ELL	70			
AMI				
ASN	83			
BLK	43			
HSP	68			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	76			
FRL	55			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	63			62			46					55
SWD	25			31			14				4	
ELL	67			42							3	55
AMI												
ASN												
BLK	40			47			30				4	
HSP	63			59			26				5	64
MUL	67			75							2	
PAC												
WHT	77			72			71				4	
FRL	47			44			30				5	58

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	61	73	49	59	73	58	60					73
SWD	20	45	38	20	44	40	31					
ELL	54	80		62	81		71					73
AMI												
ASN	91	80		82	80							

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	37	52	35	37	60	47	32					
HSP	54	75	50	59	83	85	64					71
MUL												
PAC												
WHT	81	84		72	71		70					
FRL	49	62	41	46	65	57	44					76

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	58	49	22	45	36	21	57					65
SWD	20	28	20	14	23	29	11					
ELL	41	33		39	46		45					65
AMI												
ASN	79			79								
BLK	39	43	18	26	14	10	36					
HSP	50	46		37	37	30	50					57
MUL	50			46								
PAC												
WHT	77	67		63	57		72					
FRL	46	40	20	26	22	13	43					53

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	66%	56%	10%	54%	12%
04	2023 - Spring	59%	61%	-2%	58%	1%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	71%	53%	18%	50%	21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	71%	62%	9%	59%	12%
04	2023 - Spring	57%	65%	-8%	61%	-4%
05	2023 - Spring	61%	58%	3%	55%	6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	44%	46%	-2%	51%	-7%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was our Math data at 59% proficient in grades 3-5. The gap was a result of the new Math standards (B.E.S.T.) being implemented in all grade levels. Teachers utilized GAP Analysis documents to provide daily instruction to help bridge the educational differences from the MAFS to BEST.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

All of our student subgroups increased from the 2020-2021 to 2021-2022 school year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state averages was Math in the subgroup of 3rd grade. The state average for proficiency was 58% and students in 3rd grade at Plantation Park were 44% proficient. This is a gap of 14% points. The gap was a result of the new Math standards (B.E.S.T.) being implemented in all grade levels. Teachers utilized GAP Analysis documents to provide daily instruction to help bridge the educational differences from the MAFS to BEST.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was our Math students in grades 3-5. The proficiency levels went from 45.4% in the 2020-2021 school year to 58.9% proficient in the 2021-2022 school year. In addition, our level 1 students in math decreased from 32.1% to 22.9%. The new actions that took place were face-to-face learning resumed, additional ESSER Teacher support in Math, and extended learning opportunities after school for students who need additional support.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Based on the EWS data, the areas of concern that has been identified is regular attendance. The data from the 2022-2023 school year, 51% of our students are categorized as at risk/moderately chronic/severely chronic attenders. On average, our students have 10.9 days absent for the school year.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our highest priority is to increase proficiency in Science in 5th grade as evidenced by the 2023-2024 NGSSS. Another priority is closing the achievement gap for our Black students and our students with disabilities as evidenced by the 2023-2024 FAST. We will also be monitoring and providing resources for our students with attendance concerns.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our area of focus is improving regular attendance for all grade levels. This is done through the implementation of a "Caught Reading" morning reward program that takes place prior to the school day starting. Teachers will also work on building positive environments in their classrooms to encourage students to attend regularly and will reach out to parents for students who have multiple absences. In addition, there will be a variety of school spirit events that will encourage students to attend and participate. There are also quarterly perfect attendance awards that will be given out.

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

By June 2024, the average number of absences per student will decrease from 10.9 to 8 as evidenced by the EWS dashboard.

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

This area of focus will be monitored by the classroom teachers on a weekly basis, and the assistant principal will monitor the attendance dashboard on a monthly basis and contact parents as needed.

Person responsible for monitoring outcome:

Suzan DeMeo (suzan.demeo@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidenced-based intervention that will be implemented is the Broward Truancy Intervention Program (BTIP).

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

This strategy was chosen because the greatest indicator of student success starts with regular daily attendance.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

implementation of a "Caught Reading" morning reward program that takes place prior to the school day starting and recognizes students on Fridays every week.

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

By When: Weekly

Students will be receive attendance recognition quarterly.

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

#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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our area of focus is improving proficiency levels for students with disabilities in Math. This will be done through the implementation of daily intensive intervention in all classrooms, extended learning opportunities after school for Math, push-in and pull-out support for small group instruction, teachers have been asked to identify specific students with disabilities to target their instructional needs.

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

By June 2024, students with disabilities will increase in Math by 3% from 33% to 36% proficient as evidenced by the 2024 FAST PM3.

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

This area of focus will be monitored through monthly data chats, the PM1 and PM2 FAST Assessments, iReady Diagnostic assessments, and Saavas Topic Assessments.

Person responsible for monitoring outcome:

Suzan DeMeo (suzan.demeo@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidenced-based intervention for this area of focus is the Saavas intervention materials.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

This intervention program was selected by the Elementary Learning District Department for Broward County Schools. By selecting this intervention, we know that all students will be supported in meeting the Federal Index of 40% by the end of the 2023-2024 school year, as evidenced by the FAST PM3 Math Results.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will identify ESE students in their classroom and deliver targeted standards-based instruction and students will complete standards-based assignments.

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

By When: June 2024

#3. Instructional Practice specifically relating to ELA
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a crucial need from the data reviewed.   One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.
Based on the data reviewed and the trends that were observed, it was evident that we need to continue to focus our ELA proficiency in grades 3-5 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.
By June 2024, students in grades 3-5 will increase their proficiency scores by 3% going from 64% proficient to 67% proficient 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 Intervention: Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)
The evidence-based strategy being implemented to ensure that our students in grades 3-5 are improving upon the proficiency level of 64%, is small group, differentiated instruction.
Rationale for Evidence-based Intervention: Explain the rationale for selecting this specific 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.
Tier of Evidence-based Intervention   (Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)
Tier 1 - Strong Evidence
Will this evidence-based intervention be funded with UniSIG?
No
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.
Teachers will identify students in their classroom in the lowest quartile and deliver targeted standards-based instruction and students will complete standards-based assignments.
Person Responsible: Brie-Anne Pendlebury (brie-anne.pendlebury@browardschools.com)
By When: June 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

We identify students who will be attending our extended learning opportunities for ELA, Math, and Science and the funds that are used to purchase materials and compensate the staff who teach the courses. The district allocates the amount of funds available for each school and then the funding allocations are reviewed with the SAC and SAF Chairs and then reviewed during the last SAC/SAF meeting of the 2022-2023 school year. The principal shares data at each monthly SAC meeting and identifies resources (instructional materials, academic support, ELO camps) to meet the academic needs of students. The requested funds are presented and the SAC votes to approve or deny the request.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The methods for dissemination are as follows: monthly review during SAC/SAF meetings with all stakeholders, the use of ParentLink to provide accurate and timely information to parents, posting of information on our school website, monthly faculty meetings, and weekly support staff meetings. Items disseminated to parents will be provided in English, Spanish, and Hatian/Creole.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Plantation Park Elementary believes in involving parents in all aspects of Title I programs. Parents are involved in the Title I program through parent activities that begin early in the year with our Annual Title I public meeting. This meeting informs parents of the many components of the Title I program, introduces them to the school's curriculum, and various assessments, and recruits parents to become part of the school decision-making process. Some of the actions to involve parents include parent representation through membership on SAC. The PTA and Title I Family nights are combined and continue to be successful in providing parents a forum for participation in an organized, ongoing, and timely manner. Parents have the opportunity to attend staggered activities throughout the evening that involve them on several levels and include parent training activities.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

To strengthen the academic program in the school, a designated intervention time is built into the daily schedule. In addition, the master schedule was designed to limit the amount of transitions during the day to ensure that bell to bell instruction is taking place.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This is not applicable to our school.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

LSW/Mindfulness videos
Every Monday, the school counselor will provide staff with a video to share with students that highlights either a mindfulness exercise or a Life Skills and Wellness technique.

Caught Being Kind Initiative
NEW THIS YEAR!!! If you ever witness a random act of kindness performed by either a student or staff member, please nominate them for a "Caught Being Kind" recognition. Look for the flyers around school with the QR code or click the link to fill out the form. Let's see how many acts of kindness we can celebrate this year!

Owl Pals
In grades 1-5, each teacher selects 2 owl pals who will serve as class ambassadors for the year. Their role is to welcome any new students to your class throughout the year and act as good examples of our TRIBES agreements and overall school and classroom expectations. The 2 owl pals selected for the year will participate in a brief training for those students.

Life Skills and Wellness Liaison
Academics are first and foremost in our minds when we think of school, however, students need to build life skills in order to bring out their greatest potential. Life Skills and Wellness (LSW) fosters life skills that build confidence and support mental and emotional health, enabling students to overcome challenges and thrive as they prepare for the 21st-century workplace. The 5 categories of LSW are self-awareness, self-management, responsible decision-making, relationship skills, and resiliency (formerly social awareness). Attached is a scope and sequence from the LSW department for September to December with weekly activities you can share with students. The link to the LSW department's canvas course is full of resources and information.

Classroom Counseling Lessons
Classroom lessons on a particular topic are provided by the School Counselor. Classroom lessons are typically no more than 30 minutes.

Group Counseling
Throughout the year, various group counseling experiences for students needing help with various situations are offered: grief/loss, divorce, self-control, self-esteem, anxiety/worry, etc.

Individual Counseling
Students who need more regular, consistent counseling will be referred out to The Family Counseling Program or another local mental health agency/provider.

Mentoring Programs
Latinos in Action is a group of high school students from South Plantation High School who come 2-3 times a week and are available to provide tutoring support for your students. Big Brothers/Big Sisters: If you have any students in aftercare who could benefit from extra tutoring help, BB/BS has a group of students who visit every Tuesday afternoon to provide tutoring services to children in JCC aftercare. Students NOT in aftercare can also sign up to participate in a different BB/BS program.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

This is not applicable to our school.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

We implement a school-wide positive behavior plan as well as TRIBES agreements within our school.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers will participate in various professional learning development activities to target various areas such as Science of Reading, Math small group instruction, and iReady.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Matriculation meetings and reevaluation meetings are held with the parents of our preschool students as needed.