

Broward County Public Schools

Plantation Middle School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	22
III. Planning for Improvement	28
IV. ATSI, TSI and CSI Resource Review	48
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	48
VII. Budget to Support Areas of Focus	51

Plantation Middle School

6600 W SUNRISE BLVD, Plantation, FL 33313

[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.

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 a global readiness preparation experience for all students through innovative college and career focused program pathways integrated with skill development in information and technology literacy, critical thinking and problem solving, as well as social and cross-cultural awareness, thereby creating citizens who are responsible and competitive decision makers and leaders.

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
Qaiyim, Tariq	Principal	<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 parents are protected. <p>ORGANIZATIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 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

Name	Position Title	Job Duties and Responsibilities
		<p>results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job 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:</p> <p>Develop and maintain positive school/community relations by promoting/</p>

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		<p>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>
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: 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 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 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. 14. Employ and monitor transparent decision-making processes that are

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		<p>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>28. Demonstrate personal and professional behaviors consistent the Code of Ethics</p> <p>29. Demonstrate effective or above performance on the Florida School 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>

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		<p>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>
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:</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 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 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. 14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.

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		<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>28. Demonstrate personal and professional behaviors consistent the Code of Ethics</p> <p>29. Demonstrate effective or above performance on the Florida School 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>

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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:</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 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 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. 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

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		<p>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>28. Demonstrate personal and professional behaviors consistent the Code of Ethics</p> <p>29. Demonstrate effective or above performance on the Florida School 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>

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		<p>37. Perform other duties as assigned by the Principal, consistent with the goals and objectives of the position.</p>
Kerr, Leroy	School Counselor	<p>The Secondary Guidance Counselor shall</p> <ol style="list-style-type: none"> 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. 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
Rossi, Sam	School Counselor	<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. 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.

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		<p>10. Gather information from all faculty members having contact a student being considered for referral.</p> <p>11. Assemble and maintain up-to-date information concerning educational and occupational possibilities.</p> <p>12. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>13. Ensure adherence to good safety procedures.</p> <p>14. Perform other duties as assigned by the Principal.</p> <p>15. Follow federal and state laws, as well as School Board policies</p>
Allen, Tawanna	Magnet Coordinator	<p>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>
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 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,</p>

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		<p>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>10. PLANNING Plan, align, implement, and evaluate effective instruction and assessment in a variety of learning environments.</p>
Stevens, Jolie	Reading Coach	<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 to job responsibility. 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.
Pickney, Latavia	Math Coach	<p>The Teacher shall:</p> <ol style="list-style-type: none"> 1. ASSESSMENT Use assessment strategies (traditional and alternative) which are aligned with

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

Name	Position Title	Job Duties and Responsibilities
		required by law, by regulations of the state board or school district. 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. 16. ADDITIONAL RESPONSIBILITIES 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.

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.

Plantation Middle School involves stakeholders in the SIP process, not by just sharing the plan and taking stakeholder input as part of the process. As the team implemented the SIP for the 2023 SY and will continue to do in the 2023-2024 SY, quarterly progress monitoring data as well as F.A.S.T. PM 1 and 2 are shared with all stakeholders in relation to each accountability area SIP goal. Staff engaged in data-based action planning adjustments as part of the PLC process. Students continuously track their performance progress during the instructional cycle, as measured against the school goals. Teachers facilitate goal reflection sessions with students, wherein students are afforded the opportunity to adjust their goals based on their progress monitoring performance along and share their support needs for instruction and personal development growth (ex. focusing and study skills). Since this was done throughout the year, leadership was able to ascertain some of the school improvement gaps from the perspective of the student. This was coupled with information from the student customer survey. In addition to the aforementioned, staff and students have been able to have further interaction with monitoring and giving input on the SIP along with parent and community leaders via monthly SAC meetings, with focused adjustment input at the mid-point of the year as well in specifically facilitated school improvement S.W.O.T. analysis and vertical alignment action planning during the summer. The draft of the SIP will be voted upon following governing SAC statutes.

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))

Impact of implementation of the SIP on student achievement is accomplished via weekly standards focused, data driven Professional Learning Communities in which teachers utilize a common protocol to reflect on instruction, assess which students benchmarked focused lesson implementations worked for and which students the lesson had the least learning impact on. This includes isolating student sub-groups such as ESE and ELL students. These reflection conversations lead to teachers and support staff determining practioner adjustments that must be made and/or teacher support needed for learning and teaching improvement. The information from PLCs become part of the guided collaborative planning process which focuses on teachers working with school-based and district curriculum support staff as well as administration to plan for interventions for struggling students according to the data. Administration will also conduct one-on-one data conversations with teachers and support staff with regards to progress monitoring, plans for improvement and needs assessment questions directly aligning to the overall school, accuntability areas, and student sub-group improvement goals. Professional development and tiered support to staff will be provided accordingly. Students are provided tiered intervention support accordingly to clise achievment gaps.

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)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	95%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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: D 2019-20: C 2018-19: C 2017-18: C
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	0	0	0	0	0	0	79	81	65	225
One or more suspensions	0	0	0	0	0	0	95	52	37	184
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	20	35	26	81
Course failure in Math	0	0	0	0	0	0	2	11	32	45
Level 1 on statewide ELA assessment	0	0	0	0	0	0	73	70	94	237
Level 1 on statewide Math assessment	0	0	0	0	0	0	78	71	61	210
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	52	75	127

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	0	0	0	0	0	0	99	97	101	297

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	0	0	0	0	0	2	1	30	33
Students retained two or more times	0	0	0	0	0	0	5	4	30	39

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	0	0	0	0	0	0	98	75	82	255
One or more suspensions	0	0	0	0	0	0	84	57	62	203
Course failure in ELA	0	0	0	0	0	0	30	35	18	83
Course failure in Math	0	0	0	0	0	0	3	59	46	108
Level 1 on statewide ELA assessment	0	0	0	0	0	0	75	71	101	247
Level 1 on statewide Math assessment	0	0	0	0	0	0	123	116	122	361
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	58	52	50	160

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	0	0	0	0	0	0	122	112	125	359

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	3	9	34	46
Students retained two or more times	0	0	0	0	0	0	5	5	8	18

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	0	0	0	0	0	0	98	75	82	255
One or more suspensions	0	0	0	0	0	0	84	57	62	203
Course failure in ELA	0	0	0	0	0	0	30	35	18	83
Course failure in Math	0	0	0	0	0	0	3	59	46	108
Level 1 on statewide ELA assessment	0	0	0	0	0	0	75	71	101	247
Level 1 on statewide Math assessment	0	0	0	0	0	0	123	116	122	361
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	58	52	50	160

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	0	0	0	0	0	0	122	112	125	359

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	3	9	34	46
Students retained two or more times	0	0	0	0	0	0	5	5	8	18

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*	39	53	49	35	54	50	39		
ELA Learning Gains				40			38		
ELA Lowest 25th Percentile				29			33		
Math Achievement*	35	56	56	23	41	36	19		
Math Learning Gains				38			13		
Math Lowest 25th Percentile				48			16		
Science Achievement*	27	50	49	25	52	53	25		
Social Studies Achievement*	64	67	68	51	63	58	34		
Middle School Acceleration	78	70	73	67	51	49	42		
Graduation Rate					49	49			
College and Career Acceleration					70	70			
ELP Progress	69	42	40	27	74	76	50		

* 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)	CSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	312
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	383
Total Components for the Federal Index	10
Percent Tested	97
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	18	Yes	4	4
ELL	43			
AMI				
ASN	60			
BLK	47			
HSP	63			
MUL	27	Yes	1	1
PAC				
WHT	53			
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	22	Yes	3	3
ELL	37	Yes	3	
AMI				
ASN	67			
BLK	37	Yes	1	
HSP	47			
MUL				
PAC				
WHT	48			
FRL	37	Yes	1	

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	39			35			27	64	78			69
SWD	11			15			8	39			4	
ELL	28			32			18	68			5	69
AMI												
ASN	56			63							2	
BLK	36			31			23	62	70		6	60
HSP	50			51			39	73	79		6	83
MUL	31			23							2	
PAC												
WHT	52			38				70			3	
FRL	36			33			25	57	75		6	55

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	35	40	29	23	38	48	25	51	67			27
SWD	13	32	21	7	28	37	7	30				
ELL	29	39	31	32	50	60	24	44				27
AMI												
ASN	69	50		83								
BLK	32	38	31	17	33	43	22	47	69			
HSP	45	50	36	36	52	58	31	70	47			
MUL												
PAC												
WHT	44	41		41	63		41	55				
FRL	32	36	26	20	36	45	23	49	63			

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	39	38	33	19	13	16	25	34	42			50
SWD	15	26	31	11	18	22	21	9				
ELL	24	36	31	14	17	39	21	27				50
AMI												
ASN	70			30								
BLK	34	33	32	16	11	16	19	28	37			43
HSP	52	48	57	27	11		38	52	47			
MUL												
PAC												
WHT	60	52		39	29		53		53			
FRL	36	35	34	17	10	17	23	29	44			56

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
07	2023 - Spring	39%	49%	-10%	47%	-8%
08	2023 - Spring	36%	49%	-13%	47%	-11%
06	2023 - Spring	32%	50%	-18%	47%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	25%	54%	-29%	54%	-29%
07	2023 - Spring	25%	51%	-26%	48%	-23%
08	2023 - Spring	44%	46%	-2%	55%	-11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	19%	38%	-19%	44%	-25%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	85%	48%	37%	50%	35%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	83%	46%	37%	48%	35%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	77%	63%	14%	63%	14%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	61%	64%	-3%	66%	-5%

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.

One of the areas showing the lowest performance is 8th grade science, which has only a 1% increase from the 2022 school year. While math showed a 2022 to 2023 comparative increase of 6% for 6th grade and 7% for 7th grade, these increases measure significantly below the 24% increase for performance in 8th grade pre-algebra. Equally low in growth performance is ELA, which increased by only 1% from 35% in 2022 to 36% proficiency in 2023. This low growth in proficiency led to the school's failure in recapturing the 4% decrease difference between 2021 and 2022. Even though ELA proficiency growth across the district from F.A.S.T. PM2 to F.A.S.T. PM3 was low, Plantation Middle has identified instructional gaps due to teachers' lack of working knowledge of the progression of the standards across grade levels. This leads to low rigor in instruction across all grade levels for the content. Likewise, for science and math, teachers were not planning for standards instructions with scaffolding that landed at the rigor of the grade level standard. The major factors contributing to this is that 6th - 8th grade math teachers continue to need capacity building in unwrapping and understanding of the standards, using resources such as the FLDOE Big Ms and science teachers needing the same - unpacking the standard to ensure instruction is addressing core targets with appropriately aligned activities for scaffolding. Without this deliberate process in all content, then planning for remediation and enrichment will be sub-par as teachers will not be able to identify the true gap areas in learning; if they are also not planning to meet the rigor of the standard through appropriate scaffolding, then the data for practice reflection and lesson adjustments will be invalid as results are not a true reflection of how students are doing against what they are suppose to be learning, per the grade level standards.

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

Although no accountability areas outside of the demographic sub-groups showed decline from the previous year, 8th grade science showed the lowest increase with only a + 1% difference in 2023 (19%) compared to 2022's 18% proficiency. The major factors contributing to this is that 6th - 8th grade teachers continue to need capacity building in unwrapping and understanding of the standards. There is also a practitioner gap in teachers consistently analyzing data to reflect on instructional practice decisions and adjustments to improve student performance in science. The two aforementioned gaps heavily impacted instructional planning as activities and tasks were, at times, not meeting the rigor of the standard and/or addressing students' needs for remediation and enrichment. In addition, there was a low level of hands-on learning in science - a research-based practice that can improve student performance in this core subject area. Another area needing immediate attention is ELA, which shows 36% proficiency, which is a + 1 growth difference compared to the 2022SY results. The ELL sub-group also showed decline in multiple grade levels for ELA. While 7% of 6th grade ELL students in ELA were proficient in PM1, this number decreased to 4% in PM2 and down to 0% in PM3. Likewise, while 8th grade ELL students proficiency in ELA went up from 0% in PM1 to 14% in PM3, this sub-group regressed to 0% proficiency in PM3. A major contributing factor to this is the need for content teachers to consistently use effective ELL support strategies and accessible resources, such as language dictionaries and content glossaries during instruction as well as to focus on scaffolding students up to the rigor of the standard for each grade level; instructional rigor was a practitioner struggle area.

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.

Plantation Middle demonstrates a pattern of underperformance in multiple core content areas, when compared to the state's proficiency outcomes. The 2023 state assessment data shows Plantation Middle 25 percentage lower than the state in science. ELA results show an 11% point gap to the state's 47%, with 6th and 8th grades demonstrating a double-digit underperformance gap of 14% and 11% respectively. This underperforming pattern is also evident in Math which, overall, is 20% lower than the state's performance; 6th and 7th grades math are specific major gap areas as their results show a 29% and 23% points below the state's performance of 54% and 48% respectively. 6th grade, for both ELA and Math, is showing an issue of incoming proficient students not maintaining proficiency. As previously mentioned, the overarching factors contributing to these gaps are teachers needing more capacity building in unwrapping and understanding of the progression of standards. There is also a gap of teachers consistently analyzing data to reflect on instructional practice decisions and adjustments to improve student performance. These factors heavily impact instructional planning as activities and tasks are, at times, not meeting the rigor of the standard and/or addressing students' needs for remediation and enrichment. In addition, there is a low usage of hands-on learning in science - a research-based practice that can improve student performance in this core subject area. Math has a need to engage students in more mathematical thinking and reasoning to build their decision making skills for concept application; this is an implication that teachers should, therefore, be more deliberate in incorporating the MTRs in their lesson planning and lesson implementation.

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

The area showing the most improvement is 6th - 8th mathematics, which increased from 23% in 2022 to 36% (+23%) proficiency in 2023. The 8th grade sub-group from this accountability area increased from 24% proficiency in 2022 to 48% in 2023. The significant improvement is a result of strategic individual support of math teachers to build their planning and lesson implementation capacity based on ongoing progress monitoring results as well as classroom walkthrough observation trends and individual teacher needs. In addition to this, both district and school support coaches collaborated with teachers to analyze data and implement push-in small group interventions for targeted students to address in-time deficiencies during the instructional cycle. After triangulating F.A.S.T. PM, common formative assessment, and daily progress monitoring data at the mid-year point, the instructional block design for 6th-8th math was restructured to facilitate the spiral remediation of standards identified as areas needing improvement. This spiraling was also the driver for the instructional plans for Extended Learning Opportunities (ELOs).

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

One potential area of concern in the EWS data is the number of students missing instructional time due to high absences, which includes suspensions. According to the data, 225 absences of 10 days or more were reported and 184 students with one or more suspension. Students who frequently miss instructional time will struggle academically. If PLMS improves student attendance and lower the number of suspensions, the anticipated impact is improved student performance in Math and ELA, including a decrease in core class failures and a decrease in the number of level 1 students in both areas. An improvement in academic performance also decreases the risk of student retention.

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

For the 2023-2024, PLMS will focus on the following:

(a) Improving teacher capacity in critical areas such as, but not limited to, understanding the working components of the grade level standards, effective instructional strategies based on the mastery requirements for instructional standards, consistently disaggregating and utilizing data to reflect on the impact of instructional practices and making the needed adjustments for student learning outcomes; the

anticipated impact is improvement in overall student performance in ELA, Math, Science and Social Studies.

(b) Improve teacher capacity in understanding of and the effective utilization of research-based practices to support ELL and ESE students as well as to increase female students performance in Mathematics.

(c) Continue to build teacher efficacy in engaging in data-driven PLCs with fidelity.

(d) Decrease the number of student absences due to suspensions and increase parental involvement.

Area of Focus

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

#1. Instructional Practice specifically relating to Intervention

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.

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 for multiple years for both sub-groups. For this reason, strategy focused classes for SWDs and an ESSR support assignment for ELLs.

Measurable Outcome:

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

By June 2024, 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 2024, 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:

[no one identified]

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.)

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 Intervention:

Explain the rationale for selecting this specific strategy.

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.

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?

Yes

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)

By When: By August 18, 2023

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)

By When: Ongoing beginning September, 2023 post F.A.S.T. PM1

In addition to daily teacher PLC progress monitoring as captured in weekly PLC data, students will be progress monitored through quarterly CFAs and 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)

By When: By September 19, 2023

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)

By When: September 29, 2023

#2. 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.

Plantation Middle School will utilize a multi-tiered approach to addressing deficiencies in instructional practices in ELA. These deficiencies include teachers not utilizing planning tools such as the progression of the B.E.S.T. standards to ensure that instruction involves the scaffolding towards and sustaining students at the mastery level of the grade level standard. It also limits teachers' understanding and or ability to effectively identify remediation gap areas from the previous year that may have an impact on current grade-level learning; likewise, not understanding the vertical alignment of the standards interferes with the teachers' ability to help students make standard progression connections, thus current instruction does not support student successful matriculation. In addition, PLC conversation observation, progress monitoring assessments as well as coach supported collaborative planning show that teachers are not consistently planning for the explicit instruction of standard-aligned academic vocabulary. While teachers often utilize the key verbiage of the standard, there needs to be an improvement in the intentional building of classroom culture that supports students' oral and written use of targeted words in context, as delineated in the item specifications for the B.E.S.T. standards, in order to accurately respond to standard aligned tasks/questions. Also, ELA teachers still need support in effectively using real-time monitoring and triangulated data to better make adjustments in order to differentiate instruction to address learner needs. Based on the school's data trend, level 1 and 2 students though making gains, are not making gains in significant numbers to higher achievement levels but are either regressing or remaining in the same achievement level bracket. In addition, there is a pattern of proficient students regressing to non-proficiency. Likewise, there are students who were proficient pre-covid but who regressed during the pandemic; instruction has yet to close these students' learning loss in order for them to regain proficiency.

Measurable Outcome:

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

By June 2023 Plantation Middle school will increase ELA proficiency to 45% as measured by F.A.S.T. results.

Monitoring:

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

(a) Building teacher capacity in utilizing standard progression to ensure instructional rigor will be monitored via weekly guided collaborative planning evidenced in lesson plan and guided planning coaches' log. 2. Administrators and coaches will conduct classroom walkthrough to monitor the implementation of lessons that reflect appropriately scaffolded steps that show student progression through the standard and which reflect advancement towards rigor of the standard. Feedback and support will provided accordingly.

(b) Lesson implementations in both elective and ELA classes will be monitored for the incorporation of interactive vocabulary notebooks as well as teachers utilizing interactive word walls as a pathway to reinforce student understanding and utilization of academic vocabulary in discourse and writing. PLC conversations and guided collaborative planning will also measure the student success outcome with these implementations. Teachers will monitor student attending to the use of academic vocabulary in tasks, with results and student work shared during PLCs.

Person responsible for monitoring outcome:

Claudia Ruiz (claudia.ruiz@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.)

PLMS will strategically provide professional development and coaching support to grow teachers' efficacy in the areas of:

(a) Standard Progression & Rigor: This involves building teacher capacity in improving instructional practices to include appropriately scaffolding students to the rigor of the standard and (b) ensuring that all students receive instruction at the rigor of the standard.

(c) Building Academic Vocabulary Knowledge & Application Skills: Teachers will be trained in utilizing the unwrapped standard process to identify academic vocabulary that student should not just understand the meaning of; teachers will be trained in strategies that can be used to help students develop an application level understanding of these words, as they encounter these words text-based questions, including performance tasks.

(d) Utilizing Data with Fidelity for Acceleration & Enrichment: Train and support teachers in utilizing data to accelerate and enrich students' needs during the instructional cycle via differentiated small group instruction, including ELO.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

(a) Standard Progression & Rigor: When direct and guided instruction are standard aligned, then both teacher and students have a clear criteria by which to measure lesson implementation success and student success.

(b) Building Academic Vocabulary Knowledge & Application Skills: Struggling readers not only struggle with comprehension of full text; they also struggle with text-based questions, which include academic language from which they must decipher meaning in order to accurately respond to text-based tasks. If students do not become fluent in the working knowledge of academic language, they will struggle with responding to text-based questions.

(c) Utilizing Data for Acceleration & Enrichment: When teachers and support staff engage in a process where progress monitoring data is consistently and accurately utilized to make decisions for improving student performance, then a seamless pathway would have been created that addresses individual student and sub-group needs in a precise and timely manner.

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?

Yes

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 receive training in progression of standards and unpacking of the standards. Teachers and support staff will continuously engage in collaborative planning to ensure lessons are prepared with aligned tasks for scaffolding and student master based on the rigor of the standard.

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

By When: By August 18, 2023

Teachers will receive training in the use of strategies such as interactive notebooks and interactive word walls to build fluency in academic vocabulary. Elective teachers will receive training in using a rubric to assess students' understanding of targeted Word of the Week (W.O.W.) academic vocabulary in written response tasks aligned to their content.

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

By When: By September 30, 2023

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)

By When: By September 29, 2023 after F.A.S.T. PM1

ESE and ELL support personnel, literacy coach and district support facilitator, will engage in the push-in model to support students in small groups based on the ongoing disaggregation, analysis and deliberate planning with data to accelerate and enrich student learning.

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

By When: By September 29, 2023 after F.A.S.T. PM1

District support will provide quarterly lesson study type PDs with teachers in order to support teachers in standard focused data-driven planning and modeled lesson implementation with opportunities for observation, feedback and subsequent support.

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

By When: By October 30, 2023

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

Although there was significant improvement in Math proficiency (+13%), only 25% of both rising 6th and 7th grade students demonstrated proficiency on PM3, with over 30% of previously proficient 6th graders regressing to a level 2 or lower. For this reason, like ELA, Plantation middle school will utilize a multi-tiered approach to addressing deficiencies in instructional practices in Mathematics. These deficiencies include (a) teachers not utilizing planning tools such as the FLDOE Big Ms and MTRs to ensure that instruction involves the scaffolding towards and sustaining students at mastering the rigor of the grade level standard. It also limits teachers' ability to accurately identify gap areas from the previous year that may be having an impact on current grade level learning. In addition, PLC conversation observation, progress monitoring assessments as well as academic coach supported collaborative planning show that teachers are not consistently planning for the explicit instruction of standard-aligned academic vocabulary. Another factor of concern is that Math teachers still need support in building efficacy in effectively using real-time monitoring and triangulated data to better make adjustments in order to differentiate instruction to address learner needs. Based on the school's data trend, level 1 and 2 students, though making gains, are not making these gains in significant numbers to higher achievement levels; they are, instead, either regressing or remaining in the same achievement level bracket. In addition, there is a pattern of proficient students regressing to non-proficient. Likewise, there are students who were proficient pre-covid but who regressed during the pandemic but instruction has yet to close the students' learning loss in order for them to regain proficiency.

Measurable Outcome:

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

By June 24, PLMS will increase the number of proficient students from 36% to 45% as measured by F.A.S.T. PM 3.

Monitoring:

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

The process involves the constant monitoring of data via PLC and data conversations and action planning 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.

In addition student learning outcome data, the academic coach, administration, and district support will engage in guided collaborative practice with teachers during scheduled common planning. This will ensure that the identified focused areas of the tiered instruction process (use of manipulatives, use of quality resources, student engagement in fluent use of content vocabulary, and data driven small group instruction for acceleration and enrichment) are included in lesson planning and instruction. Feedback will be provided to teachers in collaborative planning, data conversations and post-classroom walkthrough observations.

Person responsible for monitoring outcome:

Masharie Powell (masharie.powell@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.)

PLMS will strategically focus on providing professional development in the following:

(a) Standard Progression & Rigor: Professional development will build teacher capacity in utilizing FLDOE Big Ms and MTRs to improve instructional practices such as the use of manipulatives, appropriately scaffolding students to the rigor of the standard and Thinking Maps - Thought Tree - to help build students mathematical thinking and reasoning skills.

(b) Building Academic Vocabulary Knowledge & Application Skills: Teachers will be trained in utilizing the unwrapped standard process to identify and plan for the direct instruction of academic vocabulary that students must understand at the application level to demonstrate mastery of the standards.

(c) Utilizing Data with Fidelity for Acceleration & Enrichment: PLMS will build teacher fluency and efficacy in effectively utilizing data, including the Achievement Level Descriptors (ALD), to remediate and enrich student needs and for tiered teacher support.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Deliberate focus on building teacher capacity in standard focused instruction and data-driven tiered student intervention support will allow for consistent addressing of student learning gaps to improve math achievement. Coupling this with the use of manipulatives and thinking maps for question unwrapping will help to ensure that students are authentically and consistently engaged in higher-level thinking to strengthen their mathematical thinking and reasoning skills as determined by the standards.

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?

Yes

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 in the math classroom.

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

By When: Ongoing throughout instructional cycles

Training and support of teachers in consistently using manipulatives/learning aids to introduce new mathematics concepts, scaffold instruction, and remediate learner deficiencies as part of tiered instruction.

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

By When: September 30, 2023

Students will be assigned to ESSR (ELL & ESE) support, ELO and other intervention; intervention will be provided accordingly. In addition personnel providing push-in support (support facilitators) will support students in Math classes in small groups based on their identified needs.

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

By When: October October 4, 2023

Literacy coach will continuously work with Math teachers to transform math classrooms as spaces where academic vocabulary is explicitly taught and continuously used in speaking and writing by students to develop students' application knowledge of mathematical language.

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

By When: Begins by September 30, 2023

Train and support teachers in using MTRs, Big Ms, Achievement Level Descriptors (ALDs) and mathematical thinking processing map as part of the guided collaborative planning, lesson implementation, and student progress monitoring processes.

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

By When: By August 30, 2023

District support will provide quarterly lesson study type PDs with teachers in order to support teachers in standard focused data-driven planning and modeled lesson implementation with opportunities for observation, feedback and subsequent support.

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

By When: By October 30, 2023

#4. 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 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.

Plantation Middle 2023 results show minimal growth in ELA proficiency. In addition, there was only a 6% increase in 6th grade math and a 7% increase in and 7th grade, with both grade levels having an overall proficiency of only 25%. To compound this, there is a pattern of a proficiency regression amongst the subgroup of 6th graders who matriculated to the grade level proficient. Just over 30% of 6th grade proficient students from the 2023 assessment regressed to a level 1 or level 2 on the PM3 assessment. 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 performance levels. Scheduled data conversation sessions, PLC conversations, observations for teacher data preparation and practice reflection conversations well as lesson implementation observations have shown that there is a significant gap in teacher fluency in using data with consistency and fidelity to plan instruction for to meet student acceleration and enrichment needs; this also impacts teachers' ability to engage in authentic reflection and decision making for instructional practice improvement. Therefore, Plantation Middle school will continue to build teacher capacity in utilizing instructional practice and data-focused reflection protocols to sustain effective and authentic Professional Learning Communities along with guided collaborative planning. 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.

Measurable Outcome:

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

By October 30, 2023, there will be an increase in the number of teachers who are using student progress monitoring data with fidelity to reflect on and make adjustments to instructional practice decisions to better teach, accelerate and enrich students as part of improving student mastery during the instructional cycle.

In addition, because of a strong PLC and collaborative planning process:

By June 2023, PLMS will increase student ELA, Math and Social Studies proficiency by a minimum of 10% as measured by state assessment results.

By June 2023, PLMS will increase student Science proficiency by a minimum of 16% as measured by the state assessment results.

By June 2023, PLMS will increase the school's Middle Grades Acceleration points by a minimum of 10 % 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 protocols part of the to reflect and make adjustment to planning based on student learning outcomes.
- c. Administrators will conduct quarterly data conversations with teachers to determine authenticity of data, to evaluate instructional practice adjustment needs and to provide teacher with additional practitioner improvement support.
- e. Professional development plan will directly address the teaching and learning gaps determined in PLC and via data conversations, and as determined by teacher needs survey.

Person responsible for monitoring outcome:

Masharie Powell (masharie.powell@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.)

Plantation Middle school will continue to build teacher capacity through whole school, small group, and individual professional development support in effectively utilizing district, state, and school developed tools and resources to disaggregate, triangulate, analyze and respond to data with the primary focus on (a) teachers reflecting on and adjusting their practice based on weekly student learning outcomes data and (b) teachers engaging in authentic guided collaborative planning to address students acceleration and remediation needs.

During this multi-prong process, instructional leaders (coaches and administration) will continuously engage teachers in reflection on their weekly instructional decision. This is an evidence-based approach which will pin-point which students instruction worked for and who were the least impacted as it relates to progression to mastery. Teachers will then collaborate with peers, instructional coaches and/or administration in a guided collaborative planning process to make strategic adjustments to close gaps in lesson planning and lesson implementation.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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.

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.

All instructional and support staff will participate in a review of the PLC process to include purpose, characteristics, the impact of engagement in an authentic and systematic data-driven PLC process on teaching and learning improvement.

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

By When: Spetember 6, 2023

Professional development for instructional and support staff in effectively utilizing progress monitoring data resources, lesson implementation and reflection protocol to assess impact of lesson not just on the class overall but on students by their achievmeent levels and demographic sub-group classification.

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

By When: By September 30, 2023

PLC groups will meet weekly to discuss standard-focused instruction and weekly student achievement, reflect on lesson impact and for which students, analyze the impact of specific instruction short falls by student sub-groups (achievement levels & ESSA) and share ideas on how to make adjustments for improvement for both teacher & students.

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

By When: September 15, 2023

Teachers will meet in weekly scheduled content-focused grade level guided collaborative planning to adjust and/or create standard focused lessons to include appropriate grade level targets, grade level aligned tasks, appropriate scaffolding activities for direct instruction, as well as data-driven differentiated small group rotation to support student acceleration and enrichment needs.

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

By When: By September 18, 2023

#5. Instructional Practice specifically relating to Science**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.

Although Biology scores increased from 53% to 77% for the 2022-2023 school year, 8th grade science scores increased by only 1% (18% to 19%) - over 40 percentage points below the state average and one of the lowest 5 performing middle schools in the district in this assessed area. Observation data shows that teachers need more development in understanding the science standards as well as how to effectively and consistently incorporate hands-on activities as part of the instructional cycle to improve student engagement and learning. In addition, there has been a practitioner gap in effectively utilizing data to address student remediation needs. Teachers, therefore, need professional development and tiered practitioner support in the aforementioned areas at the planning, implementation and post-implementation reflection stages for teaching improvement.

Measurable Outcome:

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

By June 2024, Plantation Middle school increase science proficiency to at least 30% as measured by state assessments.

Monitoring:

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

Monitoring will take place via consistent classroom observation and teacher feedback cycles. In addition coaches and administration will be able to assess practitioner gaps in the focus areas during weekly scheduled collaborative lesson planning sessions, quarterly student learning outcome data conversations as well as during weekly scheduled content focused PLCs, and provide support accordingly.

Person responsible for monitoring outcome:

Masharie Powell (masharie.powell@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.)

PLMS will focus on building teacher capacity in the core areas of (a) unwrapping the standards standard aligned lesson planning and implementation to the rigor of the grade level standard; (b) consistent incorporation of labs/hands-on learning as part of the science instructional cycle; (c) effective use of data for small group instruction/differentiation for remediation and or enrichment and (d) explicit instruction of academic vocabulary.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Building teacher efficacy has been identified in research as one of the most effective strategies for student learning improvement. It is important to help teachers become fluent in being deliberate in their practice in order to effectively engage students in the teaching-learning process, as well as to identify and address student standard-aligned learning needs in a timely and effective manner.

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?

Yes

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.

Provide teacher professional development and continuous support in utilizing the unwrapping standard process to plan for instruction in, but not limited to, TLAC, application of academic vocabulary, hands-on learning in science using labs, and data decision making for small grouping interventions.

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

By When: Started July 20, 2023

PLMS science support personnel and district science will engage in weekly scheduled PLCs & guided collaborative planning with subsequent support for lesson implementations and for modeling of implementation expectations.

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

By When: August 28, 2023

Literacy Coach will provide professional development, planning and push-in support with Science teachers in implementing strategies to support integrated literacy skills in science instruction, with a primary focus on working knowledge of academic vocabulary.

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

By When: September 30, 2023

8th grade science teachers will receive one-on-one support in lesson planning with focus on intergrating labs/hands-on learning as part of the science instructional cycle.

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

By When: September 30, 2023

District support will provide quarterly lesson study type PDs with teachers in order to support teachers in standard focused data-driven planning and modeled lesson implementation with opportunities for observation feedback and subsequent support.

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

By When: October 30, 2023

Select science teachers will receive weekly mini-professional development support based on lesson implementation review, student learning outcome results and curriculum requirement to include but not limited lab preparation and creating of teacher monitoring steps for successful implementation and impact.

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

By When: By November 30, 2023

#6. 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.

Based on the 2021-2022 discipline data, there were 777 referrals with 608 (78%) occurring in a classroom 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 124 students with multiple-days internal suspension. This means that students, some being repeat offenders, are missing critical instruction time. The goal for 2022-2023 was to reduce the end of year referral count by at least 50%, however, the 2023 school year ended with the referral count being lowerd by only 25%, with 256 (44%) of the the referrals being from classrooms, including Physical Educationclasses in the gymnasium. This low reduction rate contributed to repeated student absence from direct teacher instruction, which inadvertently impacts student performance results. Therefore, since the 2022-2023 goal was not met in this area, Plantation Middle will continue to be intentional about providing interventions for school-wide behavior as the improvement plan is intentional about teaching and learning. Primary focus will be on coaching behaviors for both students and adults through a restorative culture structure in an attempt to reduce suspensions from the classroom, so as to decrease student absences due to student behavior choices and teacher non-de-escalation and/or inflammatory approaches to student behavior.

Measurable Outcome:

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

Quarterly discipline referral reports for SY 2023-2024 will show a minimum 50% decreasein classroom generated referrals when compared to SY 2022-2023 quarterly disciplinereports, with classroom referrals decreased by a minimum of 50%.

Monitoring:

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

Student behavior and interventions will be part of the MTSS system. Students behavior and repsonses to school rules and systems will be tracked using the PBIS Rewards system. In addition, the behavior specialist will monitor referrals and will provide support to teachers schoolwide, by grade level and individually via classroom visits, observations, as well as classroom behavior management integration as part of lesson planning to ensure that teachers are prepared with behavioral mangement and classroom systems and supports for effective lesson implementation with minimal disruption and distractions relating to student behavior. The anticipated impact is reduced classroom refererrals and less student absences from class during instructional time due to behavior. This personnel will also push into classrooms of teachers with high referrals to identify areas needing on-the-spot intervention modeling support for the teacher.

Person responsible for monitoring outcome:

Ackimo Charles (ackimo.charles@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.)

Plantation Middle School will address school culture transformation in the area strenghtening adult-student relationships using approaches such as restorative culture, as well as impementing a rewards system to track and acknowledge student success as aligned to the school goals for both academics and behavior. These successes will be highlighted and acknowledged openly in different ways throughout the school as models of the school's 2023-2024 theme of Speak Excellence, Model Excellence, Achieve Excellence. Students who are struggling with behavioral choices and self-regulation and who incur discipline referrals, will participate in the PLMS Teaching Responsible Academic and Coping Strategies (T.R.A.C.S.)

program, which houses internal suspension. Here students will go through behavioral reflection and self-regulation improvement lessons as interventions behavior, with the anticipated result of decreasing the number of repeat offenders.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to John Hattie's Visible Learning, (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.

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?

Yes

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.

Introduce staff to the the school's theme of Speak Excellence, Model Excellence, and Achieve Excellence with these tenets being the expectations for all stakeholders. Staff will then be coached in the progressive discipline plan to include the TRACS program and the progressive discipline steps to follow to support the change in action of student behavior. This will also include the PBIS Rewards point system to track and reward students' positive behavior and the meeting of expectations.

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

By When: By August 18, 2023

Students receive mini-lessons in the student code of conduct for Broward County Public Schools, including disciplinary actions.

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

By When: Begins August 21, 2023

Administrators conduct behavior management grade level assemblies to introduce students to the the school's theme of Speak Excellence, Model Excellence, and Achieve Excellence with these tenets being the expectations for all stakeholders. Administrators will also review the progressive discipline process, including the TRACS program. There will also be a review of the PBIS Rewards point system to track and reward students' positive behavior and the meeting of expectations.

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

By When: By August 28, 2023

Begin implementing PBIS Rewards System. Parentst will be informed of the Rewards process at the September School Advisory Council meeting as well as through other modes of communication (flyers, website, parentlink calls, parent night events throughout the year).

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

By When: During 1st marking period upon UNISIG funding.

#7. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**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.

Plantation Middle demonstrates a pattern of underperformance in multiple core content areas, when compared to the state's proficiency outcomes. The 2023 state assessment data shows Plantation Middle with a 25% lower points difference than the state in science. ELA results show an 11% point gap to the state's 47%, with 6th and 8th grades demonstrating a double-digit underperformance gap of 14% and 11% respectively. This underperforming pattern is also evident in Math which, overall, is 20% lower than the state's performance; 6th and 7th grades math are specific major gap areas as their results show a 29% and 23% points below the state's performance of 54% and 48% respectively. 6th grade, for both ELA and Math, is showing an issue of incoming proficient students not maintaining proficiency. The overarching factors contributing to these gaps are teachers needing more capacity building in unwrapping and understanding of the progression of standards. There is also a gap of teachers consistently analyzing data to reflect on instructional practice decisions and adjustments to improve student performance. These factors heavily impact instructional planning as activities and tasks are, at times, not meeting the rigor of the standard and/or addressing students' needs for remediation and enrichment. In addition, there is a low usage of hands-on learning in science - a research-based practice that can improve student performance in this core subject area. Math has a need to engage students in more mathematical thinking and reasoning to build their decision making skills for concept application; this is an implication that teachers should, therefore, be more deliberate in incorporating the MTRs in their lesson planning and lesson implementation.

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 student ELA, Math and Social Studies proficiency by a minimum 10% as measured by state assessment results.

By June 2023, PLMS will increase student Science proficiency by a minimum 16% as measured by the state assessment results.

By June 2023, PLMS will increase the school's Middle Grades Acceleration points by a minimum of 10 % as measured by the state assessment results.

Monitoring:

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

Monitoring will take place via weekly classroom walkthroughs with feedback to teachers for improvement. In addition to this, evidence will be derived through weekly PLC teacher lesson implementation reflection process (in which teachers should provide evidence of student work) as well lessons developed through the scheduled guided collaborative planning sessions with academic coaches; administration will ascertain further insight through quarterly data conversations with teachers and coaches.

Person responsible for monitoring outcome:

Masharie Powell (masharie.powell@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.)

Plantation Middle will continue to focus on building teacher capacity to address deficiencies to close student achievement gaps. Adult growth development will occur via whole-school, department, and individual trainings, small group coaching, as well as individual tiered teacher coaching by both school and district coaches. Professional development topics include but will not be limited to Utilizing Manipulatives

in Math, Teach Like A Champion Instructional Strategies (TLAC) , Lesson Planning with Effective Use of Adopted Core & Supplemental Resources such as the BIG Ms, B.E.S.T Progression of Standards, " Effectively Utilizing Data for Remediation & Enrichment through the PLC Process", Unwrapping the New Standards for Social Studies, Hands on Learning in Science, and Word Walls and Interactive Notebooks for Academic Vocabulary Development schoolwide. Professional development and subsequent one-on-one teacher support will occur before, during and after school. PLMS will engage in teacher spotlights to highlight successful implementations with student results.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

When teachers are supported to meet expectations and celebrated in the process, then collective efficacy will grow within the school. Even though over 60% of PLMS students contend with the barriers associated with underperformnce due to low socio-economic status (as measured by FRL), researcher Alberta Bandura (1990) and as supported by meta-analysis research by John Hattie shows that collective teacher efficacy on student academic performance is higher than the negative effects of low socioeconomic status, yielding a 1.57 year's worth of growth impact (.4 considered to be high impact yield) compared to socio-economic status with a yield of .57 impact on learning.

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?

Yes

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.

Conduct student performance data and classroom observation data with teachers and support staff during planning. Review goals and vision for 2023-2024 SY to include tiered teacher support plan and pathways to support including professional development, coaching, PLC and guided collaborative planning.

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

By When: August 18, 2023

Convene professional development committee to finalize PD calendar.

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

By When: By August 30, 2023

Meet with district support team to share teacher support needs and request commitments for 2023-2024 SY

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

By When: August 8, 2023

Begin classroom walkthrough, PLCs, guided collaborative planning and teacher PD and supports implementation

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

By When: By September 18, 2023.

Coaches will submit weekly coaching logs to show coaching support to be provided to teachers. Logs will be examined for specific target goals based on department and or grade level improvement action plan, and or individual teacher needs - based on classroom observations and or teacher requests.

Administration will assess outcome of coaching support via weekly data-driven instructional practice

outcomes and during weekly guided collaborative lesson planning conversations; assessment will also occur during quarterly coach-teacher-administrator data conversations. Administrator will also conduct weekly calibration walks with coaches to look-for support implementations in practice. Feedback will be provided to both coach and teacher as part of a cyclical process for continuous improvement.

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

By When: By Septemebr 18, 2023.

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).

School improvement funding is developed using a SWOT analysis in order to identify areas needing intervention for improvement. The leadership team, along with input from SAC, create action plans aligned with core curricula departments. This, in turn, determines funding allocation aligned to personnel development and support , remedial intervention and intervention resources to faciliate improvement in the identified focus areas.

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.

In addition to being posted on the school's website, the SIP will be disseminated to stakeholders at all levels in the following manner:

Internal Stakeholders

Faculty & Staff: The SIP will be disseminated in faculty meetings, academic department meetings, and grade level academic and behavioral management meetings. The components for the SIP will be communicated as the pillars of the work to improve instructional practice, student learning outcome, and school culture for all stakeholders.

Students: Teachers and support staff will engage students in quarterly data conversations and goal setting so, they too, gain an understanding of how their efforts contribute to the overall success of the school.

School Leadership: The SIP will be part of bi-monthly leadership meetings to benchmark progress towards the identified goals

External Stakeholders:

Parents and Community - In addition to the school web-site, parents and community partners will be continuously updated on the SIP and the progress towards the school meeting the goals in monthly SAC meetings and SIP focused parent engagement nights. The school will seek the partnership of Broward County Public Schools Bilingual Department to translate the key components of the SIP focus areas for dissemination to parents. Parent night invitations will also be translated in the languages represented in the student body. The school will also seek the assistance of bi-lingual teachers, support staff, and district personnel to assist with translation during academic parent nights in order for parents to understand how the academic area of focus and the requirement for student success align with overall school improvement.

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 Middle School will build positive relationships with parents, families and other stakeholders by:
A. Ensuring that there is a committed PTA to bridge the gap between stakeholders as well as to support initiatives such as celebrating student performance success.

B. PLMS will focus on bridging the gap between home, school and community by engaging families and community partners in cultural events, hands-on academic themed evenings, as well as a parent university that will assist parents in navigating the electronic gradebook, understanding academic pathways with opportunities for matriculation into dual enrollment programs, understanding the impact of attendance on student success, as well as engaging parents in progress monitoring data conversations and goal-setting with their child.

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)

Plantation Middle School will:

(a) Ensure that students are strategically placed in classes for their optimum success with a focus on tiered placement based on student data, in order to effectively support students according to their learning gaps and instructional support needs.

(b) Ensure that each content area has a mapped out instructional block design that supports quality bell-to-bell instruction and that teachers are conducting daily instruction in a learning environment that has clearly defined structures and systems that reduce teaching and learning disruption and effective transition between activities.

(c) Ensure all academic departments utilize a comprehensive Instructional Focus Guide to include unwrapped standards, key standard vocabulary, suggested researched-based strategies for each standard, standard aligned performance tasks, as well as embedded progress monitoring and data conversation plans as part of setting and sustaining the tone of high expectations for quality planning and instruction to meet the learning needs of all students. This guide will be utilized as part of the guided collaborative lesson planning and PLC decision making processes which are scheduled in the master schedule and schoolwide master calendar respectively .

(d) Ensure that data is utilized consistently as part of the PLC and the collaborative planning process to provide acceleration and enrichment support within the classroom, as part of the ESSR support process and for focused Extended Learning Opportunities (ELO).

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))

N/A

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))

Plantation Middle School ensures that at least one school counselor is available throughout the school day to address students and parents concerns and to provide resources as they relate to challenges in areas of identity, bullying, mental health, racial discrimination and justice. The primary goal of the school's student support services is to foster the growth and development of students to become productive citizens by establishing a strong foundation for lifelong learning and developing skill-sets to support positive social interaction management for self and others in a diverse community.

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))

Through the school counseling program at Plantation Middle, all students are exposed to postsecondary opportunities via classroom instruction utilizing Naviance career planning portal. Students in 8th grade are further supported with "hands on" instructions at Junior Achievement USA (JA BizTown.). Beginning this academic school year students preparation for postsecondary awareness and opportunities will be enhanced with the introduction of a new magnet program; Achieving Career Equity for Students (ACES). Students will be able to focus on a career path from elementary into middle school and onto high school within the schools' feeder pattern.

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).

Plantation Middle School addresses student behavior utilizing the Broward County Public Schools progressive discipline process. This process allows for tiered intervention to be afforded to students as part of student support services. Students begin the year with explicit lessons aligned to the BCPS Student Code of Conduct Handbook and the PLMS internal pillars of expectations for a safe environment conducive to social and emotional growth and academic success. Students receive intervention support through the Rtl process, which includes working directly with parents, ESE and ESL support staff, school counselors, as well as the school psychologist and social worker. Interventions are documented in BASIS in order for the MTSS team to develop a plan of action to support the students' improvement in problematic areas.

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))

Faculty and staff receive professional learning through a multi-tiered support process based on school wide, grade level and individual teacher student learning outcome data as well as staff expressed needs. PLMS collaborates with district support personnel to work with teachers in disaggregating and analyzing student data as part of the PLC and collaborative planning process embedded within each instructional cycle. Administrators and academics support conduct classroom walkthroughs to not only identify target areas for school, department and individual teacher support but also to make adjustments to the professional development calendar for further staff development support. One-on-one data conversations are conducted with faculty and support staff to ascertain further development needs. District provides support by collaborating with leadership and provide training and tiered personnel support as needed.

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))

Not Applicable

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Intervention				\$23,727.50
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0551 - Plantation Middle School	UniSIG		\$15,360.00
			<i>Notes: Extended Learning Opportunities Stipends Provide stipends for eight teachers for ELO camps in Math and ELA. These intervention sessions will be for grades 6th-8th students with specific targets on students in our ESSA groups, lowest quartile as well as bubble level 2 students who do not meet the prior two criteria; all students will be receiving support for remediation and enrichment based on ongoing progression monitoring data. Instruction strategies and materials will be selected based on data. Early intervention that aligns with the instructional cycle assist PLMS to reach the SIP goals for the respective areas and student sub-groups. Sessions for this funding are scheduled to run from November 2023 to April 2024. We are also requesting funding for clerical support to assist with attendance & student retention as well as data entry and materials preparation. School administrator will serve as coordinator with responsibilities to include collaborating with instructional coaches to ensure that curriculum and materials are appropriate based on progress monitoring data and ELO learning outcome goals. The coordinator will also spearhead student recruitment and retention, staff recruitment and retention, lesson implementation observations, student learning outcome monitoring and student and staff success celebration. Stipends will be paid at the hourly rate of \$40.00/hr. ELO Camp Time: 16 weeks x 3 hours/week = 48 hours ELO Camp Stipends: 8 teachers x 48 hours x \$40/hour = \$15,360</i>			
	5100	130	0551 - Plantation Middle School	UniSIG		\$1,920.00
			<i>Notes: Extended Learning Opportunities Stipends ELO Camp Coordinator Stipends: 1 Coordinator x 48 hours x \$40/hour = \$1,920</i>			
	5100	220	0551 - Plantation Middle School	UniSIG		\$1,383.00
			<i>Notes: FICA (Social Security): ELO Stipends</i>			
	5100	240	0551 - Plantation Middle School	UniSIG		\$173.00

			<i>Notes: Workers Compensation: ELO Stipends</i>			
	5100	250	0551 - Plantation Middle School	UniSIG		\$18.00
			<i>Notes: Unemployment: ELO Stipends</i>			
	5100	510	0551 - Plantation Middle School	UniSIG		\$3,873.50
			<i>Notes: General - Classroom Supplies Purchase items to support building of academic vocabulary and other enrichment and remediation skills via academic notebooks, word walls, hands-on learning, etc. The supplies that will be purchased are: - Composition Books - Rolled Scalloped Bulletin Board Borders - Bordette Border - Pacon Fadeless Bulletin Board Art Paper Roll - X-ACTO Mighty Mite Electric Pencil Sharpener - Recycled Manila File Folders, 1/3-Cut Tab, Letter Size - File Folders, 1/3-Cut Tab, Letter Size</i>			
	5100	510	0551 - Plantation Middle School	UniSIG		\$1,000.00
			<i>Notes: Electives - Classroom Supplies Purchase items to support building of academic vocabulary and other enrichment and remediation skills via academic notebooks, word walls, hands-on learning, etc. The supplies that will be purchased are: - Staples 3 Hole Punch - Staples File Folder - Sharpie Permanent Markers Fine Tip - Sharpie Color Burst Permanent Marker - Staples Brights Multipurpose paper - Zebra Z Grip Retractable Ballpoint Pen - Expo Dry Erase Markers - Elmer's School Washable Glue Sticks - Expo Whiteboard Dry Erase Cleaner - Carson Dellosa Eric Carle Borders - Hygloss Happy Paintbrush Die Cut Border - Teacher Created Snowflakes Border Trim - Staples Standard Supplies - Crayola Colored Pencils - Crayola Crayons - Expo Dry Erase Markers - Champion Sports Competition Plastic Disc - Bic Wite-Out Correction Tape - Chenille Kraft Dry Erase Whiteboard - Avery Economy Sheet Protectors - Ticonderoga Golf Pre-sharpened wood pencil - Staples Electric Pencil Sharpener - Swingline Desktop Stapler - Scotch Dispenser - Scotch Invisible Tape Refill</i>			
2	III.B.	Area of Focus: Instructional Practice: ELA				\$10,716.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0551 - Plantation Middle School	UniSIG		\$2,670.00
			<i>Notes: English/Language Arts (ELA) Department - Classroom Supplies Purchase items to support building of academic vocabulary and other enrichment and remediation skills via academic notebooks, word walls, hands-on learning, etc. The supplies that will be purchased are: - Expo Dry Erase Markers - Fellowes Thermal Laminating Pouches - Crayola Classpack Kids' Colored Pencils - Crayola Classpack Non-Washable Markers - Fiskars Caddy & Classpack Stainless Steel Kid's Scissors - BIC Brite Liner Stick Highlighter - Staples Sticky Notes - Staples 3" x 5" Index Cards - Astrobrights Colored Paper - Elmer's School Washable Removable Glue Sticks - Elmer's Black on Black Foam Presentation Board - Staples Heavy Weight Wall-Mountable Sheet Protector - Staples Invisible Tape - Post-it Super Sticky Easel Pad - Tru-Ray 12" x 18" Construction Paper - Staples Smooth 2-Pocket Paper Folder - Too Cool Tri-Fold Poster Board - Scotch Thermal Laminating Pouches - Staples Economy Rubber Bands</i>			
	6400	130	0551 - Plantation Middle School	UniSIG		\$6,000.00
			<i>Notes: Co-Teaching & Teacher/Student Tier Support - ELA ELA proficiency increased made only a 1% increase in 2023, with regression in incoming students and low performance for ELL and ESE students. Plantation Middle School is requesting a stipend for 1 site-based ELA coach to engage in collaborative planning, data analysis and daily peer teaching with new and struggling ELA teachers. The site-based coach will work with a total of four teachers. One of these teachers is new to the department. The other two, based on observations, are struggling in lesson implementation with level 1 and level 2 students, which includes the lowest quartile and ESSA students. One teacher, although a veteran, is struggling with rigorous instruction for advanced learners. The goal is to use this content expert level of daily support and intervention to improve teacher pedagogical practices and increase small group intervention support to tier 1 and tier 2 learners in the general math classroom. This tiered teacher intervention will occur during the tiered teachers' and coach's planning periods and as push-in support during agreed-upon periods based on student learning outcome data. The stipend will be budgeted at \$6,000/teacher, which is the district's standard rate for teachers who have a daily schedule</i>			

			<i>working with students during their planning. Requesting Stipend for 1 site-based ELA Coach: \$6,000 for completion of the year of support.</i>			
	6400	220	0551 - Plantation Middle School	UniSIG		\$480.00
			<i>Notes: FICA (Social Security): Co-Teaching ELA</i>			
	6400	240	0551 - Plantation Middle School	UniSIG		\$60.00
			<i>Notes: Workers Compensation: Co-Teaching ELA</i>			
	6400	250	0551 - Plantation Middle School	UniSIG		\$6.00
			<i>Notes: Unemployment: Co-Teaching ELA</i>			
	5100	510	0551 - Plantation Middle School	UniSIG		\$1,500.00
			<i>Notes: Social Science Department - Classroom Supplies Purchase items to support building of academic vocabulary and other enrichment and remediation skills via academic notebooks, word walls, hands-on learning, etc. The supplies that will be purchased are: - Amazing State Poster Pack - Board Poster - Marker Sharpie Fine Metallic - Timers Small Sand Combo - Scissors Kids 5 In Blunt School Smart - Construction Paper 9x12 Hot Colors - Paper Construction Childcraft - Marker Crayola Washable Fine Line - Marker Dry Erase Low Odor - Pencil Pre-sharpened Ticonderoga #2 - Pencil #2 Ticonderoga Black - Paper Printer Scroll Theme - Lettermark MP Gray - Ruler Flexible 12 In - School Smart - Box Pencil - School Smart - Pencils Colored Crayola - Pencils Colored Prang Thick - Glue Stick Elmers Restick School Glue - Glue Washable Crazart White - Glue Glitter Crayola Washable Asst - Glue Gun - Glue Stick - Tape Scotch Caddy Pack</i>			
3	III.B.	Area of Focus: Instructional Practice: Math				\$95,492.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0551 - Plantation Middle School	UniSIG	1.0	\$62,805.00
			<i>Notes: Resource Teacher Hire Resource Teacher/Interventionist to assist with level 1 and 2 students (grades 6-8) on increasing their math proficiency; will collaborate with math teachers and work with students in small groups to ensure students are receiving differentiated instruction according to data. This will include ESE & ELL students as well as Algebra 1 students. The Resource Teacher/Interventionist will create and maintain an atmosphere that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students in order to meet district and state standards.</i>			
	6400	130	0551 - Plantation Middle School	UniSIG		\$6,000.00
			<i>Notes: Co-Teaching & Teacher/Student Tier Support - Math Although Plantation Middle Math scores show an overall increase, 8th graders who had the highest score of 47% have matriculated to high school. The strong deficit remains in rising the 6th and 7th graders who had only 25% proficiency; there is a pattern of proficient incoming 6th graders regressing, as evidenced by over 30% of proficient 6th graders on PM3. Plantation Middle School is requesting a stipend for 1 site-based math coach to engage in collaborative planning, data analysis and daily peer teaching with new and struggling math teachers. The site-based coach will work with a total of three teachers. One of these teachers is new to the department, coming from the primary level. One other teacher had only 11 students moving to proficiency in 2023 PM3. The third teacher had one of the lowest observation scores in the school for 2023, thus is struggling in lesson implementation with level 1 and level 2 students, which includes the lowest quartile and ESSA students. The goal is to use this content expert level of daily support and intervention to improve teacher pedagogical practices and increase small group intervention support to tier 1 and tier 2 learners in the general math classroom. This tiered teacher intervention will occur during the tiered teachers' and coach's planning periods and as push-in support during agreed-upon periods based on student learning outcome data. The stipend will be budgeted at \$6,000/teacher, which is the district's standard rate for teachers who have a daily schedule working with students during their planning.</i>			

			<i>Requesting Stipend for 1 site-based Math Coach: \$6,000 for completion of the year of support.</i>			
	5100	210	0551 - Plantation Middle School	UniSIG		\$8,523.00
<i>Notes: Retirement: Resource Teacher/Interventionist</i>						
	5100	220	0551 - Plantation Middle School	UniSIG		\$4,805.00
<i>Notes: FICA (Social Security): Resource Teacher/Interventionist</i>						
	5100	230	0551 - Plantation Middle School	UniSIG		\$10,633.00
<i>Notes: Health Insurance: Resource Teacher/Interventionist</i>						
	5100	240	0551 - Plantation Middle School	UniSIG		\$629.00
<i>Notes: Workers Compensation: Resource Teacher/Interventionist</i>						
	5100	250	0551 - Plantation Middle School	UniSIG		\$51.00
<i>Notes: Unemployment: Resource Teacher/Interventionist</i>						
	6400	220	0551 - Plantation Middle School	UniSIG		\$480.00
<i>Notes: FICA (Social Security): Co-Teaching Math</i>						
	6400	240	0551 - Plantation Middle School	UniSIG		\$60.00
<i>Notes: Workers Compensation: Co-Teaching Math</i>						
	6400	250	0551 - Plantation Middle School	UniSIG		\$6.00
<i>Notes: Unemployment: Co-Teaching Math</i>						
	5100	510	0551 - Plantation Middle School	UniSIG		\$1,500.00
<i>Notes: Math Department - Classroom Supplies Purchase items to support building of academic vocabulary and other enrichment and remediation skills via academic notebooks, word walls, hands-on learning, etc. The supplies that will be purchased are: - Dry Erase Erasers - Learning Advantage Erasers - Staples College Ruled Filler Paper - Elmer's All Purpose Glue Sticks - Crayola Classpack Kids Colored Pencils - Compass and Arm Protractor - Invisible Tape Refill - Staples Notepads - Sharpie Stick Highlighters - Pre-Sharpended Wooden Pencil - Charles Leonard Economy Wood Rulers - EXPO Dry Erase Markers, Chisel Tip - Tri-Fold Poster Board</i>						
4	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities				\$0.00
5	III.B.	Area of Focus: Instructional Practice: Science				\$13,918.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	120	0551 - Plantation Middle School	UniSIG		\$6,000.00
<i>Notes: Science proficiency increased by only 1% increase in 2023 and stands as one of the lowest performers in the district with 8th-grade science being only 19%. Plantation Middle School is requesting a stipend for 1 site-based science support personnel to engage in collaborative planning, data analysis and daily peer teaching with four struggling science teachers during the school day. All of these teachers have at least one year of experience but observation feedback data is showing gaps in the aforementioned areas. One teacher, although a veteran, is struggling with rigorous instruction for</i>						

			<p><i>advanced learners. The other two, based on observations, are struggling in lesson implementation with level 1 and level 2 students, which includes the lowest quartile and ESSA students. The goal is to use this content expert level of daily support and intervention to improve teacher pedagogical practices and increase small group intervention support to tier 1 and tier 2 learners in the general math classroom. This tiered teacher intervention will occur during the tiered teacher's and coach's planning periods and as push-in support during agreed-upon periods based on student learning outcome data. The coach will be paid \$6,000 for the completion of the year of support. The stipend will be budgeted at \$6,000/teacher, which is the district's standard rate for teachers who have a daily schedule working with students during their planning.</i></p>			
	6400	120	0551 - Plantation Middle School	UniSIG		\$5,280.00
			<p><i>Notes: Adult Learning for Science The four teachers in the science department are at a tier 3 level of support from either being new to teaching, new to the content or based on low evaluation scores. Plantation Middle School is requesting extended adult learning support via a highly effective science teacher/district personnel who will provide weekly professional development to two science teachers based on ongoing progress monitoring data, classroom observations, and teacher self-identified needs. This support will happen on two weekdays after school for one personnel and on Saturdays for the 2nd personnel (for 1.5 hrs. each day) . The professional development support will last for the full school year, beginning the first week of September and ending the last week in May. This department focused professional development will include recorded lesson review with feedback as well as related planning and lesson preparation including preparation of mini-science labs to increase student engagement in and application in science content. The support personnel will also work with the Biology teacher. Request for 2 teachers and 2 Facilitators to meet weekly for training/professional development from September 2023 to May 2024. Stipends will be paid at \$40/hour. Training/PD Time: September 2023 - May 2024 = 11 weeks Training/PD Stipends: 2 teachers x \$40/hour x 1.5 hours/session x 2 sessions/week x 11 weeks = \$2,640 Training/PD Facilitators: 2 facilitators x \$40/hour x 1.5 hours/session x 2 sessions/week x 11 weeks = \$2,640</i></p>			
	6400	220	0551 - Plantation Middle School	UniSIG		\$903.00
			<p><i>Notes: FICA (Social Security): Science Co-teaching</i></p>			
	6400	240	0551 - Plantation Middle School	UniSIG		\$113.00
			<p><i>Notes: Workers Compensation: Science Co-teaching</i></p>			
	6400	250	0551 - Plantation Middle School	UniSIG		\$12.00
			<p><i>Notes: Unemployment: Science Co-teaching</i></p>			
	5100	510	0551 - Plantation Middle School	UniSIG		\$1,390.00
			<p><i>Notes: Science Department - Classroom Supplies Purchase items to support building of academic vocabulary and other enrichment and remediation skills via academic notebooks, word walls, hands-on learning, etc. The supplies that will be purchased are: - Science World - Dry Erase Rounds - Caddy with Cups - Marker, Dry Erase with Eraser Caps - Beaker, Griffin 50ml - Tray Cafeteria Plastic Kit - Flipside Corrugated Project Board</i></p>			
	5100	530	0551 - Plantation Middle School	UniSIG		\$220.00
			<p><i>Notes: Purchase subscription to Scholastic Magazines - Science World to provide students with thrilling science news and hands-on investigations that span the following scientific disciplines: biology, physics, chemistry, earth science, and engineering. Science World will deepen student knowledge with videos, build student skills with interactive activities, and support every reader with multiple reading levels and robust differentiation tools.</i></p>			
6	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$4,930.00
Function	Object	Budget Focus	Funding Source	FTE	2023-24	

	5100	369	0551 - Plantation Middle School	UniSIG		\$2,550.00
			<p><i>Notes: PBIS Rewards System The PBIS is an online targeted behavior tracking system that will allow PLMS to track individual student growth towards targeted behaviors. Implementing PBIS Rewards supports a positive behavioral intervention process to reinforce the school's values and to sustain a deliberate effort of positive relationships building within a community of adult and student learners. - PBIS Rewards Service (Base) - PBIS Rewards per Student - Advanced Referral System</i></p>			
	5100	510	0551 - Plantation Middle School	UniSIG		\$880.00
			<p><i>Notes: PBIS Rewards System The PBIS is an online targeted behavior tracking system that will allow PLMS to track individual student growth towards targeted behaviors. Implementing PBIS Rewards supports a positive behavioral intervention process to reinforce the school's values and to sustain a deliberate effort of positive relationships building within a community of adult and student learners. - PBIS Rewards ID Cards - Shipping and Handling</i></p>			
	6400	330	0551 - Plantation Middle School	UniSIG		\$750.00
			<p><i>Notes: PBIS Rewards System The PBIS is an online targeted behavior tracking system that will allow PLMS to track individual student growth towards targeted behaviors. Implementing PBIS Rewards supports a positive behavioral intervention process to reinforce the school's values and to sustain a deliberate effort of positive relationships building within a community of adult and student learners. - PBIS Rewards Training: Live Virtual (2-Hour Session)</i></p>			
	7730	330	0551 - Plantation Middle School	UniSIG		\$750.00
			<p><i>Notes: PBIS Rewards System The PBIS is an online targeted behavior tracking system that will allow PLMS to track individual student growth towards targeted behaviors. Implementing PBIS Rewards supports a positive behavioral intervention process to reinforce the school's values and to sustain a deliberate effort of positive relationships building within a community of adult and student learners. - PBIS Rewards Training: Live Virtual (2-Hour Session)</i></p>			
7	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning				\$108,429.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	120	0551 - Plantation Middle School	UniSIG		\$48,000.00
			<p><i>Notes: Professional Development/Training - Schoolwide Factors Provide stipends to 40 teachers to engage in thirty hours of professional development. Plantation Middle will focus on building teacher capacity in core foundation practices that are necessary for teaching and learning improvement. The 2023 data shows PLMS still underperforming compared to the state and district in Math, Science, English Language Arts, and Civics, a survey conducted with teachers and members of the leadership team shows that there is no consistency in the use of data to drive instruction and practioner development needs continued development in authentic PLC engagement and guided collaborative planning in order to implement quality, impactful differentiated lessons that explicitly address learner needs. Staff development will take place during the 2023-2024 school year. The schedule is 3-hours of professional learning per month, beginning in September 2023 through June 2024. Also, data conversations show that teachers need assistance with developing engaging and effective lesson plans. In addition to this, the core areas of Math and English Language Arts have recently adopted a new curriculum. Therefore, Professional development will focus on closing the achievement gap by building teachers' knowledge, fluency and capacity in planning and implementing effective standard focused lessons, utilizing data to assess student needs for differentiated instruction and to ensure that Professional learning communities are focused on these needs for collaborative planning with using learning engagement tools such as Nearpod and becoming fluent in implementing adopted district curriculum resources. In addition teachers will receive support form district experts in how to meet the needs of ESSA sub-group students in the core classroom and how to effectively utilize resources such as the ESSR teacher and the ESE support facilitators to address academic needs of these students. Monthly topics will include "Lesson Planning with Effective Use of Adopted Core & Supplemental</i></p>			

			<p><i>Resources", "Effective Lesson Implementation with Monitoring & Feedback", "Utilizing Data for Remediation & Enrichment through the PLC Process", "Technology Integration in Instruction", "Data Triangulation & Mid-Point Planning for Improvement". If all funds are not utilized in this period, then a phase two will occur based on classroom walkthroughs and evaluation observations, PLC conversations, lesson plan development assessment, instructional coaches' feedback, and tiered teacher intervention needs as identified by department chairs, district instructional facilitators and administration. District Trainers, School Based Coaches and Master Teachers from within the district, will facilitate the PD sessions. Stipends for teachers will be paid at the hourly rate of \$40.00/hr. Facilitators will be paid at an hourly rate of \$40/hr. - PD/Training Stipends: 40 Teachers x 30 hours x \$40/hr. stipend = \$48,000</i></p>		
5100	643	0551 - Plantation Middle School	UniSIG		\$16,310.00
			<p><i>Notes: Technology - Recordex Boards Purchase four Recordex SimplicityTouch 4 Interactive Panel 75"boards @ \$3,079 each to be used for classroom teaching enhancement. For use by students in grades 6th-8th, including ESSA sub-group students in ELA and Math classes. Including this technology for use in more classrooms will assist teachers in planning for and implementing more interactive lessons to support struggling learners. The devices will be distributed as follows: (2) ELA classroom based Recordex Board for 7th and 8th graders, (2) Math classroom based Recordex Board for 6th graders. - (4) Recordex Boards @ \$3,079.65 - (4) Recordex Adjustable Floor Stands @ \$997</i></p>		
5100	519	0551 - Plantation Middle School	UniSIG		\$1,500.00
			<p><i>Notes: Technological Supplies Purchase technology supplies to replace/repair broken or lost computer accessories and peripherals. This will ensure continued and consistent use of technology integration to cognitively engage learners across all levels during planned lesson implementation. The items to be purchased are: - Logitech Laser Presentation Remote - Maxell Stereo Headphones - SIIG Wireless 1080p HDMI Video Kit - Logitech Desktop MK320 Wireless Keyboard & Mouse - StarTech USB2HAB15 15' USB 2.0 A to B Cable - NXT Technologies NX29738 4' HDMI 4K Audio/Video Cable - 4XEM 4XHDMIMM50FT 50' HDMI Audio/Video Cable - Monoprice 22AWG Cable - NXT Technologies Audio Cable - Cyber Acoustics Computer Speaker</i></p>		
6400	120	0551 - Plantation Middle School	UniSIG		\$5,760.00
			<p><i>Notes: Vertical Alignment PLC PLMS will engage in quarterly Closing the Matriculation Gap in ELA and Mathematics through vertical alignment conversations and intervention action planning amongst teachers of grades 6th-8th. The PLC will also include 5th grade elementary feeder school teachers to address learning gaps coming into the secondary level and instructional/student learning support practices that should be addressed at the elementary level in order to close those incoming gaps. These PLC conversations will use F.A.S.T and PM data as well as ongoing formative assessments at both the primary and secondary levels to assess the impact of agreed upon implementations and adjustments that need to be made for greater impact on both teaching and learning. Teacher growth needs, based on the quarterly monitored action plan, will be attended to through the Professional Development process and tiered coaching support. The first three quarters will be practice reflection conversations with modification based on instructional practice impact on student learning outcome. The focused conversations and action planning will include student performance data for each quarter, relevant instructional standards of focus based on vertical progression of the standard and current student learning outcomes in those respective areas, and intentional approaches/strategies action planning to close the identified instructional and learning gaps. Requesting funds for 18 instructional personnel (14 teachers and 4 academic coaches - 2 site-based and 2 district) for 2 hours each quarter. Stipends will be paid at \$40 per hour PLC Meeting time: 2 hours x 4 quarters = 8 hours PLC Meeting Stipends: 8 hrs. x 18 instructional personnel x \$40/hr. = \$5,760</i></p>		
6400	301	0551 - Plantation Middle School	UniSIG		\$9,024.00
			<p><i>Notes: Substitute Days Sixteen substitute days will be used to provide coverage for core content teachers (Math, Science, ELA and Social Studies) to engage in Lesson Study professional growth development. This model is comprised of a target topic of focus based on progress monitoring (FAST PM, quarterly CFA, and daily formatives), PLC and collaborative planning conversations, classroom walkthrough observations as well as coach and teacher identified areas of need as aligned to the SIP goals. Teachers will engage in direct professional development on the first day in the process to build knowledge on the topic and related strategies to improve practice in this area. Teachers</i></p>		

			<p><i>will then observe the expert working with students in a classroom setting implementing the strategies according to expectations. The team will then engage in expert teacher lesson implementation using a rubric for objectivity. Teachers will then plan a lesson including the area of focus. They will implement this on day 2 with peers and coaches observing followed by feedback using the rubric with suggestions for adjustments for higher learner outcome yield. Coverage will be needed for teachers to participate in two rounds of this experiential learning for model (2 days-fall semester and 2 days-spring semester), for a total of sixteen days coverage for four departments. Maximum of four (4) substitutes are requested for each day. Total Substitute Request: 16 days x \$141/day x 4 substitutes= \$9,024</i></p>			
	6400	130	0551 - Plantation Middle School	UniSIG		\$6,400.00
			<p><i>Notes: Professional Development/Training - Facilitators - PD/Facilitator Stipends: 4 Facilitators x 40 hours x \$40/hr. stipend = \$6,400</i></p>			
	6400	220	0551 - Plantation Middle School	UniSIG		\$4,352.00
			<p><i>Notes: FICA (Social Security): Professional Development stipends</i></p>			
	6400	240	0551 - Plantation Middle School	UniSIG		\$544.00
			<p><i>Notes: Workers Compensation: Professional Development stipends</i></p>			
	6400	250	0551 - Plantation Middle School	UniSIG		\$55.00
			<p><i>Notes: Unemployment: Professional Development stipends</i></p>			
	5100	644	0551 - Plantation Middle School	UniSIG		\$8,313.00
			<p><i>Notes: Technology - Student Laptops Purchase 35 Lenovo 500w laptops @ \$237.50 each to be used for classroom teaching enhancement. For use by students in grades 6th-8th, including ESSA sub-group students in ELA and Math classes. Including this technology for use in more classrooms will assist teachers in planning for and implementing more interactive lessons to support struggling learners. The laptops will be distributed as following: (12) laptops for 6th grade, (12) laptops for 7th grade, (11) laptops for 8th grade. - (35) Lenovo 500w Student laptops @ \$237.50 x 35 = \$8,312.50</i></p>			
	6400	220	0551 - Plantation Middle School	UniSIG		\$461.00
			<p><i>Notes: FICA (Social Security): Vertical Alignment PLC</i></p>			
	6400	240	0551 - Plantation Middle School	UniSIG		\$58.00
			<p><i>Notes: Workers Compensation: Vertical Alignment PLC</i></p>			
	6400	250	0551 - Plantation Middle School	UniSIG		\$6.00
			<p><i>Notes: Unemployment: Vertical Alignment PLC</i></p>			
	6400	120	0551 - Plantation Middle School	UniSIG		\$6,000.00
			<p><i>Notes: Request for one instructional support personnel to assist in closing the achievement gap in social studies and build teacher capacity in the new standards for Civics in order to sustain the positive growth trajectory in this content area, which is still performing below the state performance average. This support personnel will create and maintain an atmosphere that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students and an increase the knowledge of standards for teachers. This instructional support personnel will be paid \$6,000 for completion of the year, which is the district's standard rate for teachers who have a daily schedule working with students</i></p>			

			<i>during their planning. Requesting Stipend for 1 site-based instructional support personnel: \$6,000 for completion of the year of support.</i>			
	6400	220	0551 - Plantation Middle School	UniSIG		\$480.00
			<i>Notes: FICA (Social Security): Social Studies Support</i>			
	6400	240	0551 - Plantation Middle School	UniSIG		\$60.00
			<i>Notes: Workers Compensation: Social Studies Support</i>			
	6400	250	0551 - Plantation Middle School	UniSIG		\$6.00
			<i>Notes: Unemployment: Social Studies Support</i>			
	6300	160	0551 - Plantation Middle School	UniSIG		\$1,100.00
			<i>Notes: School Support - Provide supplemental oversight and direct support to designated UniSIG school to ensure proper FLDOE, UniSIG and/or District policies and procedures are being adhered to and implemented.</i>			
					Total:	\$257,212.50

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No