☆ School Info   ⌃ ✕

School Name	Challenger ES (3771)	**School Grade** (2018 - 2019)	
Title 1 School	Yes	**Differentiated Accountability (DA)**	No
School of Excellence	---	**ESSA School**	Yes
Executive Summary	⊕ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3771_09112019_Executive-Summary-19-20.docx)		

☆ High Quality Instruction   ⌃ ✕

Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	150	27	2	0	---	N/A	1	2	0	N/A
01	191	31	3	0	---	0	1	9	0	N/A
02	163	23	0	0	---	0	1	3	1	N/A
03	149	11	0	0	25	---	0	6	0	140
04	178	21	1	0	41	---	1	3	1	169
05	198	29	1	0	46	---	2	0	4	187

Data For: 2018-2019 (Last updated: 9/18/2019)

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	165	14	2	0	---	0	0	3	0	N/A
01	150	18	8	0	---	0	5	16	0	N/A
02	196	19	4	0	---	0	1	7	0	N/A
03	159	19	1	0	28	---	11	8	1	154
04	159	18	2	0	34	---	22	21	1	152
05	196	21	0	0	50	---	43	43	1	186

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

Challenger's Collaborative Problem-Solving Team (CPST) utilizes Broward's Behavioral and Academic Support Information System (BASIS) to determine which students may need additional academic, behavioral or social emotional support according to the early warning indicators. The risk factors that are used as early warning indicators include test scores, attendance and suspentions. Students who have two or more of these indicators will be discussed with the CPST to review universal screening data and deterimine which interventions, if applicable, will be implemented to best meet the students' academic, behavioral or social emotional need.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=3771&district=06)

K-12 Comprehensive Reading Plan

Who is responsible to ensure classroom instruction is aligned to grade-level standards and what evidence is collected to demonstrate that classroom instruction is aligned to grade-level standards?

The classroom teacher is responsible to ensure instruction is aligned to grade-level standards. The evidence collected to demonstrate this is an Instructional Focus Calendar for each grade level which includes formative testing dates that will help determine mastery and needed remediation. Other tools that both guide and show evidence of grade-level standards aligned instruction are, teacher Lesson Plans with culminating Student work, Professional Learning Communities, and Data Chats.

What specific progress monitoring data is collected to determine that students by subgroups are progressing toward reading proficiency and who at the school level is responsible for collecting and reviewing student progress monitoring data?

At the Primary level, the computer adaptive STAR Early Literacy assessment is administered to all kindergarten students to identify early literacy skills. Kindergarten students are also administered Letter Names, Letter Sounds, and Concepts of Print assessments for additional progress monitoring. In addition, teachers administer the Benchmark Assessment System (BAS) to diagnose and monitor students' progress towards meeting grade level reading proficiency in grades K-3 and for struggling readers (scoring a level 1 or 2 on FSA-ELA) in grades 4-5. Additional progress monitoring (K-5) includes the iReady Diagnostic (three assessment periods throughout the school year), School City mini assessments (3-5), and data collected from intervention programs such as Phonics for Reading, Wilson Fundations, LLI, Journeys Tool Kit and Journeys Write in reader. Students with significant cognitive disabilities are instructed utilizing the grade-level Florida Standards Access Points and progress is measured through curriculum-based assessments. Quarterly progress monitoring of reading goals is mandatory for all students with disabilities SWDs. The data is updated into the EasyIEP and communicated to parents via the IEP quarterly progress report. All classroom teachers including ESE facilitators are responsible for collecting and reviewing their data. The Literacy Coach facilitates the process. Also involved in the reviewing and monitoring of data collection are The
CPS and IEP teams.   Teachers use strategies from the ESOL Matrix to provide accommodations for ELL students. One such accommodation is the use of English to Heritage Language Translation Dictionaries, English to Heritage Language Translation Content Area Glossaries, and English to Heritage Language Translation Picture Dictionaries. Teachers
also use Free Online Resources for Language Acquisition, ELL Supplemental Resources, Journeys ELL Resources Leveled Readers in Spanish, Imagine Learning, and ELL Camp. Administrators and The Literacy Coach, conduct informal classroom observations to ensure instruction is fully aligned to the Florida Standards. The resulting,
observational qualitative data are analyzed to inform the professional development needs of staff to support high-quality instruction that will lead to an increase in effective teaching and learning practices. These include, effective use of ESOL instructional practices including both content and language objectives and appropriate specialized instruction and accommodations to support SWD access to the Florida Standards, including access points for students with significant cognitive disabilities, to provide appropriate curriculum and instruction.

How does your school ensure that students that are not progressing towards individual and grade level goals are being monitored and provided with the appropriate interventions using the K-5 or 6-12 Identification/Intervention Reading Decision Chart?

The school meets on a weekly basis to review outcomes of interventions through PLC's and team meetings, and to make adjustments regarding interventions. Teachers focus on the differentiated needs of every student, in every classroom with our goal being to successfully implement and sustain a multi-tiered system of student supports to ensure academic progression in literacy. BCPS adopted The Benchmark Assessment System (BAS) and related sub-literacy assessments as the K-5 unified diagnostic and Progress Monitoring tool for teachers to examine students' literacy strengths and needs in order to inform responsive Tier 1-3 literacy instruction and to ensure students' growth as learners. The BAS is administered, at a minimum of three times a year, to all K-3 students and students in 4th and 5th grade that scored a Level 1 or Level 2 on the ELA Florida Standards Assessment. The BAS Calendar indicates monthly desired levels of performance at each grade level and is used to track students' progress towards Reading proficiency. When a student scores one BAS instructional level below grade level expectations, the classroom teacher must analyze the accuracy and comprehension scores. Tier 1 differentiated literacy instruction must be provided to meet the individual needs of the students and continue to monitor student's progress towards reading proficiency. These students may be in need of Tier 2, targeted and supplemental reading intervention supports. When a student scores two or more BAS instructional levels below grade level expectations at any point in time, the classroom teacher analyzes the assessment and Tier 1 differentiated literacy instruction is provided (The DT1: K-5 Identification/Intervention Chart must be referenced to engage in the problem-solving process to determine if the student has a substantial reading deficiency. These students may need Tier 2 targeted, supplemental and Tier 3 intensive reading interventions. KG students are administered The FLKRS Assessment. Student performance data is analyzed to determine primary area(s) of reading deficiencies to plan Tier 1-3 instruction. Reading interventions from the Reading Decision Chart must be used for students who have been determined to have a reading deficiency. Students in grades K-5 receive the following interventions: LLI, Literacy Tool Kit, Write-In Reader, Journeys ELL Resources and Leveled Readers in Spanish, Fundations, Phonics for Reading, Imagine Learning and iReady. In addition, the reading coach supports teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need. Teachers are encouraged to partake in Professional Development that provides evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text. Students are given supplemental instructional materials that are grounded in evidence-based reading research; and intensive interventions for students in kindergarten through grade 5 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

What instructional practices and resources are used at your school, including specially designed instruction for SWDs, to provide targeted supplemental intervention (Tier 2) and/or Intensive interventions (Tier 3) to students, when, and by whom?

Both classroom teachers and ESE pull out Facilitators provide targeted supplemental/intensive interventions through programs such as Wilson's Fundations, LLI, Journeys Tool Kit, Journeys Write-in Reader, and Phonics for Reading. The same programs are used for both Tier 2 and 3 students. The difference in delivery is increased frequency of Intervention.

What type of professional learning have your teachers had to ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

Besides encouraging teachers to partake in District held professional trainings, Professional Learning Communities (PLC's), are held weekly where teachers discuss Student Data and Best Practices that will help all teachers to effectively drive instruction for the diverse levels of learners in each classroom. Also, intermediate teachers use Canvas learning which hosts a plethora of reading strategies to be used on a daily basis. District trainings such as Small Group Guided Reading have been provided school wide, ongoing iReady trainings (to help teachers understand student progression through their individual learning paths), continuous BAS training refreshers to calibrate scoring (to ensure fidelity and accuracy in the way in which we monitor student progress).
Additionally, the reading coach, classroom teachers, and school administrators receive trainings in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs.

Describe the activities implemented at your school to increase the percentage of ELLs becoming proficient on the ACCESS for ELLs.

The school provides extended learning opportunities for ELL students such as ELL Camp. Imagine Learning is a computer based program designed and assigned for A1's to provide that access and gap so that they can build and become proficient in reading. The ESOL Matrix is used to determine other supplemental materials such as: the use of English to Heritage Language Translation Dictionaries, English to Heritage Language Translation Content Area Glossaries, and English to Heritage Language Translation Picture Dictionaries. Teachers also use Free Online Resources for Language Acquisition, ELL Supplemental Resources, Journeys ELL Resources Leveled Readers in Spanish.

Resources

- 2019 BROWARD DT1 Elementary Chart (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf)

- 2019 20 BROWARD K12 Reading Plan (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-20-BROWARD-K12-Reading-Plan.pdf)
- 2019 BROWARD DT 2 and DT 3 Secondary Level Charts (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT-2-and-3-Secondary-Level-Charts.pdf)
- Broward 2018-19 K-12 Comprehensive Research-Based Reading Plan (http://www.fldoe.org/core/fileparse.php/7539/urlt/Broward1819-K12RP.pdf)
- BCPS Literacy Field Guide for Educators (http://www.bcps-literacyguide.com/)
- World-Class Instructional Design and Assessment for ELL (https://wida.wisc.edu/)
- Can Do Descriptors for ELL (https://wida.wisc.edu/teach/can-do/descriptors)
- SWD Support Resources (https://browardschools.instructure.com/courses/661066)
- Framework For ELL Achievement ESSA (V2) (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Framework-for-ELL-Achievement_ESSA-V2.pptx)
- Supplemental Title III Materials List (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Supplemental-Title-III-Materials-List.doc)
- Tier I Core Instructional Factors for ELLs (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Tier-1-Core-Instructional-Factors-for-ELLs.pdf)

☆ Safe and Supportive Environment ⌃ ✕

Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
3771- K Grade	Monday	1st, 3rd	8/20/2019 - 5/30/2020	8:30 AM - 9:40 AM	K
3771- 1st Grade	Wednesday		8/20/2019 - 5/30/2020	8:30 AM - 9:40 AM	1
3771- 2nd Grade	Friday		8/20/2019 - 5/30/2020	8:30 AM - 9:40 AM	2
3771- 3rd Grade	Monday		8/20/2019 - 5/30/2020	8:30 AM - 9:40 AM	3
3771- 4th Grade	Wednesday		8/20/2019 - 5/30/2020	8:30 AM - 9:40 AM	4
3771- 5th Grade	Friday		8/20/2019 - 5/31/2020	8:30 AM - 9:40 AM	5

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Challenger-Elementary-School-(2).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3771_09102019_Broward-SAM--Challenger-Elementary-School-(2).pdf)	Shavonda Mitchum	9/10/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	4th	8/26/2019 - 5/13/2019	9:00 AM - 2:15 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date

File Name	File Uploaded By	Upload Date
SEL-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3771_09102019_SEL-Plan-2019-2020.pdf)	Maria Koval	9/10/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
-Challenger-2019-20-SPBP-CES.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3771_04302019_-Challenger-2019-20-SPBP-CES.docx)	Laferne Mclean-Cross	4/30/2019
Challenger_ES-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3771_05242019_Challenger_ES-Feedback-Form-2019-20.pdf)	Carmello Mousignac	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	1036	622	60.04	278	26.83	116	11.20	20	1.93
2017 - 2018	1056	622	58.90	287	27.18	124	11.74	23	2.18
2018 - 2019	1023	590	57.67	313	30.60	101	9.87	19	1.86

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	165	99	60.00	49	29.70	14	8.48	3	1.82
2018 - 2019	01	150	85	56.67	46	30.67	19	12.67	0	0.00
2018 - 2019	02	195	97	49.74	76	38.97	19	9.74	3	1.54
2018 - 2019	03	159	96	60.38	44	27.67	13	8.18	6	3.77
2018 - 2019	04	159	92	57.86	48	30.19	16	10.06	3	1.89
2018 - 2019	05	195	121	62.05	50	25.64	20	10.26	4	2.05

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had **57.7**% of students in this category, which was within 2% of the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had **11.7**% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.

Attendance Type	School Goal
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **1.9**% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Challenger-Attendance-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3771_11062019_Challenger-Attendance-Plan-2019-2020.pdf)	Maria Koval	11/6/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
School-Counseling-PLan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3771_09192019_School-Counseling-PLan-19-20.pdf)	Maria Koval	9/19/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Second-quarterly-equity-liaison-report-(signed).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3771_08302019_Second-quarterly-equity-liaison-report-(signed).pdf)	Maria Koval	8/30/2019
Third-quarterly-report-signed.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3771_08302019_Third-quarterly-report-signed.pdf)	Maria Koval	8/30/2019
Signed-Equity-Plan-2017-2018.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3771_09112019_Signed-Equity-Plan-2017-2018.pdf)	Maria Koval	9/11/2019
First-quarterly-equity-liaison-report.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3771_09112019_First-quarterly-equity-liaison-report.pdf)	Maria Koval	9/11/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
Challenger-BPIE-Plan-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3771_10012019_Challenger-BPIE-Plan-2019-2020.docx)	Maria Koval	10/1/2019

☆ **Effective Communication**   ⌃ ✕

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-minutes-10-11-19.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3771_10172019_SAC-minutes-10-11-19.docx)	October	Developed	10/17/2019
SAC-minutes-9-20-10-Updated.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3771_10172019_SAC-minutes-9-20-10-Updated.docx)	October	Developed	10/17/2019
SAC-10-11-19Agenda--PDF.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3771_10112019_SAC-10-11-19Agenda--PDF.pdf)	October	Monitored	10/11/2019
SAC-composition-sign-in-sheet-10-11-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3771_10112019_SAC-composition-sign-in-sheet-10-11-19.pdf)	October	Monitored	10/11/2019
SAC-guest-sign-in-sheet-10-11-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3771_10112019_SAC-guest-sign-in-sheet-10-11-19.pdf)	October	Monitored	10/11/2019
SAC-composition-sign-in-sheet-10-11-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3771_10112019_SAC-composition-sign-in-sheet-10-11-19.pdf)	October	Monitored	10/11/2019
SAF-Bylaw-9-20-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3771_09232019_SAF-Bylaw-9-20-19.pdf)	September	SAF ByLaws	9/23/2019
SAC-9-20-19Agenda.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3771_09232019_SAC-9-20-19Agenda.docx)	September	A+ Funds	9/23/2019
SAC-bylaws-9-20-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3771_09232019_SAC-bylaws-9-20-19.pdf)	September	SAC ByLaws	9/23/2019
Guest-SAC-sign-in-sheet-9-20-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3771_09232019_Guest-SAC-sign-in-sheet-9-20-19.pdf)	September	A+ Funds	9/23/2019
SAC-composition-sign-in-sheet-9-20-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3771_09232019_SAC-composition-sign-in-sheet-9-20-19.pdf)	September	Monitored	9/23/2019
9-20-19-SAF-sign-in-sheet.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3771_09232019_9-20-19-SAF-sign-in-sheet.pdf)	September	Monitored	9/23/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
staff-Survey-snip.PNG (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3771_10042019_staff-Survey-snip.PNG)	Tara Zdanowicz	10/4/2019
student-survey-18.19-snip.PNG (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3771_10042019_student-survey-18.19-snip.PNG)	Tara Zdanowicz	10/4/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Customer-Survey-19-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3771_09112019_Customer-Survey-19-20.docx)	Maria Koval	9/11/2019
Faculty-meeting-sign-in-sheet-SIP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3771_09112019_Faculty-meeting-sign-in-sheet-SIP.pdf)	Maria Koval	9/11/2019

File Name	File Uploaded By	Upload Date
SEL-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3771_09112019_SEL-Plan-2019-2020.pdf)	Maria Koval	9/11/2019
SIP-Hispanic-Heritage-2019-2020.jpeg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3771_10142019_SIP-Hispanic-Heritage-2019-2020.jpeg)	Maria Koval	10/14/2019
Hispanic-Heritage-Month-Project-school-wide-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3771_10142019_Hispanic-Heritage-Month-Project-school-wide-2019-2020.docx)	Maria Koval	10/14/2019

☆ School Info   ⌃ ✖

School Name	Country Hills ES (3111)		School Grade (2018 - 2019)	A
Title 1 School	No		Differentiated Accountability (DA)	No
School of Excellence	Yes		ESSA School	No
Executive Summary	⊕ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3111_10022019_Executive-Summary---19_20.docx			

☆ High Quality Instruction   ⌃ ✖

Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	127	12	0	0	---	N/A	0	4	0	N/A
01	136	19	0	0	---	0	3	5	0	N/A
02	149	12	0	0	---	0	1	7	0	N/A
03	164	13	0	0	15	---	0	5	0	160
04	147	11	0	0	29	---	1	7	0	141
05	151	12	0	0	19	---	3	3	9	148

Data For: 2018-2019 (Last updated: 9/18/2019)

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	136	23	0	0	---	0	1	1	0	N/A
01	128	16	0	0	---	0	2	1	1	N/A
02	135	14	0	0	---	0	1	3	0	N/A
03	154	11	1	0	17	---	10	10	1	144
04	177	17	0	0	23	---	4	1	0	171
05	149	15	0	0	15	---	2	2	1	138

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

Based on the results of the progressing monitoring assessments (Benchmark Assessment System and Go Math Chapter Assessments) for grades K-5, we have implemented the following interventions for Math and Reading:
Teachers utilize Wilson Fundations (K-2), Ready LAFS (2-5), Guided Intensive Skill Instruction within small groups, NewsELA, Words Their Way booklets, Journey's Write-In readers, Journey's Literacy Tool Kit, Great Leaps, Phonics for Reading (K-3), Quick Reads, Ready MAFS (2-5), Touch Math, Virtual Manipulatives, Hands-On Lessons, Digital Tools Lessons, and Moving with Math and IReady Teacher Toolkit for all grades.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=3111&district=06)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By Spring 2019, Bottom Quartile student learning gains will increase by 11 points resulting in 70% of our bottom quartile students demonstrating a learning gain	Focused & Authentic Professional Learning Community, Response to Intervention (RtI) to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support. Push in Support facilitators to provide remediation	Leadership, School Staff and Faculty	6/3/2020				70% of bottom quartile students demonstrating a learning gain

K-12 Comprehensive Reading Plan

Who is responsible to ensure classroom instruction is aligned to grade-level standards and what evidence is collected to demonstrate that classroom instruction is aligned to grade-level standards?

School leadership:

Nicole Ortega - Principal
Tammi Cost - LIteracy Coach

What specific progress monitoring data is collected to determine that students by subgroups are progressing toward reading proficiency and who at the school level is responsible for collecting and reviewing student progress monitoring data?

Country Hills utilizes the following methods of collecting progress monitoring data to determine that students by subgroups are progressing towards reading proficiency:

Benchmark Assessment System, School City Grades 2-5, IReady Lafs and Mafs data

The school leadership team is responsible for collecting and reviewing student progress monitoring data.

How does your school ensure that students that are not progressing towards individual and grade level goals are being monitored and provided with the appropriate interventions using the K-5 or 6-12 Identification/Intervention Reading Decision Chart?

Country Hills ensures that students that are not progressing towards individual and grade level goals are being monitored and provided with the appropriate interventions using the K-5 or 6-12 Identification/Intervention Reading Decision Chart through Respone to Intervention meetings with teachers, district visits from Literacy Department and monthly PLC's with data teams.

What instructional practices and resources are used at your school, including specially designed instruction for SWDs, to provide targeted supplemental intervention (Tier 2) and/or Intensive interventions (Tier 3) to students, when, and by whom?

Staff orientation and in-service using the Canvas Course resources for ESLS including Support Facilitators Canvas Course, ASD Canvas Course. Reading coach in-service highlighting dyslexia news. Monthly Literacy Newsletter highlighting resources and research based strategies for students with disabilities.

What type of professional learning have your teachers had to ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

Staff meetings including UDL on agenda. Adding UDL resources to staff electronic resources (sharepoint) highlighting different ways of stimulating students' interest and motivation for learning, different ways to present information and content, and different ways that students can express what they know—all based on students' needs, assets, and strengths (Cast, 2013).

Describe the activities implemented at your school to increase the percentage of ELLs becoming proficient on the ACCESS for ELLs.

Staff orientation and in-service to the district Canvas course that provides interactive and interdependent components that exemplify WIDA's vision for academic language development and taking a closer look at the various components of the WIDA Framework.

Staff orientation and in-service related to Imagine Learning. Students are administered an adaptive placement test and provided with a prescriptive learning path. Ongoing program monitoring and assessments will provide scaffolded, accelerated, or remediated instruction as needed. Students are provided foundational skills to fill learning gaps while being exposed to grade-level content.

Resources

- 2019 BROWARD DT1 Elementary Chart (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf)
- 2019 20 BROWARD K12 Reading Plan (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-20-BROWARD-K12-Reading-Plan.pdf)
- 2019 BROWARD DT 2 and DT 3 Secondary Level Charts (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT-2-and-3-Secondary-Level-Charts.pdf)
- Broward 2018-19 K-12 Comprehensive Research-Based Reading Plan (http://www.fldoe.org/core/fileparse.php/7539/urlt/Broward1819-K12RP.pdf)
- BCPS Literacy Field Guide for Educators (http://www.bcps-literacyguide.com/)
- World-Class Instructional Design and Assessment for ELL (https://wida.wisc.edu/)
- Can Do Descriptors for ELL (https://wida.wisc.edu/teach/can-do/descriptors)
- SWD Support Resources (https://browardschools.instructure.com/courses/661066)
- Framework For ELL Achievement ESSA (V2) (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Framework-for-ELL-Achievement_ESSA-V2.pptx)
- Supplemental Title III Materials List (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Supplemental-Title-III-Materials-List.doc)
- Tier I Core Instructional Factors for ELLs (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Tier-1-Core-Instructional-Factors-for-ELLs.pdf)

☆ **Safe and Supportive Environment**   ⌃ ✕

Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
K-3111 Reading Foundational, 1-3111 Math, 2- 3111 Math, 3- Writing, 4- 3111 Math 5 - 3111 Science, IND - 3111 FSA, Specials - 3111 Community Involvement/Volunteers	Tuesday		9/23/2019 - 5/11/2020	2:15 PM - 3:10 PM	K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Country-Hills-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3111_09062019_Broward-SAM--Country-Hills-Elementary-School.pdf)	Cortney Roberts	9/6/2019

File Name	File Uploaded By	Upload Date
PLC--Student-Achievement-Action-Plan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3111_09232019_PLC--Student-Achievement-Action-Plan.docx)	April Wyche	9/23/2019
MTSS-RtI-Action-Plan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3111_09232019_MTSS-RtI-Action-Plan.docx)	April Wyche	9/23/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd	9/20/2019 - 6/2/2020	8:15 AM - 3:10 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3111_10012019_SEL-Action-Plan-2020.docx)	April Wyche	10/1/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
CHE_Behavior-Plan_2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3111_05012019_CHE_Behavior-Plan_2019-20.pdf)	Veronica Roberts	5/1/2019
Country-Hills-ES-SPBP-Feedback-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3111_05282019_Country-Hills-ES-SPBP-Feedback-19-20.pdf)	Debbie Boles	5/28/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	889	561	63.10	248	27.90	74	8.32	6	0.67
2017 - 2018	887	578	65.16	230	25.93	70	7.89	9	1.01
2018 - 2019	879	536	60.98	238	27.08	93	10.58	12	1.37

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	136	70	51.47	41	30.15	25	18.38	0	0.00

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	01	128	70	54.69	39	30.47	16	12.50	3	2.34
2018 - 2019	02	135	86	63.70	32	23.70	15	11.11	2	1.48
2018 - 2019	03	154	102	66.23	40	25.97	10	6.49	2	1.30
2018 - 2019	04	177	110	62.15	50	28.25	14	7.91	3	1.69
2018 - 2019	05	149	98	65.77	36	24.16	13	8.72	2	1.34

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had **61.0**% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had **11.9**% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **1.4**% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Elementary.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3111_09112019_Attendance-Plan-Elementary.pdf)	April Wyche	9/11/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
CHE_ASCP-19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3111_09162019_CHE_ASCP-19_20.pdf)	April Wyche	9/16/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Country-Hills-Elem-Equity-School-Action-Plan-2019-2020-(2).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3111_10022019_Country-Hills-Elem-Equity-School-Action-Plan-2019-2020-(2).docx)	April Wyche	10/2/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date

File Name	File Uploaded By	Upload Date
Country-Hills-ES-6.2019-BPIE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3111_09112019_Country-Hills-ES-6.2019-BPIE.pdf)	April Wyche	9/11/2019
BPIE-Plan-Template.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3111_10022019_BPIE-Plan-Template.docx)	April Wyche	10/2/2019

☆ **Effective Communication** ⌃ ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-By-Laws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3111_11042019_SAC-By-Laws.pdf)	November	SAC ByLaws	11/4/2019
September-Meeting.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3111_11042019_September-Meeting.pdf)	November	None	11/4/2019
October-Meeting.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3111_11042019_October-Meeting.pdf)	October	Monitored	11/4/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Parent-Surveys.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3111_09122019_Parent-Surveys.pdf)	April Wyche	9/12/2019
Staff-Surveys.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3111_09122019_Staff-Surveys.pdf)	April Wyche	9/12/2019
Student-Surveys.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3111_09122019_Student-Surveys.pdf)	April Wyche	9/12/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
August-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3111_09252019_August-2019.pdf)	April Wyche	9/25/2019
September-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3111_09252019_September-2019.pdf)	April Wyche	9/25/2019
October-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3111_10022019_October-2019.pdf)	April Wyche	10/2/2019

☆ **School Info** ⌃ ✕

School Name	Davie ES (2801)	School Grade (2018 - 2019)	C
Title 1 School	Yes	Differentiated Accountability (DA)	No
School of Excellence	No	ESSA School	Yes
Executive Summary			

☆ **High Quality Instruction** ⌃ ✕

Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	122	42	0	0	---	N/A	0	0	0	N/A
01	128	28	0	0	---	0	1	4	0	N/A
02	156	31	0	0	---	0	2	10	0	N/A
03	124	23	0	0	34	---	4	13	3	114
04	148	22	4	0	65	---	6	9	14	136
05	142	21	1	0	42	---	0	0	7	136

Data For: 2018-2019 (Last updated: 9/18/2019)

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	117	29	0	0	---	0	1	1	0	N/A
01	130	30	1	0	---	0	8	19	0	N/A
02	146	29	0	0	---	0	6	13	1	N/A
03	144	20	1	0	45	---	29	28	0	133
04	129	20	1	0	49	---	47	46	1	113
05	131	16	3	0	30	---	30	31	3	120

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

As we target Language Arts Standards, it continues to surface that students with disabilities struggle when responding to higher order thinking questions. When asked to conduct a close reading of a text and make logical text inferences as evidenced within the text, students often struggle with being able to identify main idea and explain why the evidence supports their claim. Additionally, students with disabilities struggle with putting these thoughts into their writing skills. An improvement in reading comprehension and writing skills will have a positive impact on test taking strategies.

Overall, students with disabilities performed lower on Standards mastery assessments, statistically have lower BAS achievement levels, and perform lower on standardized testing. Increasing Professional Development for Response to Literacy, encouraging accountable talk, and the use of content language objectives will have a positive impact on reading comprehension, writing skills, and overall test scores.

Evidence Based Strategies
Continued RTI Intervention
Full implementation of Response to Literacy professional development.
Full implementation of small group instruction professional development.
Use of Accountable Talk
Use of Content/Language Objectives/Writing Objectives with the use of rubrics.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=2801&district=06)

K-12 Comprehensive Reading Plan

Who is responsible to ensure classroom instruction is aligned to grade-level standards and what evidence is collected to demonstrate that classroom instruction is aligned to grade-level standards?

The administrative team, including the Literacy Coach is responsible for ensuring classroom instruction is aligned to grade level Standards. The administrative team and Literacy Coach review evidence-based data to provide coaching for classroom instructional practices via professional learning communities.

What specific progress monitoring data is collected to determine that students by subgroups are progressing toward reading proficiency and who at the school level is responsible for collecting and reviewing student progress monitoring data?

Phonics instructional data, including letter names, sounds, and concepts of print are collected to determine that students are progressing towards reading proficiency. The administrative team and Literacy Coach are responsible for collecting and reviewing data to ensure that all subgroups are progressing towards reading proficiency.

How does your school ensure that students that are not progressing towards individual and grade level goals are being monitored and provided with the appropriate interventions using the K-5 or 6-12 Identification/Intervention Reading Decision Chart?

Teachers monitor data and provide feedback to the Literacy Coach, administration, and RTI team. Students are placed in leveled intervention groups based on BAS and IReady Diagnostic data.

What instructional practices and resources are used at your school, including specially designed instruction for SWDs, to provide targeted supplemental intervention (Tier 2) and/or Intensive interventions (Tier 3) to students, when, and by whom?

The Benchmark Assessment Systems, the Literacy Continuum, Leveled Literacy Intervention (LLI) are used for Tier II and II Intervention. Prompting guides, small guided reading groups, Fontas and Pinnell, Phonics, Spelling, and Word Study are used in Tier I Intervention groups. Classroom teachers and paraprofessionals are responsible for administering Tier II and II groups. Groups are conducted 3-5 days per week for 20-30-minute sessions per meeting.

What type of professional learning have your teachers had to ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

Professional Learning Communities are conducted by grade level weekly. Teachers collaborate to produce effective instructional design and delivery for all subgroups. School wide PLC's are conducted to ensure all classrooms collaborate to effectively differentiate instruction to meet the Universal Designs for Learning.

Describe the activities implemented at your school to increase the percentage of ELLs becoming proficient on the ACCESS for ELLs.

Teachers instruct using the WIDA Language Development Standards to advocate for language learners. This provides an opportunity for equitable access to developmentally appropriate content. Teachers us the WIDA Can Do Descriptors to drive differentiated instruction and help with student assessment.

Resources

- 2019 BROWARD DT1 Elementary Chart (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf)

- 2019 20 BROWARD K12 Reading Plan (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-20-BROWARD-K12-Reading-Plan.pdf)
- 2019 BROWARD DT 2 and DT 3 Secondary Level Charts (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT-2-and-3-Secondary-Level-Charts.pdf)
- Broward 2018-19 K-12 Comprehensive Research-Based Reading Plan (http://www.fldoe.org/core/fileparse.php/7539/urlt/Broward1819-K12RP.pdf)
- BCPS Literacy Field Guide for Educators (http://www.bcps-literacyguide.com/)
- World-Class Instructional Design and Assessment for ELL (https://wida.wisc.edu/)
- Can Do Descriptors for ELL (https://wida.wisc.edu/teach/can-do/descriptors)
- SWD Support Resources (https://browardschools.instructure.com/courses/661066)
- Framework For ELL Achievement ESSA (V2) (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Framework-for-ELL-Achievement_ESSA-V2.pptx)
- Supplemental Title III Materials List (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Supplemental-Title-III-Materials-List.doc)
- Tier I Core Instructional Factors for ELLs (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Tier-1-Core-Instructional-Factors-for-ELLs.pdf)

☆ **Safe and Supportive Environment**   ⌃   ✖

Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade	
Grade Level PLC's	Wednesday	2nd, 4th	9/4/2019 - 5/13/2020	2:20 PM - 3:00 PM	Pre K, K, 2, 3, 4, 5	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Davie-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2801_09102019_Broward-SAM--Davie-Elementary-School.pdf)	Shavonda Mitchum	9/10/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd, 4th	9/16/2019 - 5/15/2020	8:00 AM - 2:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2801_10032019_SEL-Action-Plan-2019-2020.pdf)	Michelle Cowden Crego	10/3/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date

File Name	File Uploaded By	Upload Date
Davie-19-20-SPBP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2801_05022019_Davie-19-20-SPBP.pdf)	Dawn Graber	5/2/2019
Davie-Elem-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2801_05242019_Davie-Elem-Feedback-Form-2019-20.pdf)	Georeane Nigro	5/24/2019

Attendance Plan

Total School AVG

		Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
School Year	Population	Number	%	Number	%	Number	%	Number	%
2016 - 2017	879	482	54.84	238	27.08	130	14.79	29	3.30
2017 - 2018	857	422	49.24	253	29.52	147	17.15	35	4.08
2018 - 2019	797	363	45.55	268	33.63	138	17.31	28	3.51

Grade Level Breakdown

			Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
School Year	Grade Level	Population	Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	117	43	36.75	41	35.04	31	26.50	2	1.71
2018 - 2019	01	130	58	44.62	37	28.46	28	21.54	7	5.38
2018 - 2019	02	146	53	36.30	57	39.04	30	20.55	6	4.11
2018 - 2019	03	144	84	58.33	36	25.00	18	12.50	6	4.17
2018 - 2019	04	129	56	43.41	52	40.31	16	12.40	5	3.88
2018 - 2019	05	131	69	52.67	45	34.35	15	11.45	2	1.53

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had **45.5**% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had **20.8**% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **3.5**% of students were recorded as Severe Chronic Absenteeism, which was less than the District average of 5.26%. Our goal is to maintain an average below 5% and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-SIP-Davie-Elementary.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2801_09122019_Attendance-Plan-SIP-Davie-Elementary.docx)	Michelle Cowden Crego	9/12/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
ASCP-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2801_10032019_ASCP-2019-2020.pdf)	Michelle Cowden Crego	10/3/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2801_10032019_Equity-Diversity-Action-2019-2020.pdf)	Michelle Cowden Crego	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
2801_01072019_BPIE-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2801_10032019_2801_01072019_BPIE-2019-2020.pdf)	Michelle Cowden Crego	10/3/2019

☆ **Effective Communication** ⌃ ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
2019.202_October-SAF-Agenda.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2801_10282019_2019.202_October-SAF-Agenda.docx)	October	A+ Funds	10/28/2019
2019.2020-SAC-Agenda-October.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2801_10282019_2019.2020-SAC-Agenda-October.doc)	October	A+ Funds	10/28/2019
2019.2020-SAC-Minutes-October.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2801_10282019_2019.2020-SAC-Minutes-October.doc)	October	A+ Funds	10/28/2019
SAC.SAF-Meeting-October-Sign-In-Sheet.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2801_10282019_SAC.SAF-Meeting-October-Sign-In-Sheet.pdf)	October	A+ Funds	10/28/2019
SAF.SAF-September-2019-Meeting-Minutes.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2801_10092019_SAF.SAF-September-2019-Meeting-Minutes.docx)	October	A+ Funds	10/9/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
DaviestudentSurveysReport.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2801_10292019_DaviestudentSurveysReport.pdf)	Dawn Graber	10/29/2019

File Name	File Uploaded By	Upload Date
DavieStaffSurveysReport.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2801_10292019_DavieStaffSurveysReport.pdf)	Dawn Graber	10/29/2019
DavieParentSurveysReport.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2801_10292019_DavieParentSurveysReport.pdf)	Dawn Graber	10/29/2019
DavieBilingualSurveysReport.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2801_10292019_DavieBilingualSurveysReport.pdf)	Dawn Graber	10/29/2019

Family and Community Engagement (FACE) Plan

No files have been uploaded.

☆ School Info　　　　　　　　　　　　　　　　　　　　　⌃ ✖

School Name	Driftwood ES (0721)	School Grade	(2018 - 2019)
Title 1 School	Yes	Differentiated Accountability (DA)	
School of Excellence	No	ESSA School	
Executive Summary	⊙ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0721_09272019_DriftwoodElm_Executive-Summary		

☆ High Quality Instruction　　　　　　　　　　　　　　⌃ ✖

Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	94	13	0	0	---	N/A	0	3	0	N/A
01	94	17	0	0	---	0	0	2	0	N/A
02	110	12	2	0	---	0	1	7	0	N/A
03	109	23	2	0	39	---	4	10	1	103
04	110	12	1	0	34	---	2	1	0	107
05	96	11	3	0	33	---	3	0	1	93

Data For: 2018-2019 (Last updated: 9/18/2019)

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	106	18	1	0	---	0	0	1	0	N/A
01	100	12	2	0	---	0	1	3	0	N/A
02	101	7	0	0	---	0	0	8	0	N/A
03	112	13	1	0	30	---	10	9	0	104
04	108	10	3	0	22	---	10	8	0	99
05	109	5	3	0	30	---	9	4	0	103

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

Students that indicate a deficiency in phonics and phonemic awareness, as determined by the BAS, will receive Fundations, Making Words, or Leveled Liteary Interventions. Students that demonstrate a deficiency in fluency, vocabulary, and reading comprehension will receive intervention through Leveled Literacy Intervention. Students that demonstrate phonics deficiencies in grades 3-5, have the option of receiving Wilson. Lastly, students that only demonstrate deficiencies in comprehension without deficiences in the other reading components may receive intensive skill and strategy work within standards. Lastly, a common formative assessment will break down the ELA standards that require further remediation and/or enrichment. A combination of diagnostic data obtained from the I-ready, Standards Mastery, BAS, and BAS optional assessments will be used to inform instructinal practices and interventions.

Math diagnostic data will be gleaned from the Pre-requesite test given at the beginning of the school year. A common formative assessment, i-ready diagnostic, and chapter tests will determine a need for intervention and/or instruction. The GO MATH reteach, GO MATH intensive intervention, and GO MATH strategic skills packet will be used as needed. Small group instruction, the use of manipulatives, and frequent progress monitoring will be used to continue to make instructional decisions.

School Report Card

[⌂ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=0721&district=06)

K-12 Comprehensive Reading Plan

Who is responsible to ensure classroom instruction is aligned to grade-level standards and what evidence is collected to demonstrate that classroom instruction is aligned to grade-level standards?

The leadership team will ensure that classroom instruction is aligned to grade-level standards. The team will support teachers by using the standards to drive instruction by providing appropriate professional development and collaboration. A standards-based scope and sequence will be created, utilizing both the data obtained from the BAS assessment, FSA, PEOY, and the district's scope and sequence document. A common formative assessment will provide a backward's design for teachers, so that the instruction mirrors the standard and questioning of the assessment. Each assessment will be given every other week, which will drive PLC's for teachers. Addtionally, teachers must provide evidence that reteaching, and retesting is done. Writing samples will be collectied by the support team monthly, and performance tasks that include grade level standards will also be utilized. Data chats will be conducted quarterly, where teachers will be asked to provide student samples of standards based work.

What specific progress monitoring data is collected to determine that students by subgroups are progressing toward reading proficiency and who at the school level is responsible for collecting and reviewing student progress monitoring data?

Every student that is being taught using the Language Arts Florida Standards will be provided with diagnostic, progress monitoring, formative, and summative data. This includes the BAS assessment, which provides both qualitative and quantitative data that drives instruction. Addtionally, i-ready diagnostic data is used to determine reading deficiencies and progress monitoring. The Broward Standards Assessment will be given in January to determine a midpoint of student achievement. Bi-weekly formative assessments will be utilized to determine standards based proficiency, and all students will receive small group, intensive remediation if need be. The ESE support faciliators will provide Leveled Literacy Intervention to those students that require and benefit from, and use the embedded progress monitoring tool.

The literacy coach will be responsible for monitoring BAS data. Additionally, the literacy coach will analyze bi-weekly data gleaned from the common formative assessment, and provide support and resources to teachers and students that require remediation. The leadership team, will conduct quarterly data chats that will help identify students that need to be brought up to the RtI process. The leadership team will also score monthly writing samples.

How does your school ensure that students that are not progressing towards individual and grade level goals are being monitored and provided with the appropriate interventions using the K-5 or 6-12 Identification/Intervention Reading Decision Chart?

Driftwood Elementary conducts weekly Response to Intervention meetings where teachers are required to bring current data. This includes a recent BAS protcol, standards mastery data, i-ready diagnostic, and student samples. If a student is not progessing, additional diagnostic information will be taken using the BAS optional diagnostic tests. If the lack of progress is evidenced by the qualitative data from the BAS, a reading interview, vocabulary assessments, phonological assessments, phonics assessments, and fluency assessments will be given using the BAS optional diagnostic assessments to dig deeper. If comprehension is the deficit, then the Writing About Reading assessment should be given. Once all of this data is analyzed, an appropriate intervention can be facilitated for the student.

Once the intervention is put into place, the is required to use a progress monitoring tool that includes at least 4-6 data points. Once this information is obtained, another meeting is scheduled to review the data and assess student progress. Additionally, once the targeted deficiency is receiving the proper support, then the leadership team will review data during the quarterly data chats.

What instructional practices and resources are used at your school, including specially designed instruction for SWDs, to provide targeted supplemental intervention (Tier 2) and/or Intensive interventions (Tier 3) to students, when, and by whom?

Driftwood Elementary currently has at least two Leveled Literacy Kits per grade level for tier two or tier three intervention. Addtionally, we have SOAR to Success kits in grades 3-5. Fundations is used for grades K and 1 as a Tier 2 or 3 intervention. Classroom teachers have all been trained to use LLI and/or Soar to Success. The literacy coach pulls out groups for LLI four times a week for tier three intervention. The ESE support facilitators use a combination of Fundations, Leveled Literacy Intervention, and Wilson Reading as deemed fit.

All students are provied small group, guided reading as a Tier 1 strategy, with a thirty-minute block of intervention at an additional time of the day. Students that have been identified as needing additional support in test taking strategies utlize the i-ready teacher toolbox for remediation. We also provide an FSA camp for students that scored a level 1 or 2 on the previous year's FSA.

What type of professional learning have your teachers had to ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

All teachers that have completed recertification have taken a course that supplies the components of UDL. Additionally, team leaders were trained by the literacy coach on the basics of UDL on September 12. Using the third grade keystones as a guide, grades 3-5 have been utilizing various methods of work performance, which may include electronic delivery, posters, paper/pencil, or an activity that includes speaking/listening. Currently, there is at least one teacher per grade level pursuing their reading endorsement, which includes instruction on Universal Design for Learning. The common formative assessment used for grades 2-5 can either be taken online, or paper based.

The PLC's that measure need for instruction based on current data also require teachers to bring student samples. These samples are used to provide support to the team members in instruction of the standards in a multitude of ways.

Describe the activities implemented at your school to increase the percentage of ELLs becoming proficient on the ACCESS for ELLs.

ELL's make up a large percentage of Driftwood Elementary's demographic population. All ELL's are assessed using the IPT test to determine a language classification. Once this has been established, A1 students are provided access to Imagine Learning as a supplemental tool for instruction. Teachers can use the Ellevate platform to determine teaching strategies to target and iclude our ELL population with standards based instruction. Small group, guided reading is delivered to our ELL population, as well as classroom supports that include visuals, graphics, and group/peer support.

Additionally, we are a school that partners with the middle school for "Latinos in Action." Each ELL student is paired with a mentor that provides support with tutoring and reading. As a dual language school, we utlize the SEL assessment to determine language profiency in a student's home language. This information helps support classroom instruction. Multiple opportunities for speaking and listening are included in the classroom climate.

Resources

- 2019 BROWARD DT1 Elementary Chart (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf)
- 2019 20 BROWARD K12 Reading Plan (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-20-BROWARD-K12-Reading-Plan.pdf)
- 2019 BROWARD DT 2 and DT 3 Secondary Level Charts (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT-2-and-3-Secondary-Level-Charts.pdf)
- Broward 2018-19 K-12 Comprehensive Research-Based Reading Plan (http://www.fldoe.org/core/fileparse.php/7539/urlt/Broward1819-K12RP.pdf)
- BCPS Literacy Field Guide for Educators (http://www.bcps-literacyguide.com/)
- World-Class Instructional Design and Assessment for ELL (https://wida.wisc.edu/)
- Can Do Descriptors for ELL (https://wida.wisc.edu/teach/can-do/descriptors)
- SWD Support Resources (https://browardschools.instructure.com/courses/661066)
- Framework For ELL Achievement ESSA (V2) (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Framework-for-ELL-Achievement_ESSA-V2.pptx)
- Supplemental Title III Materials List (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Supplemental-Title-III-Materials-List.doc)
- Tier I Core Instructional Factors for ELLs (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Tier-1-Core-Instructional-Factors-for-ELLs.pdf)

☆ **Safe and Supportive Environment**   ⌃ ✕

Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade	
Driftwood Elm-0721 ELA/Math	Tuesday	2nd, 4th	8/20/2019 - 5/19/2020	2:00 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Driftwood-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0721_09102019_Broward-SAM--Driftwood-Elementary-School.pdf)	Shavonda Mitchum	9/10/2019
MTSS_RTI_Plan_DriftwoodElm_2019_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0721_09252019_MTSS_RTI_Plan_DriftwoodElm_2019_2020.pdf)	Deeana Pomales	9/25/2019
MTSS_RTI_Plan_Attachments1_DriftwoodElm_2019_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0721_09252019_MTSS_RTI_Plan_Attachments1_DriftwoodElm_2019_2020.pdf)	Deeana Pomales	9/25/2019
MTSS_RTI_Plan_Attachments2_DriftwoodElm_2019_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0721_09252019_MTSS_RTI_Plan_Attachments2_DriftwoodElm_2019_2020.pdf)	Deeana Pomales	9/25/2019
MTSS_RTI_Plan_Attachments3_DriftwoodElm_2019_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0721_09252019_MTSS_RTI_Plan_Attachments3_DriftwoodElm_2019_2020.pdf)	Deeana Pomales	9/25/2019
MTSS_RTI_Plan_Attachments4_DriftwoodElm_2019_2020.pdf.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0721_09252019_MTSS_RTI_Plan_Attachments4_DriftwoodElm_2019_2020.pdf.docx)	Deeana Pomales	9/25/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	9/10/2019 - 5/26/2020	8:30 AM - 12:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
DriftwoodElm_SEL_Plan2019_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0721_09252019_DriftwoodElm_SEL_Plan2019_2020.pdf)	Deeana Pomales	9/25/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2019-20-SPBP.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0721_05202019_2019-20-SPBP.docx)	Tyyne Hogan	5/20/2019
Driftwood-ES-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0721_05242019_Driftwood-ES-Feedback-Form-2019-20.pdf)	Valerie Blackwell	5/24/2019

Attendance Plan

Total School AVG

		Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
School Year	Population	Number	%	Number	%	Number	%	Number	%

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	574	330	57.49	175	30.49	55	9.58	14	2.44
2017 - 2018	638	341	53.45	199	31.19	78	12.23	20	3.13
2018 - 2019	635	346	54.49	213	33.54	64	10.08	12	1.89

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	105	46	43.81	40	38.10	15	14.29	4	3.81
2018 - 2019	01	101	52	51.49	35	34.65	13	12.87	1	0.99
2018 - 2019	02	100	55	55.00	35	35.00	9	9.00	1	1.00
2018 - 2019	03	112	58	51.79	39	34.82	13	11.61	2	1.79
2018 - 2019	04	108	69	63.89	26	24.07	10	9.26	3	2.78
2018 - 2019	05	109	66	60.55	38	34.86	4	3.67	1	0.92

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had **54.5**% of students in this category, which was within 2% of the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had **12.0**% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **1.9**% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Driftwood-Elem.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0721_10152019_Attendance-Plan-Driftwood-Elem.pdf)	Kimberly Greer	10/15/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
DriftwoodElm_SchoolCounselingPlan_2019_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0721_09272019_DriftwoodElm_SchoolCounselingPlan_2019_2020.pdf)	Deeana Pomales	9/27/2019

Equity Plan

File Name	File Uploaded By	Upload Date
DriuftwoodELM_Equity-&-Diveristy-School-Equity-Action-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0721_09272019_DriuftwoodELM_Equity-&-Diveristy-School-Equity-Action-Plan-19-20.pdf)	Deeana Pomales	9/27/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_Plan_DriftwoodElm_2019_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0721_09252019_BPIE_Plan_DriftwoodElm_2019_2020.pdf)	Deeana Pomales	9/25/2019
BPIE_DriftwoodElementary_2018_2019---Copy.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0721_09252019_BPIE_DriftwoodElementary_2018_2019---Copy.pdf)	Deeana Pomales	9/25/2019

☆ **Effective Communication**   ⌃ ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAF_SignIn_DriftwoodElm_09_10_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0721_09132019_SAF_SignIn_DriftwoodElm_09_10_19.pdf)	September	Monitored	9/13/2019
SAC_GuestSignIn_DriftwoodElm_09_10_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0721_09132019_SAC_GuestSignIn_DriftwoodElm_09_10_19.pdf)	September	Monitored	9/13/2019
SAC_CommitteeSignIn_DriftwoodElm_09_10_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0721_09132019_SAC_CommitteeSignIn_DriftwoodElm_09_10_19.pdf)	September	Monitored	9/13/2019
SAC_Agenda_DriftwoodElm_09_10_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0721_09132019_SAC_Agenda_DriftwoodElm_09_10_19.pdf)	September	Monitored	9/13/2019

AdvancED eProve Survey Results

No files have been uploaded.

Family and Community Engagement (FACE) Plan

No files have been uploaded.

☆ School Info   ⌃ ✕

School Name	Eagle Ridge ES (3441)	School Grade (2018 - 2019)		A
Title 1 School	No	Differentiated Accountability (DA)		No
School of Excellence	Yes	ESSA School		No
Executive Summary	⊙ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3441_09122019_Executive-Summary-19-20.docx)			

☆ High Quality Instruction   ⌃ ✕

Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	163	15	0	0	---	N/A	0	1	0	N/A
01	123	9	1	0	---	0	0	1	0	N/A
02	141	12	0	0	---	0	0	1	0	N/A
03	153	10	0	0	16	---	1	3	0	149
04	147	15	1	0	18	---	0	0	0	144
05	146	10	0	0	21	---	1	1	0	142

Data For: 2018-2019 (Last updated: 9/18/2019)

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	122	14	0	0	---	0	0	1	0	N/A
01	171	8	0	0	---	0	1	6	0	N/A
02	127	4	0	0	---	0	1	3	0	N/A
03	141	10	0	0	12	---	1	0	0	134
04	152	7	0	0	12	---	4	2	0	143
05	146	15	1	0	19	---	6	4	0	139

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

Students that indicate a deficiency in phonics and phonemic awareness, as determined by the BAS, will receive Fundations, Making Words, or Leveled Liteary Literacy Interventions. Students that demonstrate a deficiency in fluency, vocabulary, and reading comprehension will receive intervention through Leveled Literacy Intervention. Students that demonstrate phonics deficiencies in grades 3-5, have the option of receiving Wilson. Lastly, students that only demonstrate deficiencies in comprehension without deficiences in the other reading components may receive intensive skill and strategy work within standards. Lastly, a common formative assessment will break down the ELA standards that require further remediation and/or enrichment. A combination of diagnostic data obtained from the I-ready, Standards Mastery, BAS, and BAS optional assessments will be used to inform instructional practices and interventions.

Math diagnostic data will be gleaned from the Pre-requesite test given at the beginning of the school year. A common formative assessment, i-ready diagnostic, and chapter tests will determine a need for intervention and/or instruction. The GO MATH reteach, GO MATH intensive intervention, and GO MATH strategic skills packet will be used as needed. Small group instruction, the use of manipulatives, and frequent progress monitoring will be used to continue to make instructional decisions.

School Report Card

⌖ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=3441&district=06)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June 2020, 60% of our students in the lowest quartile will make learning gains in ELA as measured by the FSA.	School based support team will progress monitor the lowest 30% subgroup a minimum of 4 times per year to ensure the students are making progress in ELA	Melissa Figas		Professional Development on Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI)/Collaborative Problem Solving Process.	$0.00	The AP will analyze the BSA data in January 2020, to determine what percentage of the lowest 30% subgroup in grades 4 and 5 is predicted to meet proficiency.	
By June 2020, 70% of our students in grades 4 and 5 will make learning gains in ELA as measured by the FSA.	School based support team will progress monitor the 4th and 5th grade students to ensure the students are making progress in ELA	Tresa Chance	3/1/2020	Professional Development on the FINDS research method to increase the teacher's ability to plan and deliver effective research projects to support Integration of Knowledge and Ideas in ELA.	$0.00	The Guidance Counselor will analyze the BSA data in January 2020 to determine the percentage of students in grade 4 and 5 that are predicted to meet proficiency on the FSA.	
By June 2020, 45% or more of our Students With Disabilities (SWD) sub group will score at or above a level 3 as measured by the FSA in English Language Arts test.	School based support team will progress monitor the SWD subgroup a minimum of 4 times per year to ensure the students are making progress in ELA	Melissa Figas	3/1/2020	Professional Development on positive inclusion strategies for Gen Ed teachers and ESE teachers to increase the teacher's ability to plan and deliver effective lessons that motivate students who struggle with grade level work.	$0.00	The Literacy Coach, AP, ESE Specialist and Guidance Counselor will collect one BAS instructional level by October 25 and another BAS Instructional level by Feb 25 for each child in the SWD subgroup in grades K-5 to determine if the students are meeting grade level expectations. The same team will analyze the BSA data in January 2020, to determine is the SWD subgroup is predicted to meet proficiency.	

K-12 Comprehensive Reading Plan

Who is responsible to ensure classroom instruction is aligned to grade-level standards and what evidence is collected to demonstrate that classroom instruction is aligned to grade-level standards?

School administration along with support staff will monitor PLC's (professional learning communities) and assist with classroom instruction to ensure instruction is aligned to the Florida Standards. Administration will conduct formal observations (1 per year/per teacher), informal observation (1 per year/per teacher), and walkthroughs (1 per year/per teacher) to ensure classrooms are aligned to the grade level standards. The teachers will keep lesson plans up to date and use standards based formative assessments to ensure standards base learning is grade appropriate. The teachers also conduct PLC (Professional Learning Communities) to address standards specific to their grade-level and to monitor the effectiveness of assessments in regard to alignment to the standards and to share best practices to support the standards.

What specific progress monitoring data is collected to determine that students by subgroups are progressing toward reading proficiency and who at the school level is responsible for collecting and reviewing student progress monitoring data?

Classroom teachers will utilize and assess students using Benchmark Assessment Systems 1-5,

Achieve 3000 assessment, imagine learning and ongoing formative assessments. The data is

collected, analyzed and will be used along with collaborative data chats to determine that the

students in subgroups are progressing toward reading proficiency. The data is

analyzed to plan and implement instruction based on individual student needs.

Teachers administer the Benchmark Assessment System (BAS) to diagnose and monitor

students' progress towards meeting grade level reading proficiency in grades K-3 and for

struggling readers (scoring a level 1 or 2 on FSA-ELA) in grades 4-5. English Language

Learners (ELL) participate in the same progress monitoring assessments in grades K-5.

Additionally, Idea Proficiency Test (IPT) is administered to ELLs to monitor English

Language proficiency. The majority of SWDs are progress monitored using the tools reference

above. Students with significant cognitive disabilities are instructed utilizing the grade-level

Florida Standards Access Points and progress is measured through curriculum-based

assessments. Quarterly progress monitoring of reading goals is mandatory for all students with

disabilities SWDs. The data is updated into the EasyIEP and communicated to parents via the

IEP quarterly progress report.

How does your school ensure that students that are not progressing towards individual and grade level goals are being monitored and provided with the appropriate interventions using the K-5 or 6-12 Identification/Intervention Reading Decision Chart?

Our school ensures that the students that are not progressing toward individual and grade level goals are being monitored by the Multi-Tiered System of Supports (MTSS) Problem-Solving Process – Tier 1, Tier 2 and Tier 3. This system supports teachers and students through Tier 1, Tier 2, and Tier 3 intervention strategies. Each support staff member is given two grade levels to monitor the student progress in the MTSS process. Support staff will assist the teacher with setting goals with the teachers for the individual student, they will provide support with implementation of the strategies and monitor the progress through data collection graphs. The Support Staff who is assists the grade level meets with the individual teacher before the Response for Intervention meeting. The teachers will use the K-5 identification/Intervention Reading Decision Chart as the guideline for intervention

What instructional practices and resources are used at your school, including specially designed instruction for SWDs, to provide targeted supplemental intervention (Tier 2) and/or Intensive interventions (Tier 3) to students, when, and by whom?

We use a variety of instructional practices and resources based from the 2019-2020 Support for Identification and Intervention of Students with Reading Deficiencies Guidelines and DT1 Charts. We currently have resources for Leveled Literary Intervention (LLI) (Grade 1 and 2) , Literacy Tool Kit (GR.4-5), Write-In Reader (GR. 1-5) Reading Tool Kit (GR.1-3), Fundations (GR. K-3), Phonics for Reading (Grades 1-5), Words their Way (K-5), and Quick Reads (Grades 2-5). We observe reading behaviors by using he Benchmark Assessment System (BAS) to understand oral language, phonological awareness, phonics, fluency, and comprehension skills of a child in order to plan andimplement Tier 2 and/or Tier 3 intervention instructional practices appropriate to each student'sindividual needs. Targeted supplemental intervention (Tier 2) and/or Intensive Interventions(Tier 3) is conducted by the classroom teacher and the Teacher ESE Support Facilitator asdirected in the students Individual Educational Plan (IEP).

What type of professional learning have your teachers had to ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

Our teachers have attended a variety of professional learning opportunities in order to ensure that all classroom instruction is accessible to the full range of learners using Universal Designs

for Learning (UDL) for effective instructional design and delivery. In the area of literacy, many teachers have attended training for small group guided reading, Benchmark Assessment System training to support the use of the literacy continuum in planning effective lesson for each individual learner, Differentiated Literacy Centers which provide information on how to use guided reading along with literacy based centers to meet the educational and multisensory needs of each student.

Describe the activities implemented at your school to increase the percentage of ELLs becoming proficient on the ACCESS for ELLs.

We currently use Imagination Learning Software to assist ELL students with becoming

proficient on the ACCESS for ELLs. Teachers use Imagination Learning activities to enhance

the learning of all ELL students. Teachers also use ELL strategies from the ESOL instructional

Strategies Matrix in the classroom to assist ELL learners with daily lessons. We utilize an ELL

paraprofessional to assist ELL students and support teachers with using the Elevation strategies

and bilingual dictionaries and glossaries. Our teachers use ELL assessments, WIDA Standards

and instructional supports, and scaffold instruction for our ELL population. Our school works

hard to cultivate relationships between students and their parents to make them feel more

comfortable with the learning process.

Resources

- 2019 BROWARD DT1 Elementary Chart (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf)
- 2019 20 BROWARD K12 Reading Plan (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-20-BROWARD-K12-Reading-Plan.pdf)
- 2019 BROWARD DT 2 and DT 3 Secondary Level Charts (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT-2-and-3-Secondary-Level-Charts.pdf)
- Broward 2018-19 K-12 Comprehensive Research-Based Reading Plan (http://www.fldoe.org/core/fileparse.php/7539/urlt/Broward1819-K12RP.pdf)
- BCPS Literacy Field Guide for Educators (http://www.bcps-literacyguide.com/)
- World-Class Instructional Design and Assessment for ELL (https://wida.wisc.edu/)
- Can Do Descriptors for ELL (https://wida.wisc.edu/teach/can-do/descriptors)
- SWD Support Resources (https://browardschools.instructure.com/courses/661066)
- Framework For ELL Achievement ESSA (V2) (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Framework-for-ELL-Achievement_ESSA-V2.pptx)
- Supplemental Title III Materials List (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Supplemental-Title-III-Materials-List.doc)
- Tier I Core Instructional Factors for ELLs (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Tier-1-Core-Instructional-Factors-for-ELLs.pdf)

☆ Safe and Supportive Environment

Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade	
Grade Level PLS's	Tuesday		9/10/2019 - 5/12/2020	2:00 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Eagle-Ridge-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3441_09062019_Broward-SAM--Eagle-Ridge-Elementary-School.pdf)	Cortney Roberts	9/6/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd, 4th, 5th	9/9/2019 - 5/18/2020	11:00 AM - 2:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3441_09122019_SEL-Action-Plan-2019-20.docx)	Tresa Davis	9/12/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
EagleRidge-SPBP1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3441_05202019_EagleRidge-SPBP1920.pdf)	Tyyne Hogan	5/20/2019
Eagle-Ridge-ES-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3441_05242019_Eagle-Ridge-ES-Feedback-Form-2019-20.pdf)	Valerie Blackwell	5/24/2019

Attendance Plan

Total School AVG

		Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
School Year	**Population**	**Number**	**%**	**Number**	**%**	**Number**	**%**	**Number**	**%**
2016 - 2017	868	563	64.86	247	28.46	51	5.88	7	0.81
2017 - 2018	881	564	64.02	247	28.04	64	7.26	6	0.68
2018 - 2019	859	528	61.47	258	30.03	70	8.15	3	0.35

Grade Level Breakdown

			Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
School Year	**Grade Level**	**Population**	**Number**	**%**	**Number**	**%**	**Number**	**%**	**Number**	**%**
2018 - 2019	KG	121	75	61.98	31	25.62	15	12.40	0	0.00
2018 - 2019	01	172	103	59.88	57	33.14	11	6.40	1	0.58
2018 - 2019	02	127	85	66.93	37	29.13	5	3.94	0	0.00
2018 - 2019	03	141	89	63.12	40	28.37	11	7.80	1	0.71
2018 - 2019	04	152	86	56.58	55	36.18	11	7.24	0	0.00
2018 - 2019	05	146	90	61.64	38	26.03	17	11.64	1	0.68

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had **61.5**% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had **8.5**% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **0.3**% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
3441_09122019_Attendance-Plan-Elementary-3441..pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3441_10162019_3441_09122019_Attendance-Plan-Elementary-3441..pdf)	Kimberly McCarthy	10/16/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
ASCP-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3441_09122019_ASCP-2019.pdf)	Tresa Davis	9/12/2019

Equity Plan

File Name	File Uploaded By	Upload Date
RussoEquityPlan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3441_09232019_RussoEquityPlan.pdf)	Natalie Russo	9/23/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_2018.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3441_09122019_BPIE_2018.pdf)	Lindsey Sierra	9/12/2019

☆ **Effective Communication**   ⌃ ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
September-sign-in-nonmembers.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3441_10312019_September-sign-in-nonmembers.pdf)	October	Monitored	10/31/2019
September-sign-in-Members(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3441_10312019_September-sign-in-Members(1).pdf)	September	Monitored	10/31/2019
October-sign-in-with-A+-vote.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3441_10312019_October-sign-in-with-A+-vote.pdf)	October	A+ Funds	10/31/2019
SAC-agenda-for-October.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3441_10222019_SAC-agenda-for-October.docx)	October	A+ Funds	10/22/2019
SAC-minutes-Sept-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3441_10222019_SAC-minutes-Sept-2019.pdf)	September	Approved	10/22/2019
SAC-Agenda-9_23_19.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3441_10212019_SAC-Agenda-9_23_19.docx)	September	Approved	10/21/2019
ERE-SAC-Bylaws19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3441_09242019_ERE-SAC-Bylaws19-20.pdf)	September	SAC ByLaws	9/24/2019
SAF-19-08-26-AGENDA.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3441_08312019_SAF-19-08-26-AGENDA.pdf)	August	None	8/31/2019
SAC_August_Signin.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3441_08312019_SAC_August_Signin.pdf)	August	None	8/31/2019
SAC-minutes-Aug-2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3441_08312019_SAC-minutes-Aug-2019.docx)	August	None	8/31/2019
SAC-Agenda-8_26_19.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3441_08312019_SAC-Agenda-8_26_19.docx)	August	None	8/31/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Student-Survey19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3441_09122019_Student-Survey19.pdf)	Crystal Moonilal	9/12/2019
Staff-Survey19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3441_09122019_Staff-Survey19.pdf)	Crystal Moonilal	9/12/2019
Parent-SurveyBili19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3441_09122019_Parent-SurveyBili19.pdf)	Crystal Moonilal	9/12/2019
Parent-Survey19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3441_09122019_Parent-Survey19.pdf)	Crystal Moonilal	9/12/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
CustomerService.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3441_09252019_CustomerService.pdf)	Tresa Davis	9/25/2019

File Name	File Uploaded By	Upload Date
CatchThemBeingGreat.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3441_09252019_CatchThemBeingGreat.pdf)	Tresa Davis	9/25/2019
CulturalAwareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3441_09252019_CulturalAwareness.pdf)	Tresa Davis	9/25/2019
Face-Plan-Template-(3).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3441_09272019_Face-Plan-Template-(3).docx)	Tresa Davis	9/27/2019

☆ School Info   ▲ ✖

School Name	Heron Heights ES (3961)	School Grade (2018 - 2019)	A
Title 1 School	No	Differentiated Accountability (DA)	No
School of Excellence	Yes	ESSA School	Yes
Executive Summary	⊙ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3961_09102019_Executive-Summary-2019-2020.d		

☆ High Quality Instruction   ▲ ✖

Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	171	15	0	0	---	N/A	0	0	0	N/A
01	180	22	0	0	---	0	0	0	0	N/A
02	188	12	0	0	---	0	0	0	0	12
03	170	8	0	0	10	---	0	1	0	167
04	218	13	0	0	24	---	0	0	0	214
05	190	24	0	0	19	---	0	0	0	187

Data For: 2018-2019 (Last updated: 9/18/2019)

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	200	19	0	0	---	0	0	0	0	N/A
01	174	13	0	0	---	0	0	1	0	N/A
02	188	15	0	0	---	0	1	2	0	10
03	197	10	0	0	12	---	5	4	0	191
04	176	11	0	0	8	---	8	8	0	173
05	225	20	2	0	34	---	34	35	0	220

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

Students that indicate a deficiency in phonics and phonemic awareness, as determined by the BAS, will receive Fundations, Making Words, or Leveled Literacy Interventions. Students that demonstrate a deficiency in fluency, vocabulary, and reading comprehension will receive intervention through Leveled Literacy Intervention. Students that demonstrate phonics deficiencies in grades 3-5, have the option of receiving Wilson. Lastly, students that only demonstrate deficiencies in comprehension without deficiences in the other reading components may receive intensive skill and strategy work within standards. Lastly, a common formative assessment will break down the ELA standards that require further remediation and/or enrichment. A combination of diagnostic data obtained from the I-ready, Standards Mastery, BAS, and BAS optional assessments will be used to inform instructional practices and interventions.

Math diagnostic data will be gleaned from the Pre-requesite test given at the beginning of the school year. A common formative assessment, i-ready diagnostic, and chapter tests will determine a need for intervention and/or instruction. The GO MATH reteach, GO MATH intensive intervention, and GO MATH strategic skills packet will be used as needed. Small group instruction, the use of manipulatives, and frequent progress monitoring will be used to continue to make instructional decisions.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=3961&district=06)

K-12 Comprehensive Reading Plan

Who is responsible to ensure classroom instruction is aligned to grade-level standards and what evidence is collected to demonstrate that classroom instruction is aligned to grade-level standards?

Literacy coaches provide professional development PLC's are developed on standards based instruction. Administration follow up reviewing lesson plans and observations.

What specific progress monitoring data is collected to determine that students by subgroups are progressing toward reading proficiency and who at the school level is responsible for collecting and reviewing student progress monitoring data?

Literacy Coaches monitor on BASIS recorded data and follow up in Data Chats with classroom and ESE teachers.

How does your school ensure that students that are not progressing towards individual and grade level goals are being monitored and provided with the appropriate interventions using the K-5 or 6-12 Identification/Intervention Reading Decision Chart?

BAS data is used to identify student needs in Part 1 Oral and Fluency and Part 2 Comprehension and administered the outlined assessments in the decision chart to determine targeted interventions. Follow up in Data Chats with each grade level.

What instructional practices and resources are used at your school, including specially designed instruction for SWDs, to provide targeted supplemental intervention (Tier 2) and/or Intensive interventions (Tier 3) to students, when, and by whom?

Instructional practices include intensive small group reading instruction using research based strategies. Resources include LLI Leveled Literacy Instruction, Fundations I and I. These are provided by the classroom teachers and the ESE teacher daily.

What type of professional learning have your teachers had to ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

District Professional development and supporting through Professional Learning Community.

Describe the activities implemented at your school to increase the percentage of ELLs becoming proficient on the ACCESS for ELLs.

Para professional guided by the Literacy Coach provides vocabulary development support for students. We will also add additional support in writing to increase this area of weakness. This year our Level 1 students will use Imagine Technology program. Teachers will also be trained on using Ellevation Resources to support student learning in class.

Resources

- 2019 BROWARD DT1 Elementary Chart (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf)
- 2019 20 BROWARD K12 Reading Plan (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-20-BROWARD-K12-Reading-Plan.pdf)
- 2019 BROWARD DT 2 and DT 3 Secondary Level Charts (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT-2-and-3-Secondary-Level-Charts.pdf)
- Broward 2018-19 K-12 Comprehensive Research-Based Reading Plan (http://www.fldoe.org/core/fileparse.php/7539/urlt/Broward1819-K12RP.pdf)
- BCPS Literacy Field Guide for Educators (http://www.bcps-literacyguide.com/)
- World-Class Instructional Design and Assessment for ELL (https://wida.wisc.edu/)
- Can Do Descriptors for ELL (https://wida.wisc.edu/teach/can-do/descriptors)
- SWD Support Resources (https://browardschools.instructure.com/courses/661066)

- Framework For ELL Achievement ESSA (V2) (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Framework-for-ELL-Achievement_ESSA-V2.pptx)
- Supplemental Title III Materials List (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Supplemental-Title-III-Materials-List.doc)
- Tier I Core Instructional Factors for ELLs (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Tier-1-Core-Instructional-Factors-for-ELLs.pdf)

☆ **Safe and Supportive Environment**   ⌃ ✖

Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade	
Balanced Literacy	Tuesday	1st, 2nd, 3rd, 4th	9/17/2019 - 5/15/2020	8:15 AM - 1:50 PM	K, 1, 2, 3, 4, 5	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Heron-Heights-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3961_09062019_Broward-SAM--Heron-Heights-Elementary-School.pdf)	Cortney Roberts	9/6/2019
MTSS-Action-Plan-3961.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3961_10032019_MTSS-Action-Plan-3961.docx)	Michelle Griffiths	10/3/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	8/28/2019 - 5/22/2020	8:30 AM - 1:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
2019-2020-SEL-Plan-3961-Heron-Heights.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3961_09102019_2019-2020-SEL-Plan-3961-Heron-Heights.docx)	Michelle Griffiths	9/10/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
HHE_2019_20_SPBP_Final.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3961_05022019_HHE_2019_20_SPBP_Final.pdf)	Patricia Victoria	5/2/2019
Heron-Heights-Feedback-Form-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3961_06182019_Heron-Heights-Feedback-Form-19-20.pdf)	Desiree Montalvo	6/18/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	1156	717	62.02	355	30.71	72	6.23	12	1.04
2017 - 2018	1118	653	58.41	371	33.18	88	7.87	6	0.54
2018 - 2019	1159	678	58.50	376	32.44	99	8.54	6	0.52

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	200	104	52.00	76	38.00	17	8.50	3	1.50
2018 - 2019	01	173	109	63.01	49	28.32	15	8.67	0	0.00
2018 - 2019	02	188	117	62.23	50	26.60	21	11.17	0	0.00
2018 - 2019	03	197	125	63.45	61	30.96	9	4.57	2	1.02
2018 - 2019	04	176	98	55.68	64	36.36	14	7.95	0	0.00
2018 - 2019	05	225	125	55.56	76	33.78	23	10.22	1	0.44

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had **58.5**% of students in this category, which was more than 2% above the District average (55.7%). Our goal is to maintain or further improve regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had **9.1**% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **0.5**% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
3961-Attendance-Plan-Revised-11.6.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3961_11062019_3961-Attendance-Plan-Revised-11.6.19.pdf)	Michelle Griffiths	11/6/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date

File Name	File Uploaded By	Upload Date
Counseling-Plan-2019-3961.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3961_10032019_Counseling-Plan-2019-3961.pdf)	Michelle Griffiths	10/3/2019

Equity Plan

File Name	File Uploaded By	Upload Date
2019-2020-Equity-Plan-3961-Heron-Heights.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3961_09102019_2019-2020-Equity-Plan-3961-Heron-Heights.docx)	Michelle Griffiths	9/10/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
3961_05312018_BPIE-2020-HHE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3961_09102019_3961_05312018_BPIE-2020-HHE.pdf)	Michelle Griffiths	9/10/2019

☆ **Effective Communication**   ⌃ ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
HHE-9-16-19-SAF-meeting.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3961_10032019_HHE-9-16-19-SAF-meeting.pdf)	September	None	10/3/2019
HHE-9-16-19-SAC-Meeting.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3961_10032019_HHE-9-16-19-SAC-Meeting.pdf)	September	Developed	10/3/2019

AdvancED eProve Survey Results

No files have been uploaded.

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
19-20-Customer-Service-Faculty-Meeting.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3961_10032019_19-20-Customer-Service-Faculty-Meeting.pdf)	Patricia Victoria	10/3/2019
Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3961_10032019_Cultural-Awareness.pdf)	Patricia Victoria	10/3/2019

File Name	File Uploaded By	Upload Date
Round-of-Applause.JPG (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3961_10032019_Round-of-Applause.JPG)	Patricia Victoria	10/3/2019
Parent-Information.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3961_10032019_Parent-Information.jpg)	Patricia Victoria	10/3/2019

☆ School Info   ⌃ ✖

School Name	Maplewood ES (2741)	School Grade (2018 - 2019)	B
Title 1 School	[Yes]	Differentiated Accountability (DA)	[No]
School of Excellence	[No]	ESSA School	[Yes]
Executive Summary	⊙ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2741_09262019_Maplewood-Elem-Executive-Summ		

☆ High Quality Instruction   ⌃ ✖

Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	112	20	0	0	---	0	0	1	0	N/A
01	118	16	0	0	---	0	3	11	0	N/A
02	144	28	1	0	---	0	3	10	0	N/A
03	111	11	0	0	28	---	1	7	1	107
04	127	18	1	0	26	---	0	0	0	118
05	119	19	0	0	25	---	0	0	0	112

Data For: 2018-2019 (Last updated: 9/18/2019)

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	117	11	1	0	---	0	0	0	0	N/A
01	122	19	0	0	---	0	2	11	0	N/A
02	117	11	0	0	---	0	1	1	0	N/A
03	125	19	0	0	22	---	20	18	0	111
04	112	13	1	0	23	---	10	5	0	100
05	121	19	0	0	36	---	16	11	0	109

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

We ensure that students that are not progressing towards individual and grade level goals and being monitored and provided with appropriate interventions with the following processes:
Individual teacher data chats: Principal and Leadership team meet with each teacher to review student progress and implement appropriate interventions through grade level BAS Decision Charts

RTI: After identifying and evaluating students who are not meting grade level expectations, Tier 2 Plans are developed. Intervention data is monitored for 6-9 weeks. Results will determine whether a child is moved to Tier 3 Interventions. We meet quarterly to discuss student progress and tweak student intervention plans based on the data.

The following programs are used for intervention/progress monitoring:

- i-Ready Reading will be administered 3 times a year for grades K-5. Reports will be monitored by instructional coaches and administration.

- Grade K-5 using Fountas and Pinnell Leveled Literacy Intervention (LLI).

- Students in grades K-3 are using Fountas and Pinnell Phonics and Word Study.

- Students in grade 4 - 5 who have a phonic deficit utilize Phonics for Reading.

- Grade K to 5 are using the Fountas and Pinnell Benchmark System to progress monitor three times a year.

- Easy CBM (curriculum based measurement)

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=2741&district=06)

K-12 Comprehensive Reading Plan

Who is responsible to ensure classroom instruction is aligned to grade-level standards and what evidence is collected to demonstrate that classroom instruction is aligned to grade-level standards?

Instructional coaches will be responsible for collecting, reviewing, and monitoring student achievement progress. Our curriculum includes interdisciplinary units of study aligned to grade-level standards provided by the county.

What specific progress monitoring data is collected to determine that students by subgroups are progressing toward reading proficiency and who at the school level is responsible for collecting and reviewing student progress monitoring data?

Maplewood utilizes a team approach for the collecting, reviewing, and monitoring student achievement progress. A variety of data is used to determine student progress:

- BAS

- I-Ready

How does your school ensure that students that are not progressing towards individual and grade level goals are being monitored and provided with the appropriate interventions using the K-5 or 6-12 Identification/Intervention Reading Decision Chart?

We ensure that students that are not progressing towards individual and grade level goals and being monitored and provided with appropriate interventions with the following processes:
Individual teacher data chats: Principal and Leadership team meet with each teacher to review student progress and implement appropriate interventions through grade level BAS Decision Charts

RTI: After identifying and evaluating students who are not meting grade level expectations, Tier 2 Plans are developed. Intervention data is monitored for 6-9 weeks. Results will determine whether a child is moved to Tier 3 Interventions. We meet quarterly to discuss student progress and tweak student intervention plans based on the data.

What instructional practices and resources are used at your school, including specially designed instruction for SWDs, to provide targeted supplemental intervention (Tier 2) and/or Intensive interventions (Tier 3) to students, when, and by whom?

The school-based leadership team will review the core curriculum and the intervention materials approved for use through the district's K-12 Reading Plan for areas within the curriculum that need to have a more complex alignment to the standards or that need more opportunities for practice due to complexity. They will also review the vertical alignment across grade levels to identify how to provide a continuum of support for SWD, and scheduled progress monitoring within the core and the interventions provided. Targeted students will receive additional skill practice, as identified through diagnostic assessments or Individualized Education Plans (IEPs). SWAG (formative assessment) drives the instruction for students. Tier 2 and Tier 3 supplemental interventions include LLI, and Phonics for Reading. Interventionists meet with SWDs to meet their IEP reading goals. Tier 2 and Tier 3 Interventions are administered by classroom teachers.

- a-Ready Reading will be administered 3 times a year for grades K-5. Reports will be monitored by instructional coaches and administration.

- Grade K-5 using Fountas and Pinnell Leveled Literacy Intervention (LLI).

- Students in grades K-3 are using Fountas and Pinnell Phonics and Word Study.

- Students in grade 4 - 5 who have a phonic deficit utilize Phonics for Reading.

- Grade K to 5 are using the Fountas and Pinnell Benchmark System to progress monitor three times a year.

- Easy CBM (curriculum-based measurement)

What type of professional learning have your teachers had to ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

The purpose of Universal Design for Learning (UDL) principles is to maximize learning opportunities for students, including students with disabilities, students who are gifted and talented, and students who are English language learners, and guides us in the development of curriculum, instructional planning, instructional delivery, material selection and assessments. Students have many options for reading, including print, digital, text-to-speech and audiobooks. All teachers have been trained in Balanced Literacy. Professional Learning Communities meet regularly to ensure that all classroom instruction is accessible to a full range of learners.
Through school PD,
- Representation: teachers provide the learner various ways of acquiring information and knowledge
- Expression: providing the learner alternatives for demonstrating their knowledge and skills (what they know)-Literacy Centers
- Engagement: tap into learners' interests, challenge them appropriately, and motivate them to learn, uncommon

Describe the activities implemented at your school to increase the percentage of ELLs becoming proficient on the ACCESS for ELLs.

Activities implemented at Maplewood to help increase the percentage of ELL's becoming proficient are:

- Content-based language instruction in which English is taught through vocabulary related to the content areas aimed at proficiency in English and academic achievement

- Literacy-based instruction in which the teacher teaches language goals based on the WIDA standards

- All instructional staff will have Can Do descriptors displayed, referred to when appropriate and used for small group instruction

- All A1 students will use Imagine Reading daily for 15 minutes.

- Grade K-5 using Fountas and Pinnell Leveled Literacy Intervention (LLI).

- Students in grades K-3 are using Fountas and Pinnell Phonics and Word Study.

- Students in grade 4 - 5 who have a phonic deficit utilize Phonics for Reading.

- Grade K to 5 are using the Fountas and Pinnell Benchmark System to progress monitor three times a year.

- Easy CBM (curriculum-based measurement)

Resources

- 2019 BROWARD DT1 Elementary Chart (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf)
- 2019 20 BROWARD K12 Reading Plan (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-20-BROWARD-K12-Reading-Plan.pdf)
- 2019 BROWARD DT 2 and DT 3 Secondary Level Charts (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT-2-and-3-Secondary-Level-Charts.pdf)
- Broward 2018-19 K-12 Comprehensive Research-Based Reading Plan (http://www.fldoe.org/core/fileparse.php/7539/urlt/Broward1819-K12RP.pdf)
- BCPS Literacy Field Guide for Educators (http://www.bcps-literacyguide.com/)
- World-Class Instructional Design and Assessment for ELL (https://wida.wisc.edu/)
- Can Do Descriptors for ELL (https://wida.wisc.edu/teach/can-do/descriptors)
- SWD Support Resources (https://browardschools.instructure.com/courses/661066)
- Framework For ELL Achievement ESSA (V2) (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Framework-for-ELL-Achievement_ESSA-V2.pptx)
- Supplemental Title III Materials List (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Supplemental-Title-III-Materials-List.doc)

- Tier I Core Instructional Factors for ELLs (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Tier-1-Core-Instructional-Factors-for-ELLs.pdf)

☆ **Safe and Supportive Environment**   ⌃ ✖

Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
PLC 19-20 2741 ELA Special Programs K-5	Friday	2nd, 4th	8/7/2019 - 5/15/2020	2:00 PM - 3:00 PM	K, 1, 2, 3, 4, 5
PLC 19-20 2741 ELA 3	Thursday	1st, 3rd	8/7/2019 - 5/15/2020	2:00 PM - 3:00 PM	3
PLC 19-20 2741 Math/ELA 1	Thursday	1st, 3rd	8/7/2019 - 5/15/2020	2:00 PM - 3:00 PM	1
PLC 19-20 2741 Social Emotional Pre-K	Thursday	1st, 3rd	8/7/2019 - 5/15/2020	2:00 PM - 3:00 PM	Pre K
PLC 19-20 2741 ELA 4th/5th	Thursday	2nd, 4th	8/7/2019 - 5/15/2020	2:00 PM - 3:00 PM	4, 5
PLC 19-20 2741 ELA 2	Thursday	1st, 2nd, 3rd	8/7/2019 - 5/15/2020	2:00 PM - 3:00 PM	2
PLC 19-20 2741 Math/ELA K	Thursday	2nd, 4th	8/7/2019 - 5/15/2020	2:00 PM - 3:00 PM	K
PLC 19-20 2741 Math/Science 4th/5th	Thursday	2nd, 4th	8/7/2019 - 5/15/2020	2:00 PM - 3:00 PM	4, 5

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Maplewood-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2741_09102019_Broward-SAM--Maplewood-Elementary-School.pdf)	Shavonda Mitchum	9/10/2019
Maplewood-MTSS-RtI-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2741_09262019_Maplewood-MTSS-RtI-Action-Plan.pdf)	Holly Borden	9/26/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd	8/21/2019 - 6/1/2020	8:00 AM - 2:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2741_09252019_SEL-Plan.pdf)	Craig Saban	9/25/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
maplewood_04302019_SPBP201920.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2741_05202019_maplewood_04302019_SPBP201920.docx)	Desiree Montalvo	5/20/2019
Maplewood-ES-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2741_05242019_Maplewood-ES-Feedback-Form.pdf)	LaToya Flournoy	5/24/2019

Attendance Plan

Total School AVG

		Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
School Year	Population	Number	%	Number	%	Number	%	Number	%
2016 - 2017	765	410	53.59	239	31.24	100	13.07	16	2.09
2017 - 2018	744	401	53.90	224	30.11	93	12.50	26	3.49
2018 - 2019	714	406	56.86	206	28.85	85	11.90	17	2.38

Grade Level Breakdown

			Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
School Year	Grade Level	Population	Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	117	71	60.68	33	28.21	13	11.11	0	0.00
2018 - 2019	01	122	55	45.08	45	36.89	20	16.39	2	1.64
2018 - 2019	02	117	79	67.52	27	23.08	7	5.98	4	3.42
2018 - 2019	03	125	64	51.20	40	32.00	18	14.40	3	2.40
2018 - 2019	04	112	68	60.71	29	25.89	10	8.93	5	4.46
2018 - 2019	05	121	69	57.02	32	26.45	17	14.05	3	2.48

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had **56.9**% of students in this category, which was within 2% of the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had **14.3**% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **2.4**% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date

File Name	File Uploaded By	Upload Date
Maplewood-Attendance-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2741_10152019_Maplewood-Attendance-Plan-2019.pdf)	Holly Borden	10/15/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
School-Counseling-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2741_09252019_School-Counseling-Plan.pdf)	Craig Saban	9/25/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Maplewood-Equity-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2741_10042019_Maplewood-Equity-Plan-2019.pdf)	Holly Borden	10/4/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
Maplewood-BPIE-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2741_10012019_Maplewood-BPIE-2019.pdf)	Holly Borden	10/1/2019

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SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Maplewood-Elem-October-SAC-and-SAF-Meeting.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2741_10152019_Maplewood-Elem-October-SAC-and-SAF-Meeting.pdf)	October	Monitored	10/15/2019
Maplewood-Elem-SAC-Composition-as-of-10-4.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2741_10042019_Maplewood-Elem-SAC-Composition-as-of-10-4.pdf)	October	None	10/4/2019
Maplewood-Elem-SAC-Composition-as-of-9-16.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2741_09262019_Maplewood-Elem-SAC-Composition-as-of-9-16.pdf)	September	None	9/26/2019
Maplewood-Elem-SAC-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2741_09262019_Maplewood-Elem-SAC-ByLaws.pdf)	September	SAC ByLaws	9/26/2019
Maplewood-Elem-September-SAC-and-SAF-Meeting.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2741_09262019_Maplewood-Elem-September-SAC-and-SAF-Meeting.pdf)	September	Monitored	9/26/2019
Maplewood-Elem-SAC-2019-2020-Flyer.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2741_09262019_Maplewood-Elem-SAC-2019-2020-Flyer.pdf)	September	None	9/26/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Maplewood-Elem-Parent-Survey-Report-2018-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2741_09262019_Maplewood-Elem-Parent-Survey-Report-2018-19.pdf)	Holly Borden	9/26/2019
Maplewood-Elem-Staff-Survey-Report-2018-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2741_09262019_Maplewood-Elem-Staff-Survey-Report-2018-19.pdf)	Holly Borden	9/26/2019
Maplewood-Elem-Student-Survey-Report-2018-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2741_09262019_Maplewood-Elem-Student-Survey-Report-2018-19.pdf)	Holly Borden	9/26/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Maplewood-Elem-Face-Plan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2741_09262019_Maplewood-Elem-Face-Plan.docx)	Holly Borden	9/26/2019

☆ School Info   ⌃ ✖

School Name	Park Trails ES (3781)	School Grade (2018 - 2019)	A
Title 1 School	No	Differentiated Accountability (DA)	No
School of Excellence	Yes	ESSA School	No
Executive Summary	⊕ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3781_10092019_Executive-Summary-Template201		

☆ High Quality Instruction   ⌃ ✖

Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	148	22	0	0	---	N/A	0	5	0	N/A
01	193	25	0	0	---	0	2	7	0	N/A
02	206	12	0	0	---	0	0	5	0	N/A
03	233	25	1	0	22	---	5	10	3	222
04	211	17	0	0	23	---	1	3	1	207
05	228	20	1	0	31	---	5	7	4	222

Data For: 2018-2019 (Last updated: 9/18/2019)

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	182	22	0	0	---	0	0	2	0	N/A
01	164	19	0	0	---	0	0	3	0	N/A
02	219	21	0	0	---	0	0	2	0	N/A
03	211	13	1	0	23	---	7	4	0	205
04	231	23	1	0	13	---	13	14	1	221
05	233	17	0	0	12	---	12	12	2	229

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

We ensure that students that are not progressing towards individual and grade level goals and being monitored and provided with appropriate interventions with the following processes:
Individual teacher data chats: Principal and Leadership team meet with each teacher to review student progress and implement appropriate interventions through grade level BAS Decision Charts

RTI: After identifying and evaluating students who are not meting grade level expectations, Tier 2 Plans are developed. Intervention data is monitored for 6-9 weeks. Results will determine whether a child is moved to Tier 3 Interventions. We meet quarterly to discuss student progress and tweak student intervention plans based on the data.

The following programs are used for intervention/progress monitoring:

- i-Ready Reading will be administered 3 times a year for grades K-5. Reports will be monitored by instructional coaches and administration.

- Grade K-5 using Fountas and Pinnell Leveled Literacy Intervention (LLI).

- Students in grades K-3 are using Fountas and Pinnell Phonics and Word Study.

- Students in grade 4 - 5 who have a phonic deficit utilize Phonics for Reading.

- Grade K to 5 are using the Fountas and Pinnell Benchmark System to progress monitor three times a year.

- Easy CBM (curriculum based measurement)

School Report Card

Ⓒ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=3781&district=06)

K-12 Comprehensive Reading Plan

Who is responsible to ensure classroom instruction is aligned to grade-level standards and what evidence is collected to demonstrate that classroom instruction is aligned to grade-level standards?

. All Classroom Teachers and Support Facilitators
- During PLC's teachers monitor instructional practices to ensure alignment to grade level standards
- Teachers are responsible for collecting data through the use of the BAS, iReady, and a variety of formative assessments.
- Teams utilize the District Decision Tree to guide decision making in determining appropriate interventions.

Leadership Team (Principal, Assistant Principals, Literacy Coach, Guidance Counselor, and ESE Specialist)
- Participate in PLC's to provide additional guidance and support to confirm adherence to grade level expectations
- Collect individual teacher data in order to monitor the Tier 1, Tier 2, and Tier 3 instruction of all students throughout the school year.

What specific progress monitoring data is collected to determine that students by subgroups are progressing toward reading proficiency and who at the school level is responsible for collecting and reviewing student progress monitoring data?

Teachers administer the Benchmark Assessment (BAS) to diagnose and monitor students' progress toward meeting grade level reading proficiency in grades K-3 and for struggling readers (scoring level 1 or 2 on FSA-ELA) in grades 4-5. STAR Early Literacy assessment is administered to all kindergarten students to identify early literacy skills. Kindergarten students are also administered Letter Names, Letter Sounds, and Concepts of Print assessments for additional progress monitoring. English Language Learners (ELL) participate in the same progress monitoring assessments in grades K-5. Additionally, Idea Proficiency Test (IPT) is administered to ELLs to monitor English Language Proficiency. New this school year, all A1 ELL's will be administered a diagnostic through the Imagine Learning Computer Program to determine weaknesses and strengths, and lessons are assigned to increase skills and progress in monitored through the program. The majority of SWDs are progress monitored using the tools referenced above. Students with significant cognitive disabilities are instructed utilizing the grade-level Florida Standards Access Points and progress is measured through curriculum-based assessments.

How does your school ensure that students that are not progressing towards individual and grade level goals are being monitored and provided with the appropriate interventions using the K-5 or 6-12 Identification/Intervention Reading Decision Chart?

CPST/Rti Quarterly Meetings; The CPST/RtI Team meets each Tuesday, from 7:30-3:00 to discuss the lowest 25% students in each class. Administration of Assessments. Teachers administer the BAS, analyze the data, administer the specified assessment based on the Decision Tree, analyze that data to make decisions regarding intervention and instruction. Specific Interventions: Teachers use specific intervention based on the identified weakness.

What instructional practices and resources are used at your school, including specially designed instruction for SWDs, to provide targeted supplemental intervention (Tier 2) and/or Intensive interventions (Tier 3) to students, when, and by whom?

Some of these programs are implemented by our ESE teachers in our ESE classrooms.   Some of these programs are provided by the classroom teachers for 6-9 weeks and then progress is analyzed to determine if the program is effective, if it should be continued, or if another strategy needs to be implemented. Intervention Resources available for our Tier 2 and Tier 3, as well as SWD's include:

- Fundations (K),
- Leveled Literacy Intervention (1-3) for word study, vocabulary, and comprehension
- iReady
- Phonics for Reading (2-5)
- Go Math Strategic Intervention (K-5)
- Touch Math (K-2)
- Support Coach (4-5)
- Reading Mastery (K-2)

What type of professional learning have your teachers had to ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

County based professional development: Through the Elementary Learning Department and the Literacy Department teachers are given professional development for Leveled Literacy Instruction, Benchmark Assessment System, Document Based Question (DBQ), and Guided Reading.

- Professional Learning Communities
  - Teachers will work collaboratively in PLC's twice a month to focus on student data and best practices to make informed decisions on planning, instruction, and delivery.
- School Based Professional Development
  - Decision Tree Chart training
  - Continued small group reading instruction
  - Specific interventions for identified weaknesses

Data Chats

Describe the activities implemented at your school to increase the percentage of ELLs becoming proficient on the ACCESS for ELLs.

Access report for each ELL student: WIDA Standards and Can Do Descriptors to plan for students' needs. Imagine Learning Computer-Based Program- This program is administered a diagnostic to ELL A1s only with prescriptive instructional lessons. I-Ready Computer-Based Program- All other ELL's are administered a diagnostic with prescriptive instructional lessons. Para-Professional is assigned to support all ELLs. Classroom instruction based on the ELL Strategy Matrix.

Resources

- 2019 BROWARD DT1 Elementary Chart (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf)
- 2019 20 BROWARD K12 Reading Plan (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-20-BROWARD-K12-Reading-Plan.pdf)
- 2019 BROWARD DT 2 and DT 3 Secondary Level Charts (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT-2-and-3-Secondary-Level-Charts.pdf)
- Broward 2018-19 K-12 Comprehensive Research-Based Reading Plan (http://www.fldoe.org/core/fileparse.php/7539/urlt/Broward1819-K12RP.pdf)
- BCPS Literacy Field Guide for Educators (http://www.bcps-literacyguide.com/)
- World-Class Instructional Design and Assessment for ELL (https://wida.wisc.edu/)
- Can Do Descriptors for ELL (https://wida.wisc.edu/teach/can-do/descriptors)
- SWD Support Resources (https://browardschools.instructure.com/courses/661066)
- Framework For ELL Achievement ESSA (V2) (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Framework-for-ELL-Achievement_ESSA-V2.pptx)
- Supplemental Title III Materials List (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Supplemental-Title-III-Materials-List.doc)
- Tier I Core Instructional Factors for ELLs (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Tier-1-Core-Instructional-Factors-for-ELLs.pdf)

☆ **Safe and Supportive Environment**   ⌃ ✖

Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade	
ELA	Monday Tuesday Wednesday Thursday Friday	2nd, 4th	8/26/2019 - 6/2/2020	7:30 AM - 3:00 PM	K, 1, 2, 3, 4, 5	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Park-Trails-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3781_09062019_Broward-SAM--Park-Trails-Elementary-School.pdf)	Cortney Roberts	9/6/2019
MTSS-RtI-Action-Plan-Template-10-10-19.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3781_10102019_MTSS-RtI-Action-Plan-Template-10-10-19.docx)	Catherine Kager	10/10/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday Thursday	2nd, 4th	8/26/2019 - 6/2/2020	7:30 AM - 3:00 PM

Social Emotional Learning (SEL) Plan

No files have been uploaded.

School-wide Positive Behavior Plan (SPBP)

No files have been uploaded.

Attendance Plan

Total School AVG

		Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
School Year	Population	Number	%	Number	%	Number	%	Number	%
2016 - 2017	1375	819	59.56	431	31.35	112	8.15	13	0.95
2017 - 2018	1238	704	56.87	405	32.71	117	9.45	12	0.97
2018 - 2019	1240	667	53.79	442	35.65	113	9.11	18	1.45

Grade Level Breakdown

			Regular Attenders (0%-4.9% Absent)	At Risk (5%-9.9% Absent)	Chronic (10%-19.9% Absent)	Severe Chronic (20% or more Absent)

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
School Year	Grade Level	Population	Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	182	85	46.70	72	39.56	22	12.09	3	1.65
2018 - 2019	01	164	83	50.61	61	37.20	17	10.37	3	1.83
2018 - 2019	02	219	113	51.60	81	36.99	23	10.50	2	0.91
2018 - 2019	03	211	137	64.93	60	28.44	11	5.21	3	1.42
2018 - 2019	04	231	125	54.11	80	34.63	22	9.52	4	1.73
2018 - 2019	05	233	124	53.22	88	37.77	18	7.73	3	1.29

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had **53.8**% of students in this category, which was within 2% of the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had **10.6**% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **1.5**% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Elementary-Template-SIP.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3781_10092019_Attendance-Plan-Elementary-Template-SIP.docx)	Catherine Kager	10/9/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Park-Trails-Elementary-2019-20-AGP-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3781_10222019_Park-Trails-Elementary-2019-20-AGP-(1).pdf)	Catherine Kager	10/22/2019

Equity Plan

No files have been uploaded.

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-Template-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3781_10092019_BPIE-Plan-Template-(1).docx)	Catherine Kager	10/9/2019

☆ Effective Communication   ⌃   ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-SAF-Norms-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3781_10092019_SAC-SAF-Norms-2019-2020.docx)	October	A+ Funds	10/9/2019
SAC-SAF-Meetings-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3781_10092019_SAC-SAF-Meetings-2019-2020.docx)	October	A+ Funds	10/9/2019
SAC-ByLaws.html (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3781_10092019_SAC-ByLaws.html)	October	A+ Funds	10/9/2019
SAF-Agenda-Sept.-23.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3781_10092019_SAF-Agenda-Sept.-23.docx)	October	Monitored	10/9/2019
SAC-minutes-September-2019.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3781_10092019_SAC-minutes-September-2019.doc)	October	SAC ByLaws	10/9/2019
SAC-Minutes-August-2019.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3781_10092019_SAC-Minutes-August-2019.doc)	October	A+ Funds	10/9/2019
SAC-Agenda-September-2019.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3781_10092019_SAC-Agenda-September-2019.doc)	October	SAC ByLaws	10/9/2019
SAC-Agenda-August-2019.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3781_10092019_SAC-Agenda-August-2019.doc)	October	A+ Funds	10/9/2019

AdvancED eProve Survey Results

No files have been uploaded.

Family and Community Engagement (FACE) Plan

No files have been uploaded.

☆ School Info   ⌃ ✖

School Name	Ramblewood ES (2721)	School Grade (2018 - 2019)	B
Title 1 School	Yes	Differentiated Accountability (DA)	No
School of Excellence	No	ESSA School	No
Executive Summary	⊙ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2721_09042019_2019-2020-Executive-Summary.d(		

☆ High Quality Instruction   ⌃ ✖

Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	130	21	1	0	---	N/A	1	4	0	N/A
01	114	23	6	0	---	0	8	8	0	N/A
02	145	28	0	0	---	0	1	7	0	N/A
03	169	26	0	0	36	---	1	8	1	161
04	140	21	1	0	39	---	2	2	1	139
05	152	17	2	0	56	---	3	1	2	144

Data For: 2018-2019 (Last updated: 9/18/2019)

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	127	20	2	0	---	0	2	3	0	N/A
01	144	26	3	0	---	0	2	8	0	N/A
02	133	22	4	0	---	0	2	1	0	N/A
03	145	24	1	0	33	---	9	3	0	136
04	169	24	0	0	29	---	28	28	1	164
05	157	18	0	0	46	---	46	46	0	149

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

Based on Early Warning Indicators, our primary concern is grades 3-5 students scoring a Level 1 on FSA Reading/Math. At Ramblewood Elementary, we utilize several intervention programs to enhance student achievement. For Reading and Math, we use the iReady program. This program provides our students with guided instruction based on individual learning paths. This is a beneficial because students are provided a diagnostic assessment and instruction is tailored to their individual needs. Within the program, we also utilize the Standards Mastery, which is used for instruction as well as assessment and targets FSA Standards. In addition to iReady, for Reading we also use Leveled Literacy Intervention (LLI) targeting below-level students focused on comprehension skills in grades K-5. In our Primary grades, we utilize Soar to Success targeting comprehension and Fundations for phonics. Lastly, use we use QAR (Question/Answer/Response) with above-level students focusing on comprehension.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=2721&district=06)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
According to our 2018-2019 FSA results, Ramblewood Elementary overall learning gains in ELA were 65% and 65% in Math. The learning gains for our lowest quartile in ELA were 65% and 52% in Math. Therefore, increasing our learning gains overall in both ELA and Math are our targets for 2019-2020 school year. We will focus on Science K-5 as our FCAT Science dta was 41% decreasing by 3% from the previous year. Our goal is to continue improving upon our Science Achievement.	*Daily Tier 1 small group instruction in ELA and Math, *Daily Science instruction K-3 instruction through ELA block; 4-5 through the Science block, *Differentiated math practice through small group instruction, *On-going Professional Learning Communities (PLC), *Targeted double dose reading and math intervention	Administration, Coach and Teachers	5/1/2020	Professional development aligned to standards. The training will be provided by Elementary Learning and Math department, Science support from the Science department as well as the math department.		K-3 BAS Assessments - quarterly if students are reading 2 or more instructional levels, *4-5 (Level 1,2) BAS if students are reading 2 or more instructional levels, * iReady standards mastery 2-5, *K-5 LL data if applicable based on students levels, *BAS optional assessments if needed	

K-12 Comprehensive Reading Plan

Who is responsible to ensure classroom instruction is aligned to grade-level standards and what evidence is collected to demonstrate that classroom instruction is aligned to grade-level standards?

School administrators, team leaders, teachers, and support staff are responsible to ensure the instruction is aligned to the standards and the evidences collected are lessons plans, Benchmark Common Assessments, Formative Common Assessments, and classroom assessments.

What specific progress monitoring data is collected to determine that students by subgroups are progressing toward reading proficiency and who at the school level is responsible for collecting and reviewing student progress monitoring data?

*Star Early Literacy data is used to assess K students and determine early literacy strengths and needs Additionally, kindergarten students have letter names, sounds, and concepts of print administered.
*iReady Standards Mastery K-5 are administered to determine pathways for students' success.
*BAS Assessments are used to monitor students' progress. K-3 quarterly if students are reading two or more levels below instructional level. Also, students scoring level 1 or level 2 in grades 4-5.
*Administration and Literacy Coach are responsible for collecting and reviewing students progrss monitoring.
*ELL students will participate in all the above assessments but will additionally have Idea Proficiency Test (IPT).
*SWD will also participate in all the above assessments. Additionally quarterly progress monitoring is completed and uploaded into Ed Plan and communicate to parents via the IEP quarterly progress report.

How does your school ensure that students that are not progressing towards individual and grade level goals are being monitored and provided with the appropriate interventions using the K-5 or 6-12 Identification/Intervention Reading Decision Chart?

Our teachers have had to ensure all classroom instruction is accessible to all learners. The professional learning has included district and school based trainings:
*BAS - BAS Collaboration
*Small Group Instruction
*Small Group Instruction
*Dyslexia Training
*Standards Base Training
*iReady Training
*Balanced Literacy Training

What instructional practices and resources are used at your school, including specially designed instruction for SWDs, to provide targeted supplemental intervention (Tier 2) and/or Intensive interventions (Tier 3) to students, when, and by whom?

The classroom teachers are using Ellevation and strategies. ESOL instructional strategies matrix addendum and becoming proficient on ACCESS for ELL's. In addition A1's are using Imagine Learning. All A1's and A2's are being pulled out bi-weekly for additional ESOL services.

What type of professional learning have your teachers had to ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

Each teacher brings their BAS to their BAS to the MTSS meeting and the results are reviewed to determine if the appropriate intervention is being implemented and if not, what needs to change for the student to make progress. Additional assessments need to be administered as necessary.

Describe the activities implemented at your school to increase the percentage of ELLs becoming proficient on the ACCESS for ELLs.

The instructional practices we are currently using is balanced literacy, interactive read aloud/writing, sharing reading/writing, guided reading/writing. The resources we are using are Fundations 2nd Edition (K), Leveled Literacy Intervention (LLI) Grades (1-5), Soar to Success, Grades (3-4), ELL Resources and Leveled Readers (Grades K-5), S.W.D. utilize Visualizong and Verbalizing (K-2), SOARS (Gr. 3-5), Phonics for Reading (K-3), SMILE (K-2), Reading Mastery (K-2).

Resources

- 2019 BROWARD DT1 Elementary Chart (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf)
- 2019 20 BROWARD K12 Reading Plan (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-20-BROWARD-K12-Reading-Plan.pdf)
- 2019 BROWARD DT 2 and DT 3 Secondary Level Charts (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT-2-and-3-Secondary-Level-Charts.pdf)
- Broward 2018-19 K-12 Comprehensive Research-Based Reading Plan (http://www.fldoe.org/core/fileparse.php/7539/urlt/Broward1819-K12RP.pdf)
- BCPS Literacy Field Guide for Educators (http://www.bcps-literacyguide.com/)
- World-Class Instructional Design and Assessment for ELL (https://wida.wisc.edu/)
- Can Do Descriptors for ELL (https://wida.wisc.edu/teach/can-do/descriptors)
- SWD Support Resources (https://browardschools.instructure.com/courses/661066)
- Framework For ELL Achievement ESSA (V2) (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Framework-for-ELL-Achievement_ESSA-V2.pptx)
- Supplemental Title III Materials List (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Supplemental-Title-III-Materials-List.doc)
- Tier I Core Instructional Factors for ELLs (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Tier-1-Core-Instructional-Factors-for-ELLs.pdf)

☆ **Safe and Supportive Environment**   ⌃ ✖

Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade	
Ramblewood Elementary PLC Meetings	Tuesday Thursday	1st, 2nd	9/5/2019 - 3/12/2020	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Ramblewood-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2721_09102019_Broward-SAM--Ramblewood-Elementary-School.pdf)	Shavonda Mitchum	9/10/2019
MTSS-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2721_10022019_MTSS-2019-20.docx)	Gregory Charlotin	10/2/2019
2721_09102019_Broward-SAM--Ramblewood-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2721_10022019_2721_09102019_Broward-SAM--Ramblewood-Elementary-School.pdf)	Gregory Charlotin	10/2/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd, 4th, 5th	9/9/2019 - 6/1/2020	8:00 AM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2721_09272019_SEL-Action-Plan-2019.pdf)	Maria E Perez	9/27/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
RamblewoodSPBP-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2721_05202019_RamblewoodSPBP-2019-20.docx)	Desiree Montalvo	5/20/2019
Ramblewood-Elementary-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2721_05242019_Ramblewood-Elementary-Feedback-Form.pdf)	Miriam Gayle	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	855	482	56.37	232	27.13	125	14.62	16	1.87
2017 - 2018	873	471	53.95	259	29.67	116	13.29	27	3.09
2018 - 2019	875	452	51.66	268	30.63	141	16.11	14	1.60

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	127	56	44.09	50	39.37	18	14.17	3	2.36
2018 - 2019	01	144	65	45.14	47	32.64	30	20.83	2	1.39
2018 - 2019	02	133	70	52.63	38	28.57	24	18.05	1	0.75
2018 - 2019	03	145	91	62.76	30	20.69	22	15.17	2	1.38
2018 - 2019	04	168	87	51.79	52	30.95	27	16.07	2	1.19
2018 - 2019	05	158	83	52.53	51	32.28	20	12.66	4	2.53

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had **51.7**% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had **17.7**% of students in the chronic absenteeism category, which was within 2% of the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **1.6**% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Elementary-Template-SIP.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2721_10142019_Attendance-Plan-Elementary-Template-SIP.docx)	Gregory Charlotin	10/14/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date

File Name	File Uploaded By	Upload Date
School-Counseling-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2721_09262019_School-Counseling-Plan.pdf)	Maria E Perez	9/26/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Plan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2721_10022019_Equity-Plan.docx)	Gregory Charlotin	10/2/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
2721_10302018_BPIE_2017.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2721_09102019_2721_10302018_BPIE_2017.pdf)	Maria E Perez	9/10/2019

☆ **Effective Communication**   ⌃ ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
10-16-19-Minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2721_10242019_10-16-19-Minutes.pdf)	October	SAC ByLaws	10/24/2019
10-16-19-Sign-In.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2721_10242019_10-16-19-Sign-In.pdf)	October	SAC ByLaws	10/24/2019
10-16-19-Agenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2721_10242019_10-16-19-Agenda.pdf)	October	SAC ByLaws	10/24/2019
9-18-19-Guest-Sign-In.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2721_09292019_9-18-19-Guest-Sign-In.pdf)	September	SAC ByLaws	9/29/2019
9-18-19-Sign-In.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2721_09292019_9-18-19-Sign-In.pdf)	September	SAC ByLaws	9/29/2019
19-20-SAC-By-Laws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2721_09232019_19-20-SAC-By-Laws.pdf)	September	SAC ByLaws	9/23/2019
9-18-19-Minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2721_09232019_9-18-19-Minutes.pdf)	September	SAC ByLaws	9/23/2019
9-18-19-Agenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2721_09232019_9-18-19-Agenda.pdf)	September	SAC ByLaws	9/23/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
2018-2019-eProve-Parent-Survey-Results.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2721_09272019_2018-2019-eProve-Parent-Survey-Results.pdf)	Maria E Perez	9/27/2019
2018-2019-eProve-Staff-Survey-Results.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2721_09272019_2018-2019-eProve-Staff-Survey-Results.pdf)	Maria E Perez	9/27/2019
2018-2019-eProve-Student-Survey-Results.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2721_09272019_2018-2019-eProve-Student-Survey-Results.pdf)	Maria E Perez	9/27/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-Template-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2721_10022019_Face-Plan-Template-2019-20.docx)	Gregory Charlotin	10/2/2019
Catchthem-Being-Great-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2721_10022019_Catchthem-Being-Great-2019-20.docx)	Gregory Charlotin	10/2/2019
Cultural-Awareness-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2721_10022019_Cultural-Awareness-2019-20.docx)	Gregory Charlotin	10/2/2019
Customer-Service-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2721_10022019_Customer-Service-2019-20.docx)	Gregory Charlotin	10/2/2019
Programs-and-Services-Checklist-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2721_10022019_Programs-and-Services-Checklist-2019-20.docx)	Gregory Charlotin	10/2/2019

☆ School Info   ⌃ ✖

School Name	Riverglades ES (2891)	School Grade (2018 - 2019)		A
Title 1 School	No	Differentiated Accountability (DA)		No
School of Excellence	Yes	ESSA School		No
Executive Summary	⊙ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2891_09232019_Riverglades-Executive-Summary-...			

☆ High Quality Instruction   ⌃ ✖

Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	150	12	0	0	---	N/A	4	5	0	N/A
01	192	16	0	0	---	0	3	4	0	N/A
02	161	20	0	0	---	0	0	1	0	1
03	154	15	0	0	15	---	0	1	0	151
04	208	17	0	0	19	---	0	0	0	197
05	160	10	0	0	9	---	1	0	0	158

Data For: 2018-2019 (Last updated: 9/18/2019)

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	160	17	0	0	---	0	2	8	0	N/A
01	158	15	0	0	---	0	0	2	0	N/A
02	206	10	0	0	---	0	0	4	0	N/A
03	190	15	0	0	16	---	3	2	0	188
04	159	15	2	0	16	---	14	14	0	154
05	217	17	1	0	19	---	16	16	0	212

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

Based on Early Warning Indicators, our primary concern is grades 3-5 students scoring a Level 1 on FSA Reading/Math. At Ramblewood Elementary, we utilize several intervention programs to enhance student achievement. For Reading and Math, we use the iReady program. This program provides our students with guided instruction based on individual learning paths. This is a beneficial because students are provided a diagnostic assessment and instruction is tailored to their individual needs. Within the program, we also utilize the Standards Mastery, which is used for instruction as well as assessment and targets FSA Standards. In addition to iReady, for Reading we also use Leveled Literacy Intervention (LLI) targeting below-level students focused on comprehension skills in grades K-5. In our Primary grades, we utilize Soar to Success targeting comprehension and Fundations for phonics. Lastly, use we use QAR (Question/Answer/Response) with above-level students focusing on comprehension.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=2891&district=06)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Increase the ELA learning gains of the lowest 25% of Students with disabilities by 5 percentage points	Extend the PLC's of all grade levels to between 2 to 3 hour blocks and use the additional time for the identification of students in the lowest 30%, evaluate formative assessment data, and share best practices.	JoAnne Seltzer, Principal and Diane Jordan, Literacy Coach	6/1/2020	All Riverglades teachers will attend Mastery Connect training			
Increase Math Learning Gains by 10 points	Extend the PLC's of all grade levels to between 2 to 3 hour blocks and use the additional time for the identification of students in the lowest 30%, evaluate formative assessment data, and share best practices.	Joanne Seltzer, Principal and Diane Jordan, literacy Coach	6/1/2020	All Riverglades teachers will attend Mastery Connect training			

K-12 Comprehensive Reading Plan

Who is responsible to ensure classroom instruction is aligned to grade-level standards and what evidence is collected to demonstrate that classroom instruction is aligned to grade-level standards?

Riverglades administration is responsible for ensuring classroom instruction is aligned to grade-level standards through classroom observations. Data is collected each month.

What specific progress monitoring data is collected to determine that students by subgroups are progressing toward reading proficiency and who at the school level is responsible for collecting and reviewing student progress monitoring data?

Our progress monitoring data is collected through BAS, I Ready and Achieve. Administration collects the data..

How does your school ensure that students that are not progressing towards individual and grade level goals are being monitored and provided with the appropriate interventions using the K-5 or 6-12 Identification/Intervention Reading Decision Chart?

Our school uses MTSS through the RtI process to ensure students are progressing towards individual and grade level goals.

What instructional practices and resources are used at your school, including specially designed instruction for SWDs, to provide targeted supplemental intervention (Tier 2) and/or Intensive interventions (Tier 3) to students, when, and by whom?

We use Orton Gillinham Multisensory Reading Intervention, Just Words, I Ready, TEACH for ASD students, Touch Math, Leveled LIteracy Intervention, Imagine Learning for ELL's,

What type of professional learning have your teachers had to ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

Our teachers have been trained in Balanced Literacy, BAS, Orton Gillingham, LLI, Mastery Connect, I Ready, district PD as needed for individual teachers.

Describe the activities implemented at your school to increase the percentage of ELLs becoming proficient on the ACCESS for ELLs.

We use Imagine Learning, LLI, IReady, ELL para support, and support through the ELL matrix.

Resources

- 2019 BROWARD DT1 Elementary Chart (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf)
- 2019 20 BROWARD K12 Reading Plan (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-20-BROWARD-K12-Reading-Plan.pdf)
- 2019 BROWARD DT 2 and DT 3 Secondary Level Charts (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT-2-and-3-Secondary-Level-Charts.pdf)
- Broward 2018-19 K-12 Comprehensive Research-Based Reading Plan (http://www.fldoe.org/core/fileparse.php/7539/urlt/Broward1819-K12RP.pdf)
- BCPS Literacy Field Guide for Educators (http://www.bcps-literacyguide.com/)
- World-Class Instructional Design and Assessment for ELL (https://wida.wisc.edu/)
- Can Do Descriptors for ELL (https://wida.wisc.edu/teach/can-do/descriptors)
- SWD Support Resources (https://browardschools.instructure.com/courses/661066)
- Framework For ELL Achievement ESSA (V2) (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Framework-for-ELL-Achievement_ESSA-V2.pptx)
- Supplemental Title III Materials List (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Supplemental-Title-III-Materials-List.doc)
- Tier I Core Instructional Factors for ELLs (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Tier-1-Core-Instructional-Factors-for-ELLs.pdf)

☆ Safe and Supportive Environment　　　　　　　　　　⌃ ✖

Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade	
Data Chats	Tuesday	2nd, 4th	-	-	K, 1, 2, 3, 4, 5	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Riverglades-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2891_09062019_Broward-SAM--Riverglades-Elementary-School.pdf)	Cortney Roberts	9/6/2019
Riverglades_MTSS-RtI_2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2891_10042019_Riverglades_MTSS-RtI_2019-2020.pdf)	Bartow Duhart	10/4/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	-	-

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
Riverglades-SEL-Action-Plan--(Cari-Lynne-D%27angelo).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2891_10042019_Riverglades-SEL-Action-Plan--(Cari-Lynne-D%27angelo).pdf)	Bartow Duhart	10/4/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Riverglades-SPBP-2019-2020-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2891_05152019_Riverglades-SPBP-2019-2020-.pdf)	Bartow Duhart	5/15/2019
Riverglades-ES-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2891_05282019_Riverglades-ES-Feedback-Form-2019-20.pdf)	Kristina Dever	5/28/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	751	487	64.85	201	26.76	59	7.86	4	0.53
2017 - 2018	1036	624	60.23	317	30.60	81	7.82	14	1.35
2018 - 2019	1088	627	57.63	350	32.17	102	9.38	9	0.83

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	159	76	47.80	60	37.74	23	14.47	0	0.00
2018 - 2019	01	158	91	57.59	47	29.75	18	11.39	2	1.27
2018 - 2019	02	206	117	56.80	74	35.92	12	5.83	3	1.46
2018 - 2019	03	190	114	60.00	58	30.53	18	9.47	0	0.00
2018 - 2019	04	159	92	57.86	50	31.45	14	8.81	3	1.89
2018 - 2019	05	216	137	63.43	61	28.24	17	7.87	1	0.46

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had **57.6**% of students in this category, which was within 2% of the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had **10.2**% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **0.8**% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Riverglades-Elementary-SIP.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2891_10142019_Attendance-Plan-Riverglades-Elementary-SIP.docx)	Bartow Duhart	10/14/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Riverglades_School-Counseling-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2891_10042019_Riverglades_School-Counseling-Plan.pdf)	Bartow Duhart	10/4/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Riverglades-Equity-Diversity-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2891_10042019_Riverglades-Equity-Diversity-Action-Plan.pdf)	Bartow Duhart	10/4/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
Riverglades-ES-_BPIE-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2891_10042019_Riverglades-ES-_BPIE-Plan.pdf)	Bartow Duhart	10/4/2019

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SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
2891_SAC_AgendaMinutesSignIn-10282019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2891_11012019_2891_SAC_AgendaMinutesSignIn-10282019.pdf)	October	Monitored	11/1/2019
SAF_Minutes_Agenda_signIn_10282019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2891_11012019_SAF_Minutes_Agenda_signIn_10282019.pdf)	October	None	11/1/2019
SAF_09232019AfendaSignInMinutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2891_09272019_SAF_09232019AfendaSignInMinutes.pdf)	September	None	9/27/2019
SAC-Composite-1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2891_09272019_SAC-Composite-1920.pdf)	September	None	9/27/2019
SAC09232019SignInAgendaMinutesBylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2891_09272019_SAC09232019SignInAgendaMinutesBylaws.pdf)	September	SAC ByLaws	9/27/2019
SAC-Bylaws-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2891_09272019_SAC-Bylaws-2019-20.pdf)	September	SAC ByLaws	9/27/2019
SAF_08262019_Agenda_SignIn_Minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2891_09192019_SAF_08262019_Agenda_SignIn_Minutes.pdf)	September	None	9/19/2019
SAC_08262019_Agenda_SignIn_Minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2891_09192019_SAC_08262019_Agenda_SignIn_Minutes.pdf)	September	Developed	9/19/2019

AdvancED eProve Survey Results

No files have been uploaded.

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Riverglades-Face-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2891_10042019_Riverglades-Face-Plan.pdf)	Bartow Duhart	10/4/2019

☆ **School Info**   ⌃ ✖

School Name	Riverside ES (3031)	School Grade (2018 - 2019)		B
Title 1 School	No	Differentiated Accountability (DA)		No
School of Excellence	No	ESSA School		No
Executive Summary	⊕ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3031_10032019_School-Executive-Summary-19-20			

☆ **High Quality Instruction**   ⌃ ✖

Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	114	13	0	0	---	N/A	1	3	0	N/A
01	94	10	1	0	---	0	1	6	0	N/A
02	130	11	0	0	---	0	1	5	0	N/A
03	136	8	1	0	21	---	0	1	0	133
04	134	18	3	0	27	---	0	1	0	130
05	131	10	0	0	33	---	1	2	3	126

Data For: 2018-2019 (Last updated: 9/18/2019)

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	112	14	0	0	---	0	0	0	0	N/A
01	123	13	0	0	---	0	0	2	0	N/A
02	102	8	0	0	---	0	1	2	0	1
03	138	11	2	0	22	---	6	3	0	133
04	146	8	0	0	22	---	18	16	0	141
05	137	11	2	0	34	---	24	24	0	135

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

Based on Early Warning Indicators, our primary concern is grades 3-5 students scoring a Level 1 on FSA Reading/Math. At Ramblewood Elementary, we utilize several intervention programs to enhance student achievement. For Reading and Math, we use the iReady program. This program provides our students with guided instruction based on individual learning paths. This is a beneficial because students are provided a diagnostic assessment and instruction is tailored to their individual needs. Within the program, we also utilize the Standards Mastery, which is used for instruction as well as assessment and targets FSA Standards. In addition to iReady, for Reading we also use Leveled Literacy Intervention (LLI) targeting below-level students focused on comprehension skills in grades K-5. In our Primary grades, we utilize Soar to Success targeting comprehension and Fundations for phonics. Lastly, use we use QAR (Question/Answer/Response) with above-level students focusing on comprehension.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=3031&district=06)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Our Science proficiency will increase from 53% to 58% by May 2020 as measured by our FCAT Science.	Science and ELA intergration, Team PLCs	Teachers, Instructional support team, and administrators	5/29/2020	Science StemScopes & Science A-Z in-house staff support		Classroom walk-throughs and formal observations, teacher and instructional support team data chats	
Our Math lowest quartile, consisting predominately of our economically disadvantaged and minority students, will increase learning gains from 40% to 45% by May 2020, as measured by our Florida State Assessment (FSA), in Mathematics.	Team PLCs, Regularly scheduled cycle of team/teacher and administrator and instructional support team data chat, district provided and in-house professional developments	Teachers, Instructional support team, and administrators	5/29/2020	District provided trainings for teams or individual teachers, district math personnel support visit(s), in-house PDs		Classroom walk-throughs and formal observations,data chats, student's common assessment data	
Our ELA learning gains will increase from 64% to 67% by May 2020 as measured by our Florida State Assessment (FSA), in English Language Arts (ELA).	Team PLCs, Regularly scheduled cycle of team/teacher and administrator and instructional support team data chat, district provided and in-house professional developments	Teachers, Instructional support team, and administrators	5/29/2020	District provided trainings for teams or individual teachers, in-house PDs		Classroom walk-throughs and formal observations, Data Chats, Student data (common assessments)	

K-12 Comprehensive Reading Plan

Who is responsible to ensure classroom instruction is aligned to grade-level standards and what evidence is collected to demonstrate that classroom instruction is aligned to grade-level standards?

Teachers, Literacy Coach, Support Team, and Administration are responsible to ensure classroom instruction is aligned to grade-level standards. This is evidenced through the collection of progress monitoring data. This includes:
Kindergarten – STAR Literacy Assessment, quarterly assessed Letter Names, Letter Sounds, and Concepts of Print, and Benchmark Assessment System (BAS) all three Assessment Periods (AP) and more as needed, ongoing Leveled Literacy Instruction (LLI) data beginning quarter 2.
First Grade - Benchmark Assessment System (BAS) all three Assessment Periods (AP) and more as needed, three reading and math iReady Diagnostic checkpoints, monthly GoMath assessments, ongoing Leveled Literacy Instruction (LLI) data, and quarterly performance tasks.
Second Grade - Benchmark Assessment System (BAS) all three Assessment Periods (AP) and more as needed, three reading and math iReady Diagnostic checkpoints, monthly GoMath assessments, ongoing Leveled Literacy Instruction (LLI) data, and quarterly performance tasks.
Third Grade - Benchmark Assessment System (BAS) all three Assessment Periods (AP) and more as needed, reading and math iReady Diagnostic checkpoints, reading and math iReady Standards Mastery as taught, and district-mandated Keystone performance tasks.
Fourth and Fifth Grades - Benchmark Assessment System (BAS) all three Assessment Periods (AP) and more as needed, three reading and math iReady Diagnostic checkpoints, reading and math iReady Standards Mastery as taught.

What specific progress monitoring data is collected to determine that students by subgroups are progressing toward reading proficiency and who at the school level is responsible for collecting and reviewing student progress monitoring data?

The specific progress monitoring data collected to determine that students by subgroups are progressing toward reading proficiency is the following:
English Language Learners (ELL) students participate in the same progress monitoring assessments as above depending on their grade level. Additionally, they are assessed through Idea Proficiency Test (IPT) to monitor English Language Proficiency. All A1 and Level 1 students will take a diagnostic to create online instruction through Imagine Learning. In addition, they will be monitored by checkpoints through Imagine Learning, ESOL coordinator, ESOL support staff, classroom teachers, literacy coach, and administrators will monitor students' data.
Students with Disabilities (SWD) are progress monitored through tools referenced above; quarterly monitoring of reading goals is mandatory for all SWDs. This data is updated into Easy IEP and communicated with parents through the IEP quarterly progress report.
K-5 teachers provide interventions for students identified as having an academic deficiency and are assessed through their intervention (LLI, iReady, Intensive Small Group).
Teachers meet with the instructional leadership team continuously for both grade-level and individual teacher data chats. This ensures that all learners are addressed, by discussing each student's progress evidenced through their specific data (as addressed above). Action plans are put into place when needed and instructional and/or behavioral goals will be determined.
RtI meetings are weekly and cyclical in order to evaluate student's progress and adjust support as needed.

How does your school ensure that students that are not progressing towards individual and grade level goals are being monitored and provided with the appropriate interventions using the K-5 or 6-12 Identification/Intervention Reading Decision Chart?

Our school ensures that students who are not progressing towards individual and grade-level goals are being monitored and provided appropriate interventions. According to the K-5 reading chart, if a student scores 2 or more BAS instructional levels below grade level expectations the CPS team identifies the primary area(s) of reading deficiency. The CPS team facilitates the development and implementation or continuation of evidenced interventions and determines how the student responds through continuous progress monitoring. If a student does not respond to the initial intensity, the CPS team meets to determine next steps. Based on the chart, a student who exhibits a substantial deficiency in reading must be provided intensive, explicit, systematic, and multisensory reading instruction.

What instructional practices and resources are used at your school, including specially designed instruction for SWDs, to provide targeted supplemental intervention (Tier 2) and/or Intensive interventions (Tier 3) to students, when, and by whom?

The instructional practices and resources used at our school are:
- Daily Science instruction - taught during the ELA block as well as the science block using STEMscopes, Science A-Z, and resources provided through Elementary Learning on Canvas. In addition, 5th grade will access components of Science Boot Camp. All classrooms will engage in science daily through interactive read alouds, shared reading, science inquiries, and hands-on application/experiments when applicable.
- Differentiated Math Practice – The differentiation of math skills for supplemental independent practice will be on iReady online individualized pathway instruction and taught with Toolbox lessons. Additional resources used include standards and skilled based lessons, individual center activities, and performance tasks/keystones. Students will practice current skills, review areas of need, practice math extensions and enrichment components by use of videos, lessons, and practices aligned with standards. Also, teachers will use resources on Elementary Learning through Canvas.
- Literacy Instruction – The practice of small group instruction is the expectation to meet all readers at their instructional level. Teachers will create specific instructional targets based on ongoing progress monitoring. To progress through their development and understanding of standards with whole-group instruction, interactive read alouds will be modeled as well as the explicit use of shared reading. A variety of instructional approaches (modeled, shared independent practice) will be facilitated and manipulatives will be used as needed. In addition, students will receive iReady online instruction, Toolbox lessons, various skill and standard-based mini-lessons. A variety of resources will be used including Elementary Learning on Canvas, Literacy Continuum, Scholastic Reading Resource Room, Scholastic Short Reads, Journey's resources, NewsELA, close reads, paired texts, and intervention resources.
- Tier 1 Small Group Instruction – The practice of small group instruction is the expectation for both reading and math. Students will be grouped by their specific academic needs to progress through their development and understanding of standards. A variety of instructional approaches (modeled, shared independent) will be facilitated and manipulatives will be used.
- Tier 2 and Tier 3 Instruction – Based on individual data, any student not progressing towards individual and grade-level goals are being monitored and provided appropriate interventions. The CPS team facilitates the development and implementation or continuation of evidenced interventions and determines how the student responds through continuous progress monitoring. These are iReady, Teacher Toolbox, LLI, Small Intensive Group, Phonics for Reading, Journeys Write-In Readers, Wilson's Foundations, Phonics, Word Study Spelling, GoMath Reteach, and Intensive Instruction, Moving with Math, and increasing duration and frequency when needed. If a student does not respond to the initial intensity, the CPS team meets to determine next steps. Based on the chart, a student who exhibits a substantial deficiency in reading must be provided intensive, explicit, systematic, and multisensory reading instruction.

What type of professional learning have your teachers had to ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

All grade level Professional Learning Communities (PLCs) collaborate to plan specific instructional support and learning opportunities using the balanced literacy approach, reciprocal teaching, and culturally responsive teaching. Continued learning and support will be provided to teachers on equity and culturally responsive teaching. Teachers utilize WIDA Standards and "Can Do" statements, IEP, EP, and 504 goals and instructional strategies to guide their delivery. These expectations are documented within teacher lesson plans and through grade-level PLC documentation.

Describe the activities implemented at your school to increase the percentage of ELLs becoming proficient on the ACCESS for ELLs.

The activities implemented at our school to increase the percentage of ELLs becoming proficient on the ACCESS for ELLs are as follows:
- Imagine Learning – all Level 1s and A1 students
- Push in and Pull out support – Words Their Way for ELLs
- iReady online individual instruction and teacher skill-based lessons
- ESOL Instructional Strategies Matrix
- Translation Content Area Glossaries/ English to Heritage Language Translation Picture Dictionaries
- Free online resources for language acquisition
- Language Enrichment Camp (LEC)

Resources

- 2019 BROWARD DT1 Elementary Chart (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf)
- 2019 20 BROWARD K12 Reading Plan (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-20-BROWARD-K12-Reading-Plan.pdf)
- 2019 BROWARD DT 2 and DT 3 Secondary Level Charts (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT-2-and-3-Secondary-Level-Charts.pdf)
- Broward 2018-19 K-12 Comprehensive Research-Based Reading Plan (http://www.fldoe.org/core/fileparse.php/7539/urlt/Broward1819-K12RP.pdf)
- BCPS Literacy Field Guide for Educators (http://www.bcps-literacyguide.com/)
- World-Class Instructional Design and Assessment for ELL (https://wida.wisc.edu/)
- Can Do Descriptors for ELL (https://wida.wisc.edu/teach/can-do/descriptors)
- SWD Support Resources (https://browardschools.instructure.com/courses/661066)
- Framework For ELL Achievement ESSA (V2) (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Framework-for-ELL-Achievement_ESSA-V2.pptx)
- Supplemental Title III Materials List (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Supplemental-Title-III-Materials-List.doc)
- Tier I Core Instructional Factors for ELLs (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Tier-1-Core-Instructional-Factors-for-ELLs.pdf)

☆ Safe and Supportive Environment

Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade	
Math & Science Professional Development- 24 hours	Thursday		8/7/2019 - 4/2/2020	2:00 PM - 3:00 PM	K, 1, 2, 3, 4, 5	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
MTSS-RtI-Action-Plan-Riverside.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3031_05072019_MTSS-RtI-Action-Plan-Riverside.pdf)	Sherry Rosen	5/7/2019
MTSS-RtI-Action-Plan-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3031_09062019_MTSS-RtI-Action-Plan-2019-20.docx)	Sherry Rosen	9/6/2019
Broward-SAM--Riverside-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3031_09062019_Broward-SAM--Riverside-Elementary-School.pdf)	Cortney Roberts	9/6/2019

RtI Team Meeting Schedule			
Day(s) of Week	**Week(s) of Month**	**Start/End Dates**	**Start/End Times**
Tuesday		8/28/2019 - 5/21/2020	9:00 AM - 12:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-Riverside.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3031_09182019_SEL-Action-Plan-Riverside.pdf)	Sherry Rosen	9/18/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
SPBP-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3031_04292019_SPBP-19-20.pdf)	Taylor Delia	4/29/2019
Riverside-ES-Feeback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3031_05282019_Riverside-ES-Feeback-Form-2019-20.pdf)	Kristina Dever	5/28/2019

Attendance Plan

Total School AVG

		Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
School Year	**Population**	**Number**	**%**	**Number**	**%**	**Number**	**%**	**Number**	**%**
2016 - 2017	801	479	59.80	254	31.71	60	7.49	8	1.00
2017 - 2018	748	484	64.71	191	25.53	63	8.42	10	1.34
2018 - 2019	758	494	65.17	193	25.46	62	8.18	9	1.19

Grade Level Breakdown

			Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
School Year	**Grade Level**	**Population**	**Number**	**%**	**Number**	**%**	**Number**	**%**	**Number**	**%**
2018 - 2019	KG	112	70	62.50	28	25.00	12	10.71	2	1.79
2018 - 2019	01	123	79	64.23	31	25.20	11	8.94	2	1.63
2018 - 2019	02	102	70	68.63	24	23.53	7	6.86	1	0.98
2018 - 2019	03	138	91	65.94	34	24.64	11	7.97	2	1.45
2018 - 2019	04	146	98	67.12	36	24.66	11	7.53	1	0.68
2018 - 2019	05	137	86	62.77	40	29.20	10	7.30	1	0.73

Attendance Type	School Goal

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had **65.2**% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had **9.4**% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **1.2**% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Riverside.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3031_10142019_Attendance-Plan-Riverside.pdf)	Sherry Rosen	10/14/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
School-Counseling-Plan-Magill.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3031_09182019_School-Counseling-Plan-Magill.pdf)	Sherry Rosen	9/18/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Plan-2019_20-Riverside.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3031_10022019_Equity-Plan-2019_20-Riverside.docx)	Yahira Tamayo	10/2/2019

Best Practices in Inclusive Education (BPIE)

No files have been uploaded.

☆ **Effective Communication** ⌃ ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Sept-23-SAF.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3031_10282019_Sept-23-SAF.docx)	September	None	10/28/2019
Sept-23-SAC-Minutes-.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3031_10282019_Sept-23-SAC-Minutes-.doc)	September	Monitored	10/28/2019

AdvancED eProve Survey Results

No files have been uploaded.

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Catchthem-Being-Great-19-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3031_10032019_Catchthem-Being-Great-19-20.docx)	Taylor Delia	10/3/2019
FACE-Resource-Team-Members.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3031_10032019_FACE-Resource-Team-Members.docx)	Taylor Delia	10/3/2019
Customer-Service-19-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3031_10032019_Customer-Service-19-20.docx)	Taylor Delia	10/3/2019
Cultural-Awareness-19-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3031_10032019_Cultural-Awareness-19-20.docx)	Taylor Delia	10/3/2019
Programs-and-Services-Checklist-19-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3031_10032019_Programs-and-Services-Checklist-19-20.docx)	Taylor Delia	10/3/2019

☆ School Info   ⌃ ✖

School Name	Sheridan Hills ES (1811)	**School Grade** (2018 - 2019)	A
Title 1 School	Yes	**Differentiated Accountability (DA)**	No
School of Excellence	No	**ESSA School**	No
Executive Summary			

☆ High Quality Instruction   ⌃ ✖

Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	70	18	0	0	---	N/A	1	1	0	N/A
01	78	9	0	0	---	0	0	1	0	N/A
02	77	12	0	0	---	0	0	2	0	N/A
03	83	12	0	0	27	---	1	5	2	79
04	70	11	0	0	30	---	0	0	1	67
05	86	13	2	0	20	---	1	0	2	83

Data For: 2018-2019 (Last updated: 9/18/2019)

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	98	14	0	0	---	0	0	2	0	N/A
01	67	8	0	0	---	0	1	4	0	N/A
02	80	7	1	0	---	0	1	3	0	N/A
03	77	10	0	0	18	---	7	5	0	73
04	84	9	1	0	22	---	8	2	2	83
05	75	16	0	0	16	---	9	4	1	70

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

Sheridan Hills Elementary Schools currently utilizes the following intervention strategies to improve academic performance of students identified by the early warning system:

- Fundations
- Phonics for Reading
- Sounds in Motion
- Rewards
- Go Math Interventions Tools
- BAS
- Great Leaps

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=1811&district=06)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Sheridan Hills Elementary will increase their proficiency percentage in FSA Science by ten percentage points, as evidence by the 2019 FSA results.	Saturday Sessions & Acaletics Science	Literacy Coach & Leadership Team	5/29/2020	Acaletics Implementation Training & Science through literacy	$0.00	Monthly School City Assessments & Study Island	
Sheridan Hills Elementary will increase their proficiency percentage in Math by ten percentage points per grade level, as evidence by the 2019 FSA results.	Saturday Sessions	Literacy Coach & Leadership Team	5/29/2020	Acaletics Implementation Training	$0.00	Monthly Acaletics Scrimmages	
Sheridan Hills Elementary will increase their proficiency percentage in ELA by ten percentage points per grade level, as evidence by the 2019 FSA results.	Dolphin Training Camp	Literacy Coach	5/29/2020	Balanced Literacy & Small Group Instruction training	$0.00	Weelly Monitors of Standards taught in Extended Learning Sessions	

K-12 Comprehensive Reading Plan

Who is responsible to ensure classroom instruction is aligned to grade-level standards and what evidence is collected to demonstrate that classroom instruction is aligned to grade-level standards?

Administration, Literacy Coach and teachers will ensure that instruction is alonged to grade level standards and data is collected from grade level assessments, classroom observations and walkthroughs.

What specific progress monitoring data is collected to determine that students by subgroups are progressing toward reading proficiency and who at the school level is responsible for collecting and reviewing student progress monitoring data?

Data is collected from monthly grade level assessments, midyear district math and reading assessments and benchmark assessments in AP1, AP2 & AP3. The data is monitores by the teacher and school leadership team.

How does your school ensure that students that are not progressing towards individual and grade level goals are being monitored and provided with the appropriate interventions using the K-5 or 6-12 Identification/Intervention Reading Decision Chart?

We ensure that students that are not progressing towards individuals grade level goals are being monitored and provided with appopriate interventions through monthly data chats and RTI meetings.

What instructional practices and resources are used at your school, including specially designed instruction for SWDs, to provide targeted supplemental intervention (Tier 2) and/or Intensive interventions (Tier 3) to students, when, and by whom?

Teachers use intensive, explicit systematic and multisensory practices to differentiate instruction for students with disabilities, Tier 1 & Tier 2 students using a variety of resources including: Wilson, LLI, Visualizing and Verbalizing, REWARDS, Q.A.R, Touch Math and Go Moth interventions.

What type of professional learning have your teachers had to ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

Teachers have had district and school-based Professional development on the Florida Standards, instructional practices including: differentiating instruction, Balanced Literacy and Data Analysis. In addition, our yearly PLC's focus on standards based instruction and data.

Describe the activities implemented at your school to increase the percentage of ELLs becoming proficient on the ACCESS for ELLs.

To increase the percent of English language Learners becoming proficient on Access the following activities are implemented at Sheridan Hills Elementary:
- Beginning ESOL students receive online instruction using Imagine Learning
- ELL resources acquired with Title 3 funds are in classrooms and are used by teachers with students to practice
- Latinos in Action high school students work as peer tutors in grades 2-5

Resources

- 2019 BROWARD DT1 Elementary Chart (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf)
- 2019 20 BROWARD K12 Reading Plan (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-20-BROWARD-K12-Reading-Plan.pdf)
- 2019 BROWARD DT 2 and DT 3 Secondary Level Charts (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT-2-and-3-Secondary-Level-Charts.pdf)
- Broward 2018-19 K-12 Comprehensive Research-Based Reading Plan (http://www.fldoe.org/core/fileparse.php/7539/urlt/Broward1819-K12RP.pdf)
- BCPS Literacy Field Guide for Educators (http://www.bcps-literacyguide.com/)
- World-Class Instructional Design and Assessment for ELL (https://wida.wisc.edu/)
- Can Do Descriptors for ELL (https://wida.wisc.edu/teach/can-do/descriptors)
- SWD Support Resources (https://browardschools.instructure.com/courses/661066)
- Framework For ELL Achievement ESSA (V2) (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Framework-for-ELL-Achievement_ESSA-V2.pptx)
- Supplemental Title III Materials List (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Supplemental-Title-III-Materials-List.doc)
- Tier I Core Instructional Factors for ELLs (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Tier-1-Core-Instructional-Factors-for-ELLs.pdf)

☆ Safe and Supportive Environment

Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade	
19-20 1811 ELA 5	Wednesday	1st, 2nd, 3rd, 4th, 5th	8/7/2019 - 5/31/2020	2:30 PM - 3:00 PM	5	
19-20 1811 ELA 4	Wednesday	1st, 2nd, 3rd, 4th, 5th	8/7/2019 - 5/31/2020	2:30 PM - 3:00 PM	4	
19-20 1811 ELA 3	Wednesday	1st, 2nd, 3rd, 4th, 5th	8/7/2019 - 5/31/2020	2:30 PM - 3:00 PM	3	
19-20 1811 ELA 2	Wednesday	1st, 2nd, 3rd, 4th, 5th	8/7/2019 - 5/31/2020	2:30 PM - 3:00 PM	2	
19-20 1811 ELA 1	Wednesday	1st, 2nd, 3rd, 4th, 5th	8/7/2019 - 5/31/2020	2:30 PM - 3:00 PM	1	
19-20 1811 ELA PK	Wednesday	1st, 2nd, 3rd, 4th, 5th	8/7/2019 - 5/31/2020	2:30 PM - 3:00 PM	Pre K	
19-20 1811 ELA KG	Wednesday	1st, 2nd, 3rd, 4th, 5th	8/7/2019 - 5/31/2020	2:30 PM - 3:00 PM	K	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date

File Name	File Uploaded By	Upload Date
Broward-SAM--Sheridan-Hills-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1811_09102019_Broward-SAM--Sheridan-Hills-Elementary-School.pdf)	Shavonda Mitchum	9/10/2019
MTSS-RtI-Action-Plan-Sheridan-Hills-Elementary-.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1811_10032019_MTSS-RtI-Action-Plan-Sheridan-Hills-Elementary-.docx)	Annette Cunningham	10/3/2019
Professional-Dev.-Needs-Survey-2019-2020.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1811_10032019_Professional-Dev.-Needs-Survey-2019-2020.doc)	Annette Cunningham	10/3/2019
scheduled-meetings.2.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1811_10032019_scheduled-meetings.2.docx)	Annette Cunningham	10/3/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Friday	2nd, 4th	8/14/2019 - 6/2/2020	8:00 AM - 2:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-Sheridan-Hills-Elementary.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1811_10032019_SEL-Action-Plan-Sheridan-Hills-Elementary.docx)	Annette Cunningham	10/3/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Sheridan-Hills-Elementary--behavior-plan-template-2019-20-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1811_05202019_Sheridan-Hills-Elementary--behavior-plan-template-2019-20-(1).docx)	Desiree Montalvo	5/20/2019
Sheridan-Hills-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1811_05242019_Sheridan-Hills-Feedback-Form.pdf)	Desiree Montalvo	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	515	265	51.46	156	30.29	80	15.53	14	2.72
2017 - 2018	482	266	55.19	135	28.01	69	14.32	12	2.49
2018 - 2019	481	265	55.09	146	30.35	58	12.06	12	2.49

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	97	55	56.70	29	29.90	10	10.31	3	3.09
2018 - 2019	01	68	31	45.59	26	38.24	8	11.76	3	4.41
2018 - 2019	02	80	48	60.00	24	30.00	8	10.00	0	0.00
2018 - 2019	03	77	46	59.74	21	27.27	8	10.39	2	2.60
2018 - 2019	04	84	52	61.90	21	25.00	10	11.90	1	1.19
2018 - 2019	05	75	33	44.00	25	33.33	14	18.67	3	4.00

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had **55.1**% of students in this category, which was within 2% of the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had **14.6**% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **2.5**% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Sheridan-Hills-Elementary.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1811_10152019_Attendance-Plan-Sheridan-Hills-Elementary.pdf)	Annette Cunningham	10/15/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Annual-School-Counseling-Plan--1811.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1811_09122019_Annual-School-Counseling-Plan--1811.pdf)	Annette Cunningham	9/12/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-Sheridan-Hills-Elementary-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1811_10162019_Equity-Diversity-Action-Plan-Sheridan-Hills-Elementary-.pdf)	Annette Cunningham	10/16/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-2019-2010--Sheridan-Hills-Elementary.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1811_09122019_BPIE-2019-2010--Sheridan-Hills-Elementary.pdf)	Annette Cunningham	9/12/2019

☆ Effective Communication   ⌃ ✕

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1811_09122019_SAC-ByLaws.pdf)	September	SAC ByLaws	9/12/2019

AdvancED eProve Survey Results

No files have been uploaded.

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-Sheridan-Hills-Elementary.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1811_10152019_Face-Plan-Sheridan-Hills-Elementary.pdf)	Annette Cunningham	10/15/2019

☆ School Info   ⌃ ✖

School Name	Sheridan Park ES (1321)	School Grade (2018 - 2019)		B
Title 1 School	Yes	Differentiated Accountability (DA)		No
School of Excellence	No	ESSA School		No
Executive Summary	⊕ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/1321_09132019_executive-summary.pdf)			

☆ High Quality Instruction   ⌃ ✖

Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	105	22	0	0	---	N/A	2	5	0	N/A
01	96	11	0	0	---	0	2	8	2	N/A
02	119	12	0	0	---	0	1	14	0	N/A
03	128	18	0	0	30	---	5	17	3	118
04	125	11	0	0	31	---	3	7	3	113
05	135	14	0	0	36	---	1	0	7	126

Data For: 2018-2019 (Last updated: 9/18/2019)

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	107	12	0	0	---	0	0	0	0	N/A
01	104	12	0	0	---	0	1	6	1	N/A
02	107	8	2	0	---	0	0	2	0	N/A
03	130	12	0	0	30	---	9	9	2	121
04	118	12	0	0	22	---	18	18	0	111
05	125	12	1	0	35	---	30	29	3	119

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

SPE uses a variety of interventions in order to ensure we are meeting the intent of the standards and improving academic performance. Those resources include the Journeys tool kit reading program, iready, cold reads, phonics for reading, Fundations, and LLI.

School Report Card

[☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=1321&district=06)]

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June 2020, we plan to increase achievement in Science from 51% to 55% through..	Saturday camp & Departmentalization in 4th and 5th Grade	Literacy Coach and Classroom Teachers	6/2/2020	New Science Curriculum training/StemScopes	Title I	Formative and summative assessments	
By June 2020, We plan to increase proficiency of lower quartile student achievement in ELA from 52% to 55%	Targeted small group lessons, provide students with resources needed for Extended Learning Opportunity camp, monitoring the dedicated intervention block, and also by monitoring assessment data to ensure gains are being made.	Admin, Classroom Teacher, Instructional Coaches	6/2/2020	Balanced Literacy, BAS, Responsive Literacy, iready teacher toolbox	Title I	Bi-weekly during PLC, Data Chats, and during administrative visits.	

K-12 Comprehensive Reading Plan

Who is responsible to ensure classroom instruction is aligned to grade-level standards and what evidence is collected to demonstrate that classroom instruction is aligned to grade-level standards?

Our administration, instructional coaches, and teachers will be responsible for ensuring that classroom instruction is aligned to grade-level standards. We collect assessment data through the following:

School City
I-ready
Formative Assessments
Keystones
Benchmark Assessment System (BAS)
Broward Standards Assessment (BSA)
Marzano Observations

What specific progress monitoring data is collected to determine that students by subgroups are progressing toward reading proficiency and who at the school level is responsible for collecting and reviewing student progress monitoring data?

We have assigned each grade level a case manager to collect and monitor student data and our classroom teachers. We collect reading proficiency data through:

BAS
BSA
I-ready
Keystones
Formative Assessments

How does your school ensure that students that are not progressing towards individual and grade level goals are being monitored and provided with the appropriate interventions using the K-5 or 6-12 Identification/Intervention Reading Decision Chart?

Assessment results are reviewed by the leadership team and at the monthly data chats by grade level teams. Students not making progress toward the goals are referred to the MTSS/RTI team where the student's progress is discussed and interventions are put in place. The MTSS/RTI team meets as often as needed to review the progress if students being monitored.

What instructional practices and resources are used at your school, including specially designed instruction for SWDs, to provide targeted supplemental intervention (Tier 2) and/or Intensive interventions (Tier 3) to students, when, and by whom?

Teachers plan based on standards individually, and in teams during Professional Learning Communities which ensure the Universal Design for Learning planning process through:

Small group reading instruction
Leveled Literacy Intervention
Fundations
Literacy Tool Kit
Cold Reads
Phonics for Reading

These interventions will take place daily through the classroom teacher, resource teacher, and or instructional coaches.

What type of professional learning have your teachers had to ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

Teachers plan based on standards individually and in team led Professional Learning Communities, District Level Trainings, and Peer Collaboration.

Describe the activities implemented at your school to increase the percentage of ELLs becoming proficient on the ACCESS for ELLs.

We will use the following strategies and initiatives to support increasing ELL proficiency:

I-Ready
Imagine Learning
Small group instruction
Latinos in Action
Centers

Resources

- 2019 BROWARD DT1 Elementary Chart (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf)
- 2019 20 BROWARD K12 Reading Plan (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-20-BROWARD-K12-Reading-Plan.pdf)
- 2019 BROWARD DT 2 and DT 3 Secondary Level Charts (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT-2-and-3-Secondary-Level-Charts.pdf)
- Broward 2018-19 K-12 Comprehensive Research-Based Reading Plan (http://www.fldoe.org/core/fileparse.php/7539/urlt/Broward1819-K12RP.pdf)
- BCPS Literacy Field Guide for Educators (http://www.bcps-literacyguide.com/)
- World-Class Instructional Design and Assessment for ELL (https://wida.wisc.edu/)
- Can Do Descriptors for ELL (https://wida.wisc.edu/teach/can-do/descriptors)
- SWD Support Resources (https://browardschools.instructure.com/courses/661066)
- Framework For ELL Achievement ESSA (V2) (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Framework-for-ELL-Achievement_ESSA-V2.pptx)
- Supplemental Title III Materials List (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Supplemental-Title-III-Materials-List.doc)
- Tier I Core Instructional Factors for ELLs (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Tier-1-Core-Instructional-Factors-for-ELLs.pdf)

☆ **Safe and Supportive Environment**   ⌃ ✖

Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade	
Sheridan Park Elementary Professional Learning Communities	Wednesday		9/11/2019 - 3/25/2020	8:15 AM - 1:45 PM	Pre K, K, 1, 2, 3, 4, 5	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Sheridan-Park-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1321_09102019_Broward-SAM--Sheridan-Park-Elementary-School.pdf)	Shavonda Mitchum	9/10/2019
Mtss-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1321_10022019_Mtss-Action-Plan.pdf)	Shalonda McWhorter	10/2/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	3rd	9/18/2019 - 4/22/2020	8:30 AM - 2:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1321_10012019_SEL-Action-Plan-.pdf)	Shalonda McWhorter	10/1/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
spe-spbp.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1321_05032019_spe-spbp.pdf)	Shalonda McWhorter	5/3/2019
Sheridan-Park-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1321_05242019_Sheridan-Park-Feedback-Form.pdf)	Desiree Montalvo	5/24/2019

Attendance Plan

Total School AVG

		Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
School Year	Population	Number	%	Number	%	Number	%	Number	%
2016 - 2017	716	449	62.71	187	26.12	71	9.92	9	1.26
2017 - 2018	722	431	59.70	203	28.12	72	9.97	16	2.22
2018 - 2019	691	392	56.73	227	32.85	62	8.97	10	1.45

Grade Level Breakdown

			Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
School Year	Grade Level	Population	Number	%	Number	%	Number	%	Number	%

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	107	54	50.47	41	38.32	8	7.48	4	3.74
2018 - 2019	01	104	48	46.15	43	41.35	10	9.62	3	2.88
2018 - 2019	02	107	65	60.75	34	31.78	7	6.54	1	0.93
2018 - 2019	03	130	75	57.69	43	33.08	11	8.46	1	0.77
2018 - 2019	04	118	70	59.32	35	29.66	13	11.02	0	0.00
2018 - 2019	05	125	80	64.00	31	24.80	13	10.40	1	0.80

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had **56.7**% of students in this category, which was within 2% of the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had **10.4**% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **1.4**% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1321_10152019_Attendance-Plan.pdf)	Shalonda McWhorter	10/15/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
asca-plan1920revised-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1321_10022019_asca-plan1920revised-(1).pdf)	Shalonda McWhorter	10/2/2019

Equity Plan

File Name	File Uploaded By	Upload Date
SPE-2019-2020-Equity-Diversity-Action-Plan-2.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1321_10022019_SPE-2019-2020-Equity-Diversity-Action-Plan-2.pdf)	Shalonda McWhorter	10/2/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date

File Name	File Uploaded By	Upload Date
BPIE-Plan-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1321_10022019_BPIE-Plan-.pdf)	Shalonda McWhorter	10/2/2019

☆ Effective Communication   ⌃   ✕

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Sheridan-Park-Elementary-SAC-Sept-2019-Sign-in.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1321_10102019_Sheridan-Park-Elementary-SAC-Sept-2019-Sign-in.pdf)	October	A+ Funds	10/10/2019
Sheridan-Park-Elementary-SAC-Sept.-11-2019-Agenda.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1321_10092019_Sheridan-Park-Elementary-SAC-Sept.-11-2019-Agenda.docx)	October	A+ Funds	10/9/2019
Sheridan-Park-Elementary-SAC-September-2019-FINAL-minutes.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1321_10092019_Sheridan-Park-Elementary-SAC-September-2019-FINAL-minutes.docx)	October	A+ Funds	10/9/2019
Sheridan-Park-Elementary-SAC-September-2019-DRAFT-minutes.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1321_10092019_Sheridan-Park-Elementary-SAC-September-2019-DRAFT-minutes.docx)	October	A+ Funds	10/9/2019
Sheridan-Park-Elementary-SAC-Sign-in-10_2.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1321_10092019_Sheridan-Park-Elementary-SAC-Sign-in-10_2.pdf)	October	A+ Funds	10/9/2019
Sheridan-Park-Elementary-Oct-2019-SAC-Agenda-.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1321_10092019_Sheridan-Park-Elementary-Oct-2019-SAC-Agenda-.docx)	October	A+ Funds	10/9/2019
image2019-10-08-113234.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1321_10082019_image2019-10-08-113234.pdf)	October	SAC ByLaws	10/8/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Eprove_Results.zip (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1321_09132019_Eprove_Results.zip)	Shalonda McWhorter	9/13/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
sparky-spotlight.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1321_10022019_sparky-spotlight.pdf)	Juliana Aziz-Prescott	10/2/2019
Cultural-Awareness-(3).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1321_10022019_Cultural-Awareness-(3).docx)	Juliana Aziz-Prescott	10/2/2019
Programs-and-Services-Checklist-.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1321_10022019_Programs-and-Services-Checklist-.docx)	Juliana Aziz-Prescott	10/2/2019

File Name	File Uploaded By	Upload Date
Face-Plan-2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1321_10022019_Face-Plan-2019.docx)	Juliana Aziz-Prescott	10/2/2019
Providing-Quality-Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1321_10022019_Providing-Quality-Customer-Service.pdf)	Juliana Aziz-Prescott	10/2/2019

	File Uploaded By	Upload Date

☆ School Info   ⌃ ✖

School Name	Stirling ES (0691)	School Grade (2018 - 2019)		B
Title 1 School	[Yes]	Differentiated Accountability (DA)		[No]
School of Excellence	[No]	ESSA School		[Yes]
Executive Summary	⊙ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0691_10022019_2020-STE-Executive-Summary-fo		

☆ High Quality Instruction   ⌃ ✖

Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	96	24	0	0	---	N/A	2	4	0	N/A
01	101	21	0	0	---	0	3	9	0	N/A
02	106	18	0	0	---	0	2	3	1	N/A
03	120	15	0	0	28	---	2	4	1	113
04	118	22	0	0	38	---	0	4	1	110
05	117	20	0	0	40	---	5	5	4	112

Data For: 2018-2019 (Last updated: 9/18/2019)

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	102	21	0	0	---	0	1	2	0	N/A
01	97	8	0	0	---	0	1	2	0	N/A
02	101	14	0	0	---	0	2	9	0	N/A
03	97	12	0	0	26	---	10	10	1	89
04	115	12	0	0	35	---	29	28	1	103
05	114	21	0	0	31	---	30	30	1	106

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

<u>Early Warning Systems</u>

Reading and Math interventions/strategies vary from grade-level to grade-level, based on analysis of diagnostic tests, and/or pre-identified as indicators of students in need, such as the District-level criteria outlined in Policy 6000.1, classroom observations, and other classroom assessments. Students with high-risk indicators are monitored through the RtI process in order to address both academic and social-emotional needs.

<u>Strategies</u>:
Differentiated instruction; additional ½ hour of reading intervention instruction outside of literacy instruction block; peer tutoring; pull-out small groups with literacy coaches; after-school book club; academic camps in both reading and math; high school Book Buddies; Latinos in Action Mentor Group; Summer Reading Incentive Program; Home access to reading and math technology

<u>Reading</u>:
<u>K, Grade 1, Grade 2:</u> Fundations
<u>Grade 3</u> - Wilson, Phonics for Reading, Super QAR, Quick Reads, Journeys Write-In Readers
<u>Grade 4-5</u> – Journeys Write In Readers, Quick Reads, Just Words, Wilson, REWARDS

<u>Math</u>:
Kindergarten- hands-on activities based on student needs
Grade 1-5 – Go Math Reteach, Go Math Intensive, Go Math Strategic Lessons; Touch Math

School Report Card

Ⓖ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=0691&district=06)

K-12 Comprehensive Reading Plan

Resources

- 2019 BROWARD DT1 Elementary Chart (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf)
- 2019 20 BROWARD K12 Reading Plan (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-20-BROWARD-K12-Reading-Plan.pdf)
- 2019 BROWARD DT 2 and DT 3 Secondary Level Charts (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT-2-and-3-Secondary-Level-Charts.pdf)
- Broward 2018-19 K-12 Comprehensive Research-Based Reading Plan (http://www.fldoe.org/core/fileparse.php/7539/urlt/Broward1819-K12RP.pdf)
- BCPS Literacy Field Guide for Educators (http://www.bcps-literacyguide.com/)
- World-Class Instructional Design and Assessment for ELL (https://wida.wisc.edu/)
- Can Do Descriptors for ELL (https://wida.wisc.edu/teach/can-do/descriptors)
- SWD Support Resources (https://browardschools.instructure.com/courses/661066)
- Framework For ELL Achievement ESSA (V2) (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Framework-for-ELL-Achievement_ESSA-V2.pptx)
- Supplemental Title III Materials List (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Supplemental-Title-III-Materials-List.doc)
- Tier I Core Instructional Factors for ELLs (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Tier-1-Core-Instructional-Factors-for-ELLs.pdf)

☆ **Safe and Supportive Environment**   ⌃ ✖

Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade	
PLC Primary, PLC Intermediate	Wednesday Thursday	1st, 3rd	10/2/2019 - 5/20/2020	2:00 PM - 3:00 PM	K, 1, 2, 3, 4, 5	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Stirling-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0691_09102019_Broward-SAM--Stirling-Elementary-School.pdf)	Shavonda Mitchum	9/10/2019
2020-STE-MTSS-RtI-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0691_09172019_2020-STE-MTSS-RtI-Action-Plan.pdf)	Jacqueline Arnaez	9/17/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	9/10/2019 - 5/12/2020	8:30 AM - 11:00 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
2020-STE-SEL-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0691_09172019_2020-STE-SEL-Plan.pdf)	Jacqueline Arnaez	9/17/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2020-STE-SWPBP_JAA.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0691_04302019_2020-STE-SWPBP_JAA.pdf)	Jennifer Valliere	4/30/2019
Stirling-Elementary-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0691_05312019_Stirling-Elementary-Feedback-Form-2019-20.pdf)	Wanda Burns-Wright	5/31/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	697	376	53.95	189	27.12	102	14.63	30	4.30
2017 - 2018	680	356	52.35	201	29.56	96	14.12	27	3.97
2018 - 2019	626	332	53.04	196	31.31	85	13.58	13	2.08

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	102	47	46.08	33	32.35	18	17.65	4	3.92

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	01	97	54	55.67	34	35.05	9	9.28	0	0.00
2018 - 2019	02	101	45	44.55	41	40.59	13	12.87	2	1.98
2018 - 2019	03	97	68	70.10	15	15.46	13	13.40	1	1.03
2018 - 2019	04	115	66	57.39	34	29.57	12	10.43	3	2.61
2018 - 2019	05	114	52	45.61	39	34.21	20	17.54	3	2.63

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had **53.0**% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had **15.7**% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **2.1**% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
2020-STE-Stirling-Attendance-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0691_09172019_2020-STE-Stirling-Attendance-Plan.pdf)	Jacqueline Arnaez	9/17/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
2020-STE-Annual-School-Counseling-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0691_09172019_2020-STE-Annual-School-Counseling-Plan.pdf)	Jacqueline Arnaez	9/17/2019

Equity Plan

File Name	File Uploaded By	Upload Date
2020-STE-Equity-_-Diversity-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0691_10012019_2020-STE-Equity-_-Diversity-Action-Plan.pdf)	Jacqueline Arnaez	10/1/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date

File Name	File Uploaded By	Upload Date
2020-STE-BPIE-PLAN.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0691_09172019_2020-STE-BPIE-PLAN.pdf)	Jacqueline Arnaez	9/17/2019

☆ **Effective Communication** ⌃ ✕

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Meeting-Dates-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0691_09172019_SAC-Meeting-Dates-19-20.pdf)	September	None	9/17/2019

AdvancED eProve Survey Results

No files have been uploaded.

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
2020-STE-FACE-PLAN-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0691_10022019_2020-STE-FACE-PLAN-.pdf)	Jacqueline Arnaez	10/2/2019

☆ School Info   ⌃ ✖

School Name	Tamarac ES (2621)	School Grade (2018 - 2019)	
Title 1 School	Yes	Differentiated Accountability (DA)	
School of Excellence	No	ESSA School	
Executive Summary	⊕ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2621_10032019_Exec-Summ-Tamarac-Elementary		

☆ High Quality Instruction   ⌃ ✖

Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	110	23	0	0	---	N/A	0	0	0	N/A
01	142	23	0	0	---	0	2	8	0	N/A
02	132	23	0	0	---	0	1	4	0	N/A
03	121	19	0	0	46	---	2	7	3	116
04	144	19	5	0	54	---	1	1	4	135
05	146	19	3	0	46	---	2	2	3	137

Data For: 2018-2019 (Last updated: 9/18/2019)

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	100	13	0	0	---	0	0	0	0	N/A
01	125	23	1	0	---	0	6	22	0	N/A
02	132	18	0	0	---	0	0	8	0	N/A
03	128	18	3	0	42	---	29	25	0	120
04	113	22	1	0	45	---	44	44	1	105
05	142	14	0	0	32	---	30	29	2	128

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

Attendance

At Tamarac Elementary, we encourage consistent attendance in our First Day Folders, during Open House and throughout the year. When students have 5 or more consecutive absences, the school counselor contacts the home to inquire if support is needed.

Letters are sent with report cards for students with 5 or more unexcused absences or tardies within a quarter. If attendance continues to be poor, the teacher generates a social worker referral. Kimberly Marr contacts the parent via telephone or home visit.

Suspension

For students that do not perform academically due to suspension, a Response to Intervention referral is created. The MTSS team identifies interventions to address the needs of the student.

Retention

For students that are retained, a Response to Intervention referral is created. The MTSS team identifies interventions to address the needs of the student.

ELA

Teachers use the Benchmark Assessment System with all students scoring an ELA Level 1. The results are used along with the Reading Decision Chart to determine intervention and target instruction.

Using the iReady diagnostic results, teachers will identify the profile of each student. Small group lessons prescribed for each profile will be implemented within the classroom. With regards to the online

version, teachers and curriculum coaches will monitor iReady data to ensure growth within the students' learning paths. When students fail two lessons in a row, the teacher will intervene with a small group lesson.

Administration and support staff will monitor data as well as the Response to Intervention process to increase the academic performance of students identified by the early warning indicators.

Math

Students that have scored a Level 1 as measured by the FSA Mathematics will be identified by fourth and fifth grade teachers. These students will participate in hands on lessons to develop concepts related to addition and multiplication fluency. In addition, teachers will provide fluency center games for ongoing practice of number sense strategies. Students not demonstrating growth in these standards will be taught Touchmath strategies to build fluency.

Using the iReady diagnostic results, teachers will identify the profile of each student. Small group lessons prescribed for each profile will be implemented within the classroom. With regards to the online version, teachers and curriculum coaches will monitor iReady data to ensure growth within the students' learning paths. When students fail two lessons in a row, the teacher will intervene with a small group lesson.

Administration and support staff will monitor data as well as the Response to Intervention process to increase the academic performance of students identified by the early warning indicators.

School Report Card

ⓒ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=2621&district=06)

K-12 Comprehensive Reading Plan

Who is responsible to ensure classroom instruction is aligned to grade-level standards and what evidence is collected to demonstrate that classroom instruction is aligned to grade-level standards?

- Administration, instructional coaches, teachers and ESE facilitators will be responsible for ensuring that classroom instruction is aligned to grade-level standards. Formative assessment data, classroom walk-throughs, Standards Mastery, Iready usage, and data chats will be used to demonstrate that classroom instruction is aligned to grade-level standards.

What specific progress monitoring data is collected to determine that students by subgroups are progressing toward reading proficiency and who at the school level is responsible for collecting and reviewing student progress monitoring data?

- As a school, we are collecting progress monitoring data for the primary grade levels through the use of letter name/letter sound/concepts of print assessments, BAS, and Iready. For the intermediate grade levels, we are collecting progress monitoring data through BAS, Iready, BSA, and FSA. We are collecting progress monitoring data for our A1 ELL students through Imagine Learning. Our students with disabilities are also assessed using the DAR (Diagnostic Assessment of Reading), to pinpoint areas in need of more intensive intervention. The members of the staff that are responsible for collecting and reviewing the data are the administration, instructional coaches, teachers, and ESE facilitators.

How does your school ensure that students that are not progressing towards individual and grade level goals are being monitored and provided with the appropriate interventions using the K-5 or 6-12 Identification/Intervention Reading Decision Chart?

- Using the Response to Intervention process, students that are not progressing towards individual and grade level goals will be provided with research-based interventions outside of their 90 minute ELA block. Teachers will be using interventions such as LLI, Fundations, Phonics for Reading, Iready Teacher Toolbox, Wilson, Support Coach and Performance Coach.

What instructional practices and resources are used at your school, including specially designed instruction for SWDs, to provide targeted supplemental intervention (Tier 2) and/or Intensive interventions (Tier 3) to students, when, and by whom?

- After meeting with the CPS team, teachers will implement the recommended interventions in their classrooms. Teachers will be using interventions such as LLI, Fundations, Phonics for Reading, Iready Teacher Toolbox, Wilson, Support Coach and Performance Coach. Tier 2 interventions will be done 3 times per week outside of the 90 minute ELA block for 20-30 minutes in a group of no more than 4-6 students. Tier 3 interventions will be done 5 days per week outside of the 90 minute ELA block for 15-20 minutes in a group of no more than 3-4 students.

What type of professional learning have your teachers had to ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

- Teachers have attended professional learning sessions on the Benchmark Assessment System, Responsive Literacy Instruction, Balanced Literacy, and Small-Group Guided Reading. They also attend weekly grade level meetings and Professional Learning Communities (PLC). We have scheduled professional development through the Literacy Department for a BAS Calibration PD and for a school-wide professional development with Curriculum Associates for Iready.

Describe the activities implemented at your school to increase the percentage of ELLs becoming proficient on the ACCESS for ELLs.

- Our A1 ELL students have access to Imagine Learning. Our teachers also have access to lessons within Imagine Learning for centers, independent work, and small group instruction. Teachers have access to ELLevation to provide strategies and lessons for our ELL students, using their data from the ACCESS to provide appropriate instruction. Iready has integrated new technology to provide supports for our Spanish-speaking ELL students, using cognates in their home language to increase comprehension. Teachers provide radius machines and bilingual dictionaries for their students within the classroom. We are partnering with J.P. Taravella High School and their Latinos in Action student group to provide mentoring opportunities for Spanish-speaking students.

Resources

- 2019 BROWARD DT1 Elementary Chart (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf)
- 2019 20 BROWARD K12 Reading Plan (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-20-BROWARD-K12-Reading-Plan.pdf)
- 2019 BROWARD DT 2 and DT 3 Secondary Level Charts (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT-2-and-3-Secondary-Level-Charts.pdf)
- Broward 2018-19 K-12 Comprehensive Research-Based Reading Plan (http://www.fldoe.org/core/fileparse.php/7539/urlt/Broward1819-K12RP.pdf)
- BCPS Literacy Field Guide for Educators (http://www.bcps-literacyguide.com/)
- World-Class Instructional Design and Assessment for ELL (https://wida.wisc.edu/)
- Can Do Descriptors for ELL (https://wida.wisc.edu/teach/can-do/descriptors)
- SWD Support Resources (https://browardschools.instructure.com/courses/661066)
- Framework For ELL Achievement ESSA (V2) (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Framework-for-ELL-Achievement_ESSA-V2.pptx)
- Supplemental Title III Materials List (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Supplemental-Title-III-Materials-List.doc)
- Tier I Core Instructional Factors for ELLs (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Tier-1-Core-Instructional-Factors-for-ELLs.pdf)

☆ **Safe and Supportive Environment** ⌃ ✖

Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade	
PLC 19-20 2621 Math 5	Tuesday	1st, 2nd, 3rd, 4th	9/4/2019 - 5/27/2020	8:00 AM - 8:30 AM	5	
PLC 19-20 2621 Math 4	Thursday	1st, 2nd, 3rd, 4th	9/4/2019 - 5/27/2020	8:00 AM - 8:30 AM	4	
PLC 19-20 2621 Math 3	Tuesday	1st, 2nd, 3rd, 4th	9/4/2019 - 5/27/2020	8:00 AM - 8:30 AM	3	
PLC 19-20 2621 ELA 2	Friday	1st, 2nd, 3rd, 4th	9/4/2019 - 5/27/2020	8:00 AM - 8:30 AM	2	
PLC 19-20 2621 ELA 1	Tuesday	1st, 2nd, 3rd, 4th	9/4/2019 - 5/27/2020	8:00 AM - 8:30 AM	1	
PLC 19-20 2621 ELA K	Wednesday	1st, 2nd, 3rd, 4th	9/4/2019 - 5/27/2020	8:00 AM - 8:30 AM	Pre K, K	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Tamarac-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2621_09102019_Broward-SAM--Tamarac-Elementary-School.pdf)	Shavonda Mitchum	9/10/2019
TES-MTSS-RtI-Action-Plan-SIP-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2621_09272019_TES-MTSS-RtI-Action-Plan-SIP-19-20.pdf)	Dana Thomson	9/27/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th	9/24/2019 - 5/19/2020	9:15 AM - 1:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
TES-SEL-Action-Plan-SIP-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2621_09272019_TES-SEL-Action-Plan-SIP-19-20.pdf)	Dana Thomson	9/27/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Tamarac-Behavior-Plan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2621_05172019_Tamarac-Behavior-Plan.docx)	Tyyne Hogan	5/17/2019
Tamarac-Elementary-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2621_05302019_Tamarac-Elementary-Feedback-Form-2019-20.pdf)	Rowena Thomas	5/30/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	915	480	52.46	288	31.48	129	14.10	18	1.97
2017 - 2018	835	441	52.81	251	30.06	116	13.89	27	3.23
2018 - 2019	741	379	51.15	242	32.66	100	13.50	20	2.70

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	100	48	48.00	37	37.00	13	13.00	2	2.00
2018 - 2019	01	125	61	48.80	41	32.80	17	13.60	6	4.80
2018 - 2019	02	133	67	50.38	45	33.83	19	14.29	2	1.50
2018 - 2019	03	128	70	54.69	40	31.25	15	11.72	3	2.34
2018 - 2019	04	113	54	47.79	35	30.97	20	17.70	4	3.54
2018 - 2019	05	142	79	55.63	44	30.99	16	11.27	3	2.11

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had **51.1**% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had **16.2**% of students in the chronic absenteeism category, which was within 2% of the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **2.7**% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Tamarac-Attendance-Plan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2621_10032019_Tamarac-Attendance-Plan.docx)	Joseph Judkowitz	10/3/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Tamarac-ASCP-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2621_10022019_Tamarac-ASCP-19-20.pdf)	Joseph Judkowitz	10/2/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Tamarac-Equity-School-Action-Plan-2018_final-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2621_10012019_Tamarac-Equity-School-Action-Plan-2018_final-(1).docx)	Joseph Judkowitz	10/1/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
Tamarac-Elementary--Indicators.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2621_10012019_Tamarac-Elementary--Indicators.docx)	Joseph Judkowitz	10/1/2019
Tamarac-Elementary-BPIE-2019-Response-Document.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2621_10042019_Tamarac-Elementary-BPIE-2019-Response-Document.docx)	Joseph Judkowitz	10/4/2019
Tamarac-ES-6.2019-BPIE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2621_10142019_Tamarac-ES-6.2019-BPIE.pdf)	Barbara Krakower	10/14/2019

☆ **Effective Communication** ⌃ ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-By-Laws-Tamarac-Ele.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2621_10082019_SAC-By-Laws-Tamarac-Ele.pdf)	October	SAC ByLaws	10/8/2019
SAC-Dates-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2621_10032019_SAC-Dates-2019-2020.docx)	October	None	10/3/2019
SAC-Composition.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2621_10032019_SAC-Composition.pdf)	October	None	10/3/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Student-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2621_10022019_Student-Survey.pdf)	Joseph Judkowitz	10/2/2019
Parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2621_10022019_Parent-Survey.pdf)	Joseph Judkowitz	10/2/2019
Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2621_10022019_Staff-Survey.pdf)	Joseph Judkowitz	10/2/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Tamarac-Cultural-Awareness.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2621_10032019_Tamarac-Cultural-Awareness.docx)	Joseph Judkowitz	10/3/2019
Marlins-Fundraiser.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2621_10032019_Marlins-Fundraiser.pdf)	Sheri Maini	10/3/2019
Tamarac-Tigers-Interest-Form.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2621_10032019_Tamarac-Tigers-Interest-Form.docx)	Sheri Maini	10/3/2019
BahamasDonationFlyer.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2621_10032019_BahamasDonationFlyer.pdf)	Sheri Maini	10/3/2019
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