

Plantation Elementary School



2014-15 School Improvement Plan

Plantation Elementary School

651 NW 42ND AVE, Plantation, FL 33317

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
93%

Alternative/ESE Center
No

Charter School
No

Minority
98%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	C	D

School Board Approval

This plan was approved by the Broward County School Board on 12/9/2014.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Plantation Elementary's Mission Statement is to Educate Responsible Citizens, equipped with skills for the 21st century.

Provide the school's vision statement

Plantation Elementary's Mission Statement is to Create Lifelong Learners, to transition from classroom to career seamlessly.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

This year's school-wide STEM theme centers around "Connecting Cultures, Past to Present", wherein students are conducting world studies inclusive of their own cultures. Lessons focus on infusing STEM initiatives to foster the acquisition of knowledge by researching and presenting via showcases, to be held twice this year for all stakeholders to participate in. This year's showcases will serve to capitalize on last year's "Passport to Success" theme which exposed student's to different cultures. This year will enable students to take a more in depth look at the intricacies of individual cultures, from past to present.

Describe how the school creates an environment where students feel safe and respected before, during and after school

All staff members contribute to Plantation Elementary's friendly, inviting environment. We set the tone through our actions and attitudes. Our support and encouragement will be demonstrated through important procedures.

We will teach students expectations for school-wide, responsible behavior by relating student actions to our mission and to school rules. We will teach these lessons continuously as needed and specifically at the beginning of each quarter.

We will provide positive feedback to students when they are meeting expectations and following the guidelines for success. "A token economy entitled Frost Bucks" will allow for the rewarding of positive academic and behavioral expectations. When minor misbehaviors do occur, the staff will view the misbehavior as a teaching opportunity and respond with consistent corrections and consequences, which will have been explained to students at the beginning of the school year and again, as needed. We will work collaboratively to solve problems that are chronic or severe in nature. Proactive Anti-Bullying strategies and expectations will be the main focus of our School Counselor. She is currently implementing a classroom rotation schedule to ensure all students know where to get help if needed. An Anonymous Bullying Box is also available to students.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Plantation Elementary's schoolwide discipline plan, titled "Guidelines for Success", focuses on the premise that all roads to success begin with the power of positive people. When we set high

expectations and reward good behavior, we are much more likely to see students doing good things for themselves and for others.

At Plantation Elementary, believing in ourselves is the first step towards success in all areas. When the staff believes, students see themselves succeeding. Our goal is to teach our student's self-management skills that are based on success. For all of this to be successful, we must have an environment where teachers can teach and children can learn. The main concern behind our Discipline Plan is that we want teachers, support staff, and administrators to spend their time making the classroom an enriching place. Each classroom has generated a set of Rules, Procedures, Expectations, as well as Rewards and Consequences.

The Discipline Plan allows for this to occur by dealing with the behavior that takes away from the learning environment in a fair but consistent manner. The approach will attempt to modify the behavior of those children who test the limits and break the rules.

The staff at Plantation Elementary wants all students to experience a positive learning environment. Therefore, if a student chooses to break certain rules, a mild consequence will be applied. If the student continues to break the rules, more severe consequences will be forthcoming. All infractions are subject to the District's Matrix, which weaves interventions with progressive punitive measures. Additionally, annual training on the use of the Districts' Behavioral Management System occurs inclusive of training on the implementation of the school-wide behavior plan. The school's Discipline PLC meets monthly to address school-wide concerns.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Each staff member is asked to serve as a Mentor for a student(s) at Plantation Elementary. Last year (13-14), 85% of staff members participated, resulting in 10% of student's receiving individualized attention, fostering increased success. This year, we are aiming for 100% staff participation. The School Counselor offers counseling to those students struggling with Social Skills, Divorce or Grief via individualized or a small group setting.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Plantation Elementary employs the State-required Response to Intervention protocols to ensure all student's receive timely behavior and academic interventions with proper monitoring. For students scoring in the Level 1 range of standardized scores, they are afforded a double dose of small group instruction as well placed in the Rtl monitoring system. Furthermore, intervention materials, in addition to the 90 minute reading block, will be utilized school-wide for students exhibiting academic concerns during the first hour of the day. With regard to attendance, we utilize the Broward Truancy Intervention program, which monitors tardies and absences. However, Plantation Elementary faculty are responsible for contacting homes when three absences in a row occur. Additionally, when attendance falls below 90%, the Social Worker is notified.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	3	4	5	
Attendance below 90 percent	0	0	0	
One or more suspensions	0	0	0	
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	69	63	71	203

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	K	1	2	3	4	
Students exhibiting two or more indicators	1	7	10	10	7	35

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The intervention strategies begin with an hour of intensive Reading Mastery Direct Instruction (grades K - 2) and Corrective Reading (grades 3 - 5) at the beginning of the day for all students at Levels 1, 2 and low 3's. Support staff assists by pulling small groups at this time. Additionally, classroom teachers provide small group, double dose reading instruction with intervention materials within the regular 120-minute Reading Block. The school's Reading Coach monitors reading instruction in all grades, especially for 3rd grade retainees.

Additionally, the school has several web-based programs (iReady, First in Math, Reflex, Gizmos, Soar to Success, and Riverdeep) that address core-content deficits.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

- 9 Parent Meetings (monthly): SAC, Title 1, PTO
- 4 Family Academic Nights: October (Parent University to discuss new Florida Standards & Testing), November (Family Game Night), January (STEM Challenge Night), February (Chess Challenge)
- 4 Special Events Nights: September (Open House), December (Magnet Open House and STEM Showcase), May (STEM Showcase) and May (Articulation Ceremonies)
- 1 Parent Training Course: Mega Skills/Active Parenting

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The process begins with a Volunteer and Partnership Orientation Breakfast to welcome and invite all stakeholders, including local businesses. Throughout the year, our Volunteer and PIE liaison communicates with all stakeholders to keep them abreast (through phone calls, web postings, flyers, marquee announcements, and parent links) of any school events or needs, so that they are able to volunteer or donate resources to the students/school. Thank you letters are sent upon receipt of donations or resources and special recognition is announced in the school's newsletter (which is posted on the school website). At the end of the year, certificates are presented at the Volunteer and Partnership Appreciation Breakfast.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
DeRusha, Darlene	Teacher, K-12
Frost, Tonya	Principal
Brown, Deborah	Assistant Principal
Morris, Tiffani	Teacher, K-12
Mosley, Carla	Instructional Coach
Rhodes, Dana	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

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

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

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

Case Managers (Team Leaders and/or designees) are assigned for each student to monitor their progress with assigned interventions and to assist the teacher in documenting student progress. Administration participates in each Rtl meeting to ensure students receive proper support and resources that will allow them to make progress toward the SIP goals.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Teachers document, observe and graph student academic and/or behavioral progress, utilizing bar or linear graphs. Students are referred for Rtl monitoring according to the Rtl guidelines provided by the district. Students consistently scoring below 60% on formal and informal assessments are referred to

the RtI process. Parents are involved in the planning and data review and invited to the CPST meetings held during all stages of the process. The team consists of experts who are able to provide data and assistance regarding core instructions, resources, support systems, and differentiated instruction.

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

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

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

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

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

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

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

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

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

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Darlene DeRusha	Teacher
Carla Mosley	Teacher
Tonya E. Frost	Principal
Nadine Greene	Parent
Mercedes Guerrero	Education Support Employee
Veda Hamilton	Parent
Stacy Mitchell	Teacher
Sandra Sibble	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SAC participates in monthly ongoing discussions of the School Improvement Plan (SIP) each time the committee meets. At the final meeting of the school year, all stakeholders are invited to evaluate the SIP and make recommendations for the following school year's SIP.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

The school's budget is planned according to the District and State guidelines. All stakeholders are invited to review and provide input.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Allocated SAC funds for 2014-2015 are approximately \$3000. All SAC funds will be used for student body academic enrichment. Distribution will be determined by a vote of SAC members.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Mosley, Carla	Instructional Coach
Frost, Tonya	Principal
Brown, Deborah	Assistant Principal
DeRusha, Darlene	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Collaborative planning and instruction takes place in several formats. Team meetings are held every Wednesday to provide support to each grade level as they meet with administration and support staff. Grade level teams are encouraged to meet on Tuesdays and Thursdays during their common planning time to collaboratively plan curriculum and instruction. Grade Level, Subject and Vertical Planning occurs bi monthly during Professional Learning Communities (PLC) wherein curriculum, instruction and best practices are shared along with any Professional Development opportunities.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Through the District New Educator Support System (NESS) teacher mentoring and support is provided to new teachers. New teachers are paired with veteran staff who demonstrate exceptional educational expertise for direct support. In addition, administration and relevant members of the school staff meet regularly (daily, weekly, or monthly) with new staff and veteran to provide global guidance on federal, state, district and site-based policies and procedure. Instructional coaches provide mentoring and support to all teachers as needed.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school ensures its core instructional programs and materials are aligned to Florida standards by having teachers utilize the Florida State Standards as the tool that drives instruction. Grade level teams meet with the school's reading, science, math and instructional facilitator to plan collaboratively, at times, utilizing District provided Focus Units of Study (FUOS). In addition, District support for ELA, Math and Science model methods of ensuring that core instructional programs and materials are aligned to the new Florida State Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

After initial pre assessments, teachers continually assess and monitor students progress, charting ongoing data. Utilizing this data, teachers differentiate with small, flexible (at times, skill based) grouping to reinforce or enrich to meet students' needs. When subject and grade level PLC's occur (bi monthly), data along with curriculum and instruction are discussed so that best practices are shared to support differentiation (within classrooms, resource centers and instructional center rotations) as needed, especially for struggling students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 960

Title 1 Extended Learning Opportunity (ELO) funds have been incorporated into the Extended School Day funds to pay teachers to provide supplemental (enrichment and remediation) for all students in Kindergarten through fifth grade. Teachers are required to utilize the first hour of the day to implement Reading Mastery Direct Instruction (K-2) and Corrective Reading (3-5) to remediate reading skills. Students who do not meet the criteria for remediation receive enrichment activities to challenge or maintain proficiency.

Strategy Rationale

With the extended day, students will have the opportunity to receive extra support to master basic reading skills which will assist them in attaining proficiency or advanced levels on state assessments.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Frost, Tonya, tonya.frost@browardschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

After the initial preassessments for placement purposes, teachers will continually assess and monitor students progress, charting ongoing data. Utilizing this data, teachers will differentiate with small, flexible (at times, skill based) grouping to reinforce or enrich to meet students' needs. The Reading Coach will continually monitor and assist in this process. Ongoing data chats through bi monthly PLC's provide opportunities for data analysis to determine the effectiveness of the program.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

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

Additionally, the staff hosts an annual Kindergarten Open House for families of students coming to kindergarten the following year. This session gives parents and day care centers an opportunity to visit the school, hear from staff on academic expectations in kindergarten, and visit classrooms. Communication is sent to the entire community via notices in local stores, flyers home with students, school newsletters, and Parent Link automated calls.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

College and career readiness opportunities are developed through the STEM initiatives that encourage local businesses to partner with the school during classroom lessons, field trips, distance learning sessions and special events. The STEM Magnet Coordinator and Instructional Facilitator collaborates with the classroom teachers to arrange guest speakers, Career Week, and in school presentations as well as out of school field trips to local museums, hospitals and businesses. These opportunities expose students to college and career interests and real-world connections.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Through the use of the Learning Innovation Lab (LIL), Science Lab and gardening activities, STEM studies integrates core curriculum with career and technical education through activities such as participating in Code.org, SECME, First Lego League Robotics and Environmental Garden Club. Students have the opportunity to learn engineering and computer science skills that enhance and support their academic achievement in science, technology, engineering and mathematics.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Plantation Elementary's goal will be to implement interdisciplinary studies that infuse STEM content into all subject areas.
- G2.** All students will participate in STEM enrichment activities.
- G3.** All students will attend school daily and receive appropriate curriculum and instruction that meets their needs.
- G4.** Increase parent involvement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Plantation Elementary's goal will be to implement interdisciplinary studies that infuse STEM content into all subject areas. 1a

G042625

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	55.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Planning time

Plan to Monitor Progress Toward G1. 8

Observation data
Mini-Assessments
Authentic work/project samples

Person Responsible

Schedule

Biweekly, from 9/4/2014 to 6/10/2015

Evidence of Completion

Increased student performance as measured by a variety of assessments, 2 Student Showcases

G2. All students will participate in STEM enrichment activities. 1a

G042626

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- STEM Magnet grant

Targeted Barriers to Achieving the Goal 3

- Lack of exposure to STEM initiatives

Plan to Monitor Progress Toward G2. 8

Observation
Use of rubrics

Person Responsible

Schedule

Evidence of Completion

Projects in progress Student oral presentations Evaluation with rubrics

G3. All students will attend school daily and receive appropriate curriculum and instruction that meets their needs. 1a

G042627

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Lack of Uniform Behavior Plan

Plan to Monitor Progress Toward G3. 8

Monitor implementation of positive behavior plans.

Person Responsible

Schedule

Evidence of Completion

Attendance records Discipline records Customer satisfaction surveys

G4. Increase parent involvement. 1a

G042628

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Parent inability to attend

Plan to Monitor Progress Toward G4. 8

Parent Involvement Binder

Person Responsible

Schedule

Evidence of Completion

Sign-in sheets Parent Involvement Binder

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Plantation Elementary's goal will be to implement interdisciplinary studies that infuse STEM content into all subject areas. **1**

 G042625

G1.B2 Planning time **2**

 B104067

G1.B2.S1 On-going professional development and professional learning communities to support effective use of word study fundamentals. **4**

 S115184

Strategy Rationale

Action Step 1 **5**

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

Person Responsible

Schedule

Evidence of Completion

Observation iObservation data Data Chats Purchase orders and packing slips

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Person Responsible

Schedule

Evidence of Completion

Observation iObservation data Data Chats

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Mini-Assessments

Person Responsible

Schedule

Evidence of Completion

iObservation data Data from Mini-Assessments

G2. All students will participate in STEM enrichment activities. 1

G042626

G2.B1 Lack of exposure to STEM initiatives 2

B104068

G2.B1.S1 Students will participate in a thematic unit of study that integrates the core content areas and explores all areas of STEM through research. 4

S115185

Strategy Rationale

Action Step 1 5

Students will produce one outcome-based project utilizing STEM components

Person Responsible

Schedule

Evidence of Completion

Projects

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Outcome-based projects utilizing STEM components

Person Responsible

Schedule

Evidence of Completion

Student oral presentations Projects in progress

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Observation

Person Responsible

Schedule


Evidence of Completion

Oral Presentations Projects in progress

G3. All students will attend school daily and receive appropriate curriculum and instruction that meets their needs. 1

 G042627

G3.B2 Lack of Uniform Behavior Plan 2

 B104070

G3.B2.S1 A Discipline Committee will be generated to address and create a school-wide positive behavior plan inclusive of incentives. 4

 S115189

Strategy Rationale

Action Step 1 5

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

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Classroom Walkthroughs

Person Responsible

Schedule

Evidence of Completion

Classroom Walkthrough Checklist

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Classroom Walkthroughs

Person Responsible

Schedule

Evidence of Completion

Classroom Walkthroughs and Discipline Management System

G4. Increase parent involvement. 1

G042628

G4.B1 Parent inability to attend 2

B104071

G4.B1.S1 To offer incentives for parent participation 4

S115190

Strategy Rationale

Action Step 1 5

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

Person Responsible

Schedule

Evidence of Completion

Signed Agendas Stamped Passports for Learning Parent sign in sheets

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Parent Involvement Binder

Person Responsible

Schedule

Evidence of Completion

Binder and Sign -in sheets

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Parent Involvement Binder

Person Responsible

Schedule

Evidence of Completion

Parent Involvement Binder & Sign -in Sheets

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	PLC: CCSS, ELA PD: New series implementation, data analysis		Observation iObservation data Data Chats Purchase orders and packing slips	once	
G2.B1.S1.A1	Students will produce one outcome-based project utilizing STEM components		Projects	once	
G3.B2.S1.A1	Exposure to three school-wide rules and expectations for common areas. Accompanying classroom rules will also be generated in line with the three main guidelines.		Discipline data will reflect a 10% decrease in the amount of referrals written from 12-13 to 13-14.	once	
G4.B1.S1.A1	Parent involvement programs will include student performances, family meals provided by partners, and incentives to participate provided by partners.		Signed Agendas Stamped Passports for Learning Parent sign in sheets	once	
G1.MA1	Observation data Mini-Assessments Authentic work/project samples		9/4/2014	Increased student performance as measured by a variety of assessments, 2 Student Showcases	6/10/2015 biweekly
G1.B2.S1.MA1	Mini-Assessments		iObservation data Data from Mini-Assessments	once	
G1.B2.S1.MA1	[no content entered]		Observation iObservation data Data Chats	once	
G2.MA1	Observation Use of rubrics		Projects in progress	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			Student oral presentations Evaluation with rubrics		
G2.B1.S1.MA1	Observation		Oral Presentations Projects in progress	once	
G2.B1.S1.MA1	Outcome-based projects utilizing STEM components		Student oral presentations Projects in progress	once	
G3.MA1	Monitor implementation of positive behavior plans.		Attendance records Discipline records Customer satisfaction surveys	once	
G3.B2.S1.MA1	Classroom Walkthroughs		Classroom Walkthroughs and Discipline Management System	once	
G3.B2.S1.MA1	Classroom Walkthroughs		Classroom Walkthrough Checklist	once	
G4.MA1	Parent Involvement Binder		Sign-in sheets Parent Involvement Binder	once	
G4.B1.S1.MA1	Parent Involvement Binder		Parent Involvement Binder & Sign-in Sheets	once	
G4.B1.S1.MA1	Parent Involvement Binder		Binder and Sign-in sheets	once	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Plantation Elementary's goal will be to implement interdisciplinary studies that infuse STEM content into all subject areas.

G1.B2 Planning time

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

PD Opportunity 1

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

Facilitator

Reading Coach Administration

Participants

Instructional staff

Schedule

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0