# Executive Summary

**Section 1: Introduction**

Plantation Park Elementary School’s mission is to strive to provide a safe environment that fosters 21st Century lifelong learners. Our mission statement was developed in collaboration with the school’s internal and external stakeholders of parents, community members, school administrators, faculty, and staff.

Plantation Park Elementary School is located in the City of Plantation. This city is situated among thousands of trees, friendly neighborhoods, world-class recreation facilities, and a stable business community. It is geographically centered in Broward County and is home to a number of large national firms. The City of Plantation was incorporated in April 1953 and has expanded into a growing, vibrant municipality, with a residential population exceeding 85,000.

Our school has a very diverse student population of approximately 537 students. This population is made up of 32% White; 27% Black/African American; 27% Hispanic; 7% Multi- Racial; 7% Asian; 0% Native American/Native Indian and Native Hawaiian/Pacific Islander. Our school also serves as a cluster site for students in Grades Kindergarten to 5th who have been identified as having an Emotional Behavioral Disability. Teachers are cultivated and nurtured at Plantation Park Elementary School to grow professionally. We retain highly qualified, certified- in-field, effective teachers in our school by utilizing the New Educator Support System (NESS), Professional Learning Communities, District Trainings, School-Based Professional Development, Teacher Recognition and Incentives.

# Section 2: Student Performance

Students in Grades 3-5 were administered the 2018 Florida Standards Assessments (FSA) in ELA/Writing and Mathematics. Additionally, students in Grade 5 were administered the 2018 Next Generation Sunshine State Standards (NGSSS) Science assessment. The results of these assessments indicate the following overall student proficiency levels: 64% ELA, 68% Math, 51% Science. 66% of our students made learning gains on the FSA ELA and 61% of our students made learning gains on the FSA Math. 45% of our students in the lowest quartile made learning gains on the FSA ELA and 42% made learning gains on the FSA Math. Our goal for the 2018-2019 school year is for every student to show at least one year’s worth of academic improvement as a result of one year of highly effective instruction. Students’ performance on the 2018-2019 FSA ELA and Math assessments will be used to measure the level of achievement of this goal.

Teachers administer a variety of formative and summative assessments throughout the school year to evaluate the effectiveness of their instruction. This data is also used to determine the differentiated instruction needed to help every student succeed academically. These assessments include i-Ready Diagnostic and Standards Mastery Assessments, Benchmark Assessment System (BAS), Broward Standards Assessment (BSA), Running Records, Performance Tasks, mid-year assessments, and observations. Teachers meet at least weekly to review and discuss student data, share best practices, and make modifications to instruction

based on students’ needs. Teachers also meet monthly with individual students to help them set their academic goals for the year and to discuss their progress towards meeting these goals.

Our school uses Supplemental Academic Instruction (SAI) funds to fund enrichment academic activities to assist struggling students. Funds are also used to provide additional support before and after school tutoring for fragile students. English Language Learner (ELL) students receive reading and developmental language arts instruction by a certified ESOL teacher. Students identified as neglected and/or delinquent are connected to a school social worker through the Student Services Department who subsequently provides support and community resources.

Parents are encouraged and solicited to volunteer in our school and to join our Parent-Teacher Association, School Advisory Committee, and School Advisory Forum. Parents also regularly participate in our school’s Title One Family Night activities, Coffee Talk, morning and evening parent trainings, morning and evening academic conferencing, Annual Open House, PTA Auction Night, PTA Saturday Fun Day, Partnership Nights, Meet and Greet/School Showcase, Science Family Night, Literacy Night, and Math Family Night. Our data shows that approximately 1,500 parents were actively involved in their children’s education during the 2015-2016 school year.

# Section 3: Challenges and Opportunities

A School-wide Student Success Plan is developed and revised each year to guide annual instructional decisions with the ultimate goal of ensuring learning gains and academic proficiency among all students and student subgroups. Students are often challenged with building oral reading fluency. To address this challenge, students in Grades 2-5 participate in a fluency program where individual goals are set for each student based on their fluency data. Students in grades K-2 also practice sight words daily to improve their oral reading fluency.

Writing is infused in all content areas in order to help students in grades K-3 improve their writing skills. Grade 3 students have set multiplication fact goals with the aim of improving their math fluency and automaticity. Our ESE classrooms are currently working on their individual goals in order to mainstream each student into the regular classroom setting as soon as they are ready to be successful learners.

# Section 4: Conclusion

Our school is most proud of our long-standing history of academic success. We are also proud of our high level of active parent and community involvement in student education. Finally, we are proud of our staff and their commitment to ensuring all students receive the high level of education they so richly deserve.