☆ School Info   ∧ ✕

School Name	Bayview ES (0641)	School Grade (2018 - 2019)	
Title 1 School	No	Differentiated Accountability (DA)	
School of Excellence	Yes	ESSA School	
Executive Summary	⊕ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0641_10022019_Executive-Summary-for-Bayview-E		

☆ 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	93	6	0	0	---	N/A	1	4	0	N/A
01	99	10	0	0	---	0	0	1	0	N/A
02	106	6	0	0	---	0	0	0	0	N/A
03	96	4	0	0	3	---	0	1	0	93
04	128	6	0	0	9	---	0	0	0	119
05	105	8	0	0	4	---	0	0	1	100

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	86	6	0	0	---	0	0	1	0	N/A
01	107	10	0	0	---	0	1	3	0	N/A
02	100	5	1	0	---	0	0	2	0	N/A
03	110	5	0	0	5	---	2	1	0	102
04	90	4	1	0	2	---	2	2	0	87
05	119	3	2	0	5	---	5	5	0	117

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

For phonics we use Phonics for Reading, Fundations, Road to the Code, and Intermediate Rewards. For fluency we use Quick Reads and Six Minute Solution. For comprehension we use Super QAR, double dose of guided reading, reciprocal reading strategies.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=0641&district=06)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
The amount of students obtaining a learning gain in English Language Arts will improve from 76% to 80%.	Accountablity Funds will be used to offer extended learning opportunities for our 3rd, 4th and 5th grade students in English Language Arts who are in our lowest quartile.	Kristi Evelyn	5/4/2020	N/A	$3,000.00	Mrs. Evelyn will monitor attendance and the teachers will progress monitor students.	

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 teachers, along with the guidance of the Literacy Coach, work to create lessons that are aligned to grade level standards. This is evident in their lesson plans, PLC documentation and through classroom walkthroughs by administration.

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?

Each student at our school has a progress monitoring folder. Teachers collect and record intervention data that follows the students throughout their elementary schooling. Assessments to progress monitor include: the DAR, BAS, Fundations subtests, I-Ready, fluency probes, REWARDS subtests, Journey assessments and teacher observations. Electronic data cards were created where teachers can input up-to-date information on their students' progress and administration can access it as soon as it is entered. Quarterly data chats are scheduled with each teacher, in which each subgroups progress is examined closely. Additionally, the CPST team meets every two weeks to discuss and progress monitor our most struggling students.

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?

At the beginning of the year , we use the Reading Decision Chart to determine which students need which interventions. These decisions are made with the teachers, support staff and administration. Each intervention teacher, uses progress monitoring assessments, aligned with each intervention to make certain that students are progressing toward their goals. Intervention teachers frequently collaborate with classroom teachers. Data Chats are held quarterly to look at overall performance in each class. Teachers use a data card to record and analyze each students' strengths and weaknesses. In January, we reexamine each students intervention and make appropriate changes as needed. Groups are then restructured. Students not making expected progress in their intervention are then brought to the Response to Intervention 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?

As a tier one instructional resource teachers use "Fundations" in Kindergarten and First Grade as their primary phonics program. The Journeys series is our core reading program. As an additonal resource, the I-Ready computer program is available as well as the Curriculum Associates LAFS textbook. The following intervention programs are used: LLI, Road to the Code, ALL, a double-dose of Guided Reading, a double-dose of FUNdations, Phonics for Reading, Quick Reads, REWARDS, Super QAR and the Journey's toolkit. Adjustments are made to the group size and frequency of meetings, based on the tier.

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)?

During preplanning, our teams met to disaggregate their end of year data and to identify a strength and weakness. Their weakness became the focus of each team's Professional Learning Community (PLC). Each team will meet bimonthly as data teams to teach specific standards, examine outcomes and share best practices. Our Literacy Coach, facilitated a training based on Balanced Literacy, looking at guided reading to differentiate instruction. Each teacher will be trained on the IReady system and become familiar with all componenets of using the system as an adative learning program.

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

Each grade level has a group for their A1 and Level 1 ESOL students, where they are learning foundational conversation skills. They meet in small groups daily. Additionally, Imagine Learning is utilized by these students. Depending on their Language Classification, they could be in a reading intervention program as well. Teachers have access to a Langauge Master and incorporate the ESOL strategies and total physical response in their everyday lessons.

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	
Bayview Elementary School's Data Team	Wednesday	2nd, 4th	8/7/2019 - 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-_Bayview_Elementary_School[1].pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0641_09052019_Broward_SAM-_Bayview_Elementary_School[1].pdf)	Teresa Kelly	9/5/2019
MTSS_RTIplan_Bayview.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0641_09172019_MTSS_RTIplan_Bayview.pdf)	Timothy Krajewski	9/17/2019
Bayview_PLC_Schedule.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0641_10022019_Bayview_PLC_Schedule.pdf)	Timothy Krajewski	10/2/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	8/27/2019 - 5/26/2020	8:00 AM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
BayviewSEL_Action_Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0641_10032019_BayviewSEL_Action_Plan.pdf)	Christina Murphy	10/3/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Bayview-SWPBP-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0641_05172019_Bayview-SWPBP-2019-20.docx)	Desiree Montalvo	5/17/2019
Bayview_ES-Feedback-Froms-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0641_05312019_Bayview_ES-Feedback-Froms-2019-2020.pdf)	Shavonda Mitchum	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	622	393	63.18	173	27.81	50	8.04	6	0.96
2017 - 2018	633	427	67.46	165	26.07	36	5.69	5	0.79
2018 - 2019	612	407	66.50	163	26.63	39	6.37	3	0.49

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	86	50	58.14	28	32.56	7	8.14	1	1.16
2018 - 2019	01	107	73	68.22	22	20.56	11	10.28	1	0.93
2018 - 2019	02	100	67	67.00	26	26.00	6	6.00	1	1.00
2018 - 2019	03	110	74	67.27	32	29.09	4	3.64	0	0.00
2018 - 2019	04	90	60	66.67	25	27.78	5	5.56	0	0.00
2018 - 2019	05	119	83	69.75	30	25.21	6	5.04	0	0.00

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 **66.5**% 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 is among the lowest in the District with only **6.9**% of students in chronic absenteeism (District average was 17.7%). Our goal is to maintain excellent attendance and provide assistance to families in need of support regarding attendance throughout 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 **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
Attendance_Plan_Bayview_SIP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0641_10012019_Attendance_Plan_Bayview_SIP.pdf)	Timothy Krajewski	10/1/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Schoolc_Counseling_Plan_Bayview.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0641_09172019_Schoolc_Counseling_Plan_Bayview.pdf)	Timothy Krajewski	9/17/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Bayview_SIP_Equity_DiversityActionPlan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0641_09172019_Bayview_SIP_Equity_DiversityActionPlan.pdf)	Timothy Krajewski	9/17/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
Bayview_BPIE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0641_10012019_Bayview_BPIE.pdf)	Timothy Krajewski	10/1/2019

☆ **Effective Communication**   ⌃ ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Bayview-October-SAC.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0641_10282019_Bayview-October-SAC.pdf)	October	Monitored	10/28/2019
Bayview_SAC_Composition_1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0641_10252019_Bayview_SAC_Composition_1920.pdf)	October	A+ Funds	10/25/2019
SAC-ByLaws_Bayview-19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0641_10182019_SAC-ByLaws_Bayview-19_20.pdf)	October	SAC ByLaws	10/18/2019
Bayview-September-19-SAC-meeting---Oct-1-2019---1-28-PM-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0641_10012019_Bayview-September-19-SAC-meeting---Oct-1-2019---1-28-PM-(1).pdf)	October	A+ Funds	10/1/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Bayview_ESurvey_1819.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0641_10282019_Bayview_ESurvey_1819.pdf)	Timothy Krajewski	10/28/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
FACE_CulturalAwareness-1.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0641_09172019_FACE_CulturalAwareness-1.pdf)	Timothy Krajewski	9/17/2019
Customer-Service-Activity-Bayview-.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0641_09242019_Customer-Service-Activity-Bayview-.docx)	Timothy Krajewski	9/24/2019
Face-Plan-Bayview.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0641_09242019_Face-Plan-Bayview.docx)	Timothy Krajewski	9/24/2019
FACEPlan_Bayview.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0641_10012019_FACEPlan_Bayview.pdf)	Timothy Krajewski	10/1/2019

☆ School Info   ⌃ ✖

School Name	Bennett ES (0201)	School Grade (2018 - 2019)	
Title 1 School	Yes	Differentiated Accountability (DA)	
School of Excellence	---	ESSA School	
Executive Summary	⊕ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0201_10042019_Bennett-Elem.-Executive-Summar		

☆ 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	60	13	0	0	---	N/A	0	0	0	N/A
01	50	10	0	0	---	0	1	5	0	N/A
02	54	8	1	0	---	0	0	0	0	N/A
03	62	9	2	0	22	---	1	3	0	59
04	53	7	1	0	24	---	0	0	1	50
05	74	14	1	0	30	---	5	0	7	70

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	39	4	0	0	---	0	0	0	0	N/A
01	57	12	0	0	---	0	0	0	0	N/A
02	53	7	0	0	---	0	0	0	1	N/A
03	49	5	1	0	17	---	6	7	0	47
04	55	9	1	0	22	---	23	22	1	46
05	53	8	0	0	20	---	18	18	1	47

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

Intervention strategies that have been put in place to improve the academic performance of students identified by the early warning system include the following

- LLI
- Fundations
- small group guided reading
- Phonics for Reading
- QAR
- I-Ready
- Imagine Learning
- Go Math Reteach -Strategic and Intensive Intervention
- Push-In support
- Manipulatives
- I-Ready Tool Box
- parent contact
- parent conferences
- letters home
- social worker, guidance counselor, and administration will provide interventions for students and their families

School Report Card

🗹 FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=0201&district=06)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
To use Tier I instructional strategies to increase the number of student proficient on the Florida Standards Assessment.	Implement a Professional Learning Community Calendar to ensure school-wide focus	Sue Wilcher	5/31/2020	On-going Balanced Literacy Professional Development throughout the school year.	$1,500.00	Bi-weekly	Members will attend regularly and implement strategies as observed by administration

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?

In addition to the classroom teacher, the Reading and Math Coaches, and administration provide guidance and support to ensure that classroom instruction is aligned to grade-level standards. This is evidenced through
- Developing quarterly instructional focus calendars with classroom teachers
- Meeting bi-weekly to discuss upcoming standards focus to gather instructional materials that provide differentiation for all students
- Providing professional development on deconstructing the standards, FSA item question types, questions stems and test specifications
- Coaches model best practices for Balanced Literacy
- Meet with teachers during their planning time to assist with aligning grade-level standards with their instruction.

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 Bennett Elementary we use the following progress monitoring tools to collect data to determine that students in subgroups are progressing toward reading proficiency;
- Fountas & Pinnell Benchmark Assessment System (BAS) for ELA
- I-Ready Diagnostic Checkpoints for ELA & Math
- Bi-weekly Schoolcity Assessments for Reading, Math and Science
- Phonics for Reading progress monitoring for Tier II and Tier III students
- Fundations Level K, 1 and 2 progress monitoring for struggling readers.
- LLI progress monitoring for TIER III students

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 K-5 Identification/Intervention Reading Decision Chart, Bennett ensures the fidelity of students not progressing towards school individual and grade-level goals in the following ways:

- Fountas & Pinnell Benchmark Assessment System (BAS) for ELA
- Fundations Level K, 1 and 2 progress monitoring for struggling readers.
- LLI progress monitoring for TIER III students
- REWARDS for TIER II and TIER III Intervention
- Monitor student attendance
- Provide differentiation of reading instruction
- Progress Monitoring through formative assessments such as Schoolcity Assessments and I-READY

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?

In the event a student has not demonstrated progress in ELA and or math, as measured by iReady Diagnostic and Benchmark Assessment System, the student is referred to the RtI and CPST committee by the classroom teacher. If recommended by the RTI team, the process begins for the student.

- The Student then receives academic assistance via Tier 2 and Tier 3 interventions from either the classroom teacher, reading or math coach, and or ESE facilitator.
- If a student is experiencing difficulty in math, teachers use the Intensive and/or Strategic Go Math Interventions Program.
- We currently implement Walk to Read for grades K-5 five days a week
- I-Ready Diagnostic Checkpoints for ELA & Math
- Bi-weekly Schoolcity Assessments for Reading, Math and Science
- Phonics for Reading progress monitoring for Tier II and Tier III students
- Fundations Level K, 1 and 2 progress monitoring for struggling readers.
- LLI progress monitoring for TIER III 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)?

The school ensures that all classroom instruction is accessible to the full range of learners using UDL for effective instructional planning and delivery by doing the following:

- Balanced Literacy components are modeled by the Literacy Coach.
- Teachers attend Small Group Instruction professional development provided by the district.
- Teachers attend Benchmark Assessment System professional development provided by the district.
- Teachers attend district held Balanced Literacy training.
- School-based PLCs based on teacher needs. For example small group instruction, differentiated literacy centers, thinking maps, etc.

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

To increase the percentage of ELL students becoming proficient on the ACCESS assessment

- Bennett has a dedicated ELL paraprofessional that provides push in/pull out support for our fragile ELL students.
- The district has provided the Imagine Learning Online Program for our fragile ELL students.
- The students are progress monitored through I-Ready diagnostic, SchoolCity and Imagine Learning

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	
Collaborative Inquiry - Grade Level PLCs	Tuesday	2nd, 4th	8/7/2019 - 5/15/2020	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-_Bennett_Elementary_School[1].pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0201_09052019_Broward_SAM-_Bennett_Elementary_School[1].pdf)	Teresa Kelly	9/5/2019
MTSS-RtI-Action-Plan-Bennett-0201-.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0201_10012019_MTSS-RtI-Action-Plan-Bennett-0201-.docx)	Danielle Smith	10/1/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/13/2019 - 5/20/2020	9:00 AM - 2:00 PM
Wednesday	1st, 2nd, 3rd, 4th	9/13/2019 - 5/27/2020	9:00 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/2020/0201_09132019_SEL-Action-Plan-2019-2020.pdf)	Tranya Brown	9/13/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Bennett-ES-(0201)-School-wide-Positive-Behavior-Plan-2019-2020---Revised.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0201_10012019_Bennett-ES-(0201)-School-wide-Positive-Behavior-Plan-2019-2020---Revised.pdf)	Te'Anka Pinder	10/1/2019
Bennett-ES.xlsx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0201_10022019_Bennett-ES.xlsx)	Tyyne Hogan	10/2/2019

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	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	385	210	54.55	107	27.79	51	13.25	17	4.42
2017 - 2018	372	196	52.69	107	28.76	45	12.10	24	6.45
2018 - 2019	306	160	52.29	94	30.72	46	15.03	6	1.96

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	39	21	53.85	11	28.21	7	17.95	0	0.00
2018 - 2019	01	57	26	45.61	17	29.82	13	22.81	1	1.75
2018 - 2019	02	53	29	54.72	17	32.08	5	9.43	2	3.77
2018 - 2019	03	49	27	55.10	17	34.69	5	10.20	0	0.00
2018 - 2019	04	55	30	54.55	16	29.09	7	12.73	2	3.64
2018 - 2019	05	53	27	50.94	16	30.19	9	16.98	1	1.89

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 **52.3**% 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 **17.0**% 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 **2.0**% 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
0201_10012019_AttendanceBES-0201-Plan-Elementary-SIP-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0201_10152019_0201_10012019_AttendanceBES-0201-Plan-Elementary-SIP-(1).pdf)	Te'Anka Pinder	10/15/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
BES-0201-counseling-plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0201_10012019_BES-0201-counseling-plan.pdf)	Danielle Smith	10/1/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Bennett-ES-Equity-Diversity-Action-Plan-Template-(10012019).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0201_10032019_Bennett-ES-Equity-Diversity-Action-Plan-Template-(10012019).pdf)	Te'Anka Pinder	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
Bennett-ES-(0201)-BPIE-Plan-(09122019).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0201_09122019_Bennett-ES-(0201)-BPIE-Plan-(09122019).pdf)	Te'Anka Pinder	9/12/2019
Bennett-ES-3.2019-BPIE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0201_09122019_Bennett-ES-3.2019-BPIE.pdf)	Te'Anka Pinder	9/12/2019

☆ Effective Communication   ⌃ ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Bennett-Elementary-SAC-SAF-Dates-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0201_11042019_Bennett-Elementary-SAC-SAF-Dates-19-20.pdf)	November	Monitored	11/4/2019
SAC-Composition-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0201_10172019_SAC-Composition-2019-2020.pdf)	September	Monitored	10/17/2019
SAF-Bylaw-Bennett-Elementary-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0201_10172019_SAF-Bylaw-Bennett-Elementary-2019-2020.pdf)	September	SAF ByLaws	10/17/2019
SAC-ByLaws_Bennett.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0201_10172019_SAC-ByLaws_Bennett.pdf)	September	SAC ByLaws	10/17/2019
SAF-Minutes-September-26--2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0201_10082019_SAF-Minutes-September-26--2019.pdf)	September	None	10/8/2019
SAC-Meeting-Minutes-9-26-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0201_10032019_SAC-Meeting-Minutes-9-26-19.pdf)	September	Monitored	10/3/2019
SAC-Agenda-9-26-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0201_10032019_SAC-Agenda-9-26-19.pdf)	September	Monitored	10/3/2019
SAC-Sign-In-9-26-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0201_10032019_SAC-Sign-In-9-26-19.pdf)	September	Developed	10/3/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date

File Name	File Uploaded By	Upload Date
BennettStudentSurveysReport.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0201_10042019_BennettStudentSurveysReport.pdf)	Tranya Brown	10/4/2019
BennettStaffSurveysReport.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0201_10042019_BennettStaffSurveysReport.pdf)	Tranya Brown	10/4/2019
Bennett-ParentSurveysReport.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0201_10042019_Bennett-ParentSurveysReport.pdf)	Tranya Brown	10/4/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Bennett-FACE-PLAN.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0201_10032019_Bennett-FACE-PLAN.pdf)	Tranya Brown	10/3/2019
Catchthem-Being-Great---September.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0201_10172019_Catchthem-Being-Great---September.pdf)	Tranya Brown	10/17/2019
September-Cultural-Awareness--Bennett.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0201_10172019_September-Cultural-Awareness--Bennett.pdf)	Tranya Brown	10/17/2019
Customer-Service---Bennett-Elementary.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0201_11042019_Customer-Service---Bennett-Elementary.pdf)	Tranya Brown	11/4/2019
Bennett---Programs-and-Services-Checklist-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0201_11042019_Bennett---Programs-and-Services-Checklist-.pdf)	Tranya Brown	11/4/2019

☆ **School Info** ⌃ ✖

School Name	Cooper City ES (1211)	**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/1211_10112019_2018-2019-Executive-Summary.p⌄		

☆ **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	118	15	0	0	---	N/A	1	1	0	N/A
01	122	11	0	0	---	0	0	3	0	N/A
02	136	7	0	0	---	0	1	7	1	1
03	141	10	1	0	15	---	3	6	2	138
04	120	7	0	0	22	---	2	4	3	114
05	147	11	1	0	19	---	0	0	3	143

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	128	13	0	0	---	0	2	7	0	N/A
01	130	9	0	0	---	0	1	7	0	N/A
02	125	11	0	0	---	0	0	5	0	1
03	125	5	2	0	9	---	2	2	1	123
04	140	7	0	0	16	---	16	14	1	138
05	121	6	0	0	22	---	19	19	4	120

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

Intervention strategies that have been put in place to improve the academic performance of students identified by the early warning system include the following

- LLI
- Fundations
- small group guided reading
- Phonics for Reading
- QAR
- I-Ready
- Imagine Learning
- Go Math Reteach -Strategic and Intensive Intervention
- Push-In support
- Manipulatives
- I-Ready Tool Box
- parent contact
- parent conferences
- letters home
- social worker, guidance counselor, and administration will provide interventions for students and their families

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=1211&district=06)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June 2020, CCES students in the SWD subgroup will increase by 3% points in ELA and Math as evidenced by the FSA Assessment in Spring, 2020.	a. In Kindergarten, develop a Walk to Read Program to build strong phonics foundational skills. b. First and Second Grade students will participate in daily small group Guided Reading instruction. c. Grades 3-5 will utilize small group instruction for Guided Reading. d. Grades 1-2 have developed "model" teachers who plan, develop, and execute District approved Guided Reading groups for staff members to observe. e. Utilize iReady to fidelity. f. Teachers will utilize iReady data to modify Tier 1 instruction. g. Develop an incentive plan for students making gains on their reading goals. h. Create and implement a new RTI support mechanism in order to track students data and progress monitor. i. Develop a mentoring system to cultivate relationships with our SWD subgroup and RTI students in order to increase scores.	Kim Plaksin (Literacy Coach), Monica Schlosser (Principal), Silvio Pruneda (Assistant Principal), Teachers, Interventionists	6/1/2020	Small Group Instruction, Writing Training from District, Math Support from Cadre 5 (Brian Doogue)	7,500 for Saturday camp	Friday Blue Folders, iReady reports monthly, iReady reports for SWD bi-weekly, writing samples checked monthly	

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 school administrator and literacy coach are responsible in ensuring classroom instruction is aligned to grade-level standards and what evidence is collected to demonstrate that classroom instruction is aligned to grade-level standards. Admiinstration and the literacy will make regular learning walks through classrooms and provide feedback through noticings, wonderings and follow ups. Literacy Coach will also provide resources needed within the reading instruction.

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?

BAS, STAR LIteracy for FLKRS, Letter names, sounds and concepts of print are collected to determine that students by subgroups are progressing toward reading proficiency. Administration and the Literacy Coach are responsible for collecting and reviewing student progress monitoring data. Students placed in a Tier intervention through the MTSS/Rti system will receive a blue progress monitoring folder. Interventionists document data each week and administration reviews the data as well as provide feedback. Literacy Coach will adjust curriculum if needed based on data analysis.

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, along with Literacy Coach, administration and Rti Team. Students that are flagged based on BAS AP3 and Rti rollovers are placed in interventions based on the Reading Decision Chart. Teachers will collect data through BAS, i-Ready and BAS Optional Assessments. Literacy coach will meet with students as needed to perform additional literacy asessments to determine the specific needs of the student. .

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?

Our school is using Benchmark Assessment Systems (BAS), the Literacy Continuum, Leveled Literary Intervention (LLI) and additional intervention materials in select groups, Groups are based on individual student needs. Prompting Guides in Tier 1 instruction, small group guided reading planning andvinstruction. Select teachers are using Fountas and Pinnell Phonics, Spelling, Word Study System/Guide. Classroom teachers, select paraprofessionals, literacy coach are responsible for administering Tier 2 & Tier 3. Our ESE Facilitator also holds groups for students that need reading sevices specific to their academic goals. Groups are run 3-5 days a week for 20-30 minutes 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)?

Teachers have attended or are in the process of completing Pathways for Balanced Literacy training including small group guided reading training. The literacy coach implements a monthly curriculum corner to train teachers on needed programs/strategies based on teacher survey and observational need. Teachers also collabrote amongst their team members to share best practices.

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

ELL contact pulls small groups to reinforce reading skills for Level 1-2 students. Media Specialist also pulls Level 3-5 Ell Students to work on comprehension skills to support ELL students outside of their two year window. Literacy Coach has created an ELL Literacy Plan for Level 1 & 2 students to support their learning withing the reading block. Level 1 & 2 ELL students are pulled for Imagine Learning Literacy.

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	
Primary and Intermediate PLC	Tuesday	3rd, 4th	8/27/2019 - 5/5/2020	2:15 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--Cooper-City-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1211_09052019_Broward-SAM--Cooper-City-Elementary-School.pdf)	Teresa Kelly	9/5/2019
MTSS-RtI-Action-Plan-Template.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1211_10042019_MTSS-RtI-Action-Plan-Template.docx)	Monica Schlosser	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	8/28/2019 - 5/13/2020	7:30 AM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-Template-2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1211_09232019_SEL-Action-Plan-Template-2019.docx)	Monica Schlosser	9/23/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
SPBP2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1211_05162019_SPBP2019-20.pdf)	Tyyne Hogan	5/16/2019
1211_CooperCityES_Review.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1211_05312019_1211_CooperCityES_Review.pdf)	Amber Boles	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	841	520	61.83	253	30.08	65	7.73	3	0.36
2017 - 2018	792	498	62.88	230	29.04	56	7.07	8	1.01
2018 - 2019	770	481	62.47	228	29.61	55	7.14	6	0.78

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	128	66	51.56	48	37.50	12	9.38	2	1.56

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	130	79	60.77	42	32.31	8	6.15	1	0.77
2018 - 2019	02	125	83	66.40	29	23.20	13	10.40	0	0.00
2018 - 2019	03	126	88	69.84	30	23.81	7	5.56	1	0.79
2018 - 2019	04	140	84	60.00	46	32.86	10	7.14	0	0.00
2018 - 2019	05	121	81	66.94	33	27.27	5	4.13	2	1.65

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 **62.5**% 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 **7.9**% 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 **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-Summary-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1211_10222019_Attendance-Summary-2019-20.pdf)	Monica Schlosser	10/22/2019
Attendance-Data-Qtr-1.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1211_10282019_Attendance-Data-Qtr-1.pdf)	Monica Schlosser	10/28/2019
Cooper-City-ES-Attendacnce.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1211_11072019_Cooper-City-ES-Attendacnce.pdf)	Monica Schlosser	11/7/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
ASCP-2019scaned-copy.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1211_09252019_ASCP-2019scaned-copy.pdf)	Monica Schlosser	9/25/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Report-#3-2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1211_09232019_Equity-Report-#3-2019.docx)	Monica Schlosser	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/2020/1211_09232019_BPIE_2018.pdf)	Monica Schlosser	9/23/2019

☆ **Effective Communication**   ⌃   ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Sign-in-and-Minutes-October.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1211_10312019_SAC-Sign-in-and-Minutes-October.pdf)	October	Approved	10/31/2019
SAC-Composition-Report.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1211_10252019_SAC-Composition-Report.pdf)	October	Monitored	10/25/2019
September-SAC-Mtg.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1211_10252019_September-SAC-Mtg.pdf)	October	Approved	10/25/2019
SAC-Dates-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1211_10172019_SAC-Dates-2019.pdf)	September	None	10/17/2019
SAC-ByLaws2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1211_10142019_SAC-ByLaws2019.pdf)	September	SAC ByLaws	10/14/2019
SAC-Meeting-Schedule.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1211_10142019_SAC-Meeting-Schedule.pdf)	September	Approved	10/14/2019
SAC-Sign-In-September.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1211_09262019_SAC-Sign-In-September.pdf)	September	Approved	9/26/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
EProve_Survey_Results.zip (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1211_09232019_EProve_Survey_Results.zip)	Monica Schlosser	9/23/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Catch-Them-Being-Great.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1211_09262019_Catch-Them-Being-Great.jpg)	Monica Schlosser	9/26/2019
Catchthem-Being-Great-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1211_09262019_Catchthem-Being-Great-.pdf)	Monica Schlosser	9/26/2019

☆ School Info ⌃ ✖

School Name	Croissant Park ES (0221)	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/0221_10062019_0221_2019-20_Executive-Summa		

☆ 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	129	28	2	0	---	N/A	0	2	0	N/A
01	135	26	1	0	---	0	2	4	0	N/A
02	134	18	0	0	---	0	0	0	0	N/A
03	143	28	3	0	42	---	9	20	3	132
04	135	23	8	0	44	---	3	5	7	118
05	103	27	2	0	33	---	2	2	2	99

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	126	36	0	0	---	0	1	3	0	N/A
01	137	36	3	0	---	0	7	8	0	N/A
02	123	27	1	0	---	0	4	10	0	N/A
03	137	25	4	0	43	---	36	38	1	132
04	124	25	1	0	39	---	39	40	3	119
05	125	22	2	0	49	---	50	49	5	120

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

. Remove Barriers (Tier 1) for Attendance

· Promote awareness of the school breakfast program that is available to all students AT NO COST.

· Invite parents and community members to community meetings to help address the barriers that keep children from attending school. Topics may include mental health, transportation, homelessness and the McKinney Vento Act, Child abuse, domestic violence, foster care, and other topics identified by stakeholders (parents, teachers, administrators, students, community partners).

· When appropriate, promote a safe-walk-to-school program to address community safety.

· Health interventions such as flu shots, dental checkups and asthma management plans.

· Adoption of a school climate initiative aimed at improving approaches to student discipline and creating a more welcoming environment.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=0221&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?

Principal is responsible for ensuring classroom instruction is aligned to grade-level standards. Classroom walkthroughs, observations and data shared during data chats is used as evidence 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?

Letter Names, Letter Sounds, Concepts of Print, iReady and BAS are utilized to progress monitor. In addition, we will be using SchoolCity to create interim assessments that will be administered every six weeks.

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?

Students that are not progressing towards individual and grade level goals are monitored every six weeks utilizing BAS. Quick Reads is being utilized to build and monitor fluency and Phonics for Reading is utilized to build and monitor phonics skills.

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?

SWD receive daily instruction utilizing Phongraphixs if phonics is the area of need and Guided Readers from our Scholastic Bookroom for comprehension. Our Tier 2 and Tier 3 students receive instruction daily by the classroom teacher and resource teachers utilizing Phonics for Reading as well as Leveled Readers. SWDs are instructed based on their IEP goals. Our Tier 2 and Tier 3 students are instructed based on need.

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 began with BAS training and will be followed up with Response to Literacy in order to assist teachers to dig deeper into the Cotinuum and effectively understand UDL.

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

ELL students are utilizing the newly acquired Imagine Program as well as being seen daily by our ELL Coordinator and also our Push-In Teacher. ELL students will also attend a Language Enrichment Camp.

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	
Croissant Park Elem K-5 Academic PLC	Tuesday	2nd, 4th	9/10/2019 - 5/26/2020	2:15 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-_Croissant_Park_Elementary_School[1].pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0221_09052019_Broward_SAM-_Croissant_Park_Elementary_School[1].pdf)	Teresa Kelly	9/5/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday Thursday	1st, 2nd, 3rd, 4th, 5th	8/26/2019 - 5/21/2020	8:00 AM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
0221_SEL-Action-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0221_10132019_0221_SEL-Action-Plan-2019.pdf)	Michelle Allison	10/13/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
CPE-Behavior-Plan-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0221_05172019_CPE-Behavior-Plan-2019-2020.docx)	Desiree Montalvo	5/17/2019
Croissant-Park--ES-SPBP-Feedback-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0221_05282019_Croissant-Park--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	845	395	46.75	285	33.73	121	14.32	44	5.21
2017 - 2018	821	405	49.33	248	30.21	133	16.20	35	4.26
2018 - 2019	772	349	45.21	240	31.09	147	19.04	36	4.66

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	126	59	46.83	31	24.60	24	19.05	12	9.52
2018 - 2019	01	137	56	40.88	42	30.66	34	24.82	5	3.65
2018 - 2019	02	123	55	44.72	38	30.89	24	19.51	6	4.88
2018 - 2019	03	136	68	50.00	43	31.62	20	14.71	5	3.68
2018 - 2019	04	125	59	47.20	37	29.60	25	20.00	4	3.20
2018 - 2019	05	125	52	41.60	49	39.20	20	16.00	4	3.20

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 **45.2**% 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 **23.7**% 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 **4.7**% 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
0221_Attendance-Plan-Elementary-SIP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0221_10142019_0221_Attendance-Plan-Elementary-SIP.pdf)	Michelle Allison	10/14/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
0221_ASCP-signed.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0221_10062019_0221_ASCP-signed.pdf)	Michelle Allison	10/6/2019

Equity Plan

File Name	File Uploaded By	Upload Date
0221_Equity-Diversity-Action-Plan-Template.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0221_10132019_0221_Equity-Diversity-Action-Plan-Template.pdf)	Michelle Allison	10/13/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-Template.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0221_09122019_BPIE-Plan-Template.pdf)	Michelle Allison	9/12/2019
Croissant-Park-es-BPIE_2018-(22).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0221_09122019_Croissant-Park-es-BPIE_2018-(22).pdf)	Michelle Allison	9/12/2019

☆ Effective Communication   ⌃ ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-10.16.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0221_10312019_SAC-10.16.19.pdf)	October	SAC ByLaws	10/31/2019
0221_SAC-2019-20-Membership.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0221_10132019_0221_SAC-2019-20-Membership.pdf)	October	Approved	10/13/2019
SAC-Sept-11-Meeting.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0221_10022019_SAC-Sept-11-Meeting.pdf)	October	Monitored	10/2/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
EProve_Surveys.zip (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0221_10132019_EProve_Surveys.zip)	Michelle Allison	10/13/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
0221-Face-Plan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0221_10142019_0221-Face-Plan.docx)	Michelle Allison	10/14/2019

☆ School Info   ⌃ ✖

School Name	Embassy Creek Elementary School (3191)	School Grade (2018 - 2019)	
Title 1 School	No	Differentiated Accountability (DA)	
School of Excellence	Yes	ESSA School	
Executive Summary	⊙ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3191_09272019_EXECUTIVE_SUMMARY_2019_2		

☆ 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	186	3	0	0	---	N/A	0	2	0	N/A
01	185	9	0	0	---	0	0	3	0	N/A
02	199	10	0	0	---	0	0	3	0	1
03	203	12	0	0	13	---	0	3	0	198
04	262	15	0	0	36	---	0	0	0	255
05	208	11	0	0	18	---	3	0	11	202

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	196	17	0	0	---	0	1	1	0	N/A
01	190	4	0	0	---	0	0	0	0	N/A
02	205	4	0	0	---	0	0	0	0	N/A
03	219	17	2	0	22	---	10	5	0	213
04	200	7	1	0	11	---	3	1	0	195
05	260	10	0	0	27	---	4	2	0	255

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

For Reading Interventions, specifically, phonemic awareness and phonics,we will use Wilson Reading, Great Leaps, Just Words and Road to the Code. For Fluency interventions, Great Leaps and Quick Reads will be used. Students will also get leveled weekly fluency to practice at home. For Oral Language Interventions, Visual & Verbalizing groups will be implemented. For Comprehension interventions, we will be using Soar to Success, QAR, Journey's Tool Kit, and I-Ready LAFS.
The following All-Encompassing Programs will be used for Reading Interventions: L.L.I, Literacy Tool Kit, I-Ready.
For Math Interventions the following programs will be used: Touch Math, Moving With Math, Go Math Strategic & Intensive Interventions and
I-Ready, Reflex Math

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=3191&district=06)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June 2020, the ELA learning gains of the lowest quartile, as measured by the FSA, will increase by 2% points from 61% to 63%.	Balanced Literacy and blended learning models will be implemented in classroom instruction. iReady will be used throughout all grade levels as an intervention tool with personalized instruction based on each students' needs.	Instructional Staff	5/29/2020	Teachers will meet at their regularly scheduled Professional Learning times as well as attend iReady PD	$0.00	We will be progress monitoring standards mastery through common formative assessments on iReady.	
By June 2020, the Math learning gains of the lowest quartile, as measured by the FSA, will increase 2% points, from 66% to 68%.	iReady implementation, Reflex Math implementation and Professional Development	Instructional Staff	5/29/2020	iReady Implementation (October and January)	$3,295.00	Quarterly iReady reports (including pre, mid and end of year diagnostics) as well as quarterly Reflex Math reports.	

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?

Classroom teachers with the guidance of the literacy coach work together and are responsible to ensure classroom instruction is aligned to grade-level standards. This is evident in their lesson plans, PLC documentation and through classroom walkthroughs by administration.

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 computer adaptive iReady assessment is administered to all Kindergarten-5th grade 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.

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, along with Literacy Coach, administration and RTI Team. Teachers in grades K-5 administer the Benchmark Assessment System (BAS) and enter students' independent, instructional, and frustration reading levels into BASIS at a minimum three (3) assessment periods per year. Students that are flagged based on BAS AP3 and RTI rollovers are placed in interventions based on the Reading Decision Chart. Teachers will collect data through BAS, i-Ready and BAS Optional Assessments. Kindergarten students are also administered Letter Names, Letter Sounds, and Concepts of Print assessments quarterly for additional progress monitoring. Literacy coach will meet with students as needed to perform additional literacy asessments to determine the specific needs of the student.

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?

Our school is using Benchmark Assessment Systems (BAS), the Literacy Continuum and additional intervention materials in select groups. Through our ESE push in and pull out program, students receieve district approved prgrams such as Fundations 1 and 2, Just Words, Rewards, Wilson Reading System, Super QAR, Great Leaps, LLI and Phonics for Reading. Classroom teachers and literacy coach are responsible for administering Tier 2 and Tier 3 interventions. Those groups run 3 to 5 days a week for 20-30 miniutes 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)?

Teachers have attended or are in the process of completing Pathways for Balanced Literacy training including Benchmark Assessment System, Small Group Guided Reading, Responsive Literacy Instruction and Balanced Literacy trainings. PLC meetings are held monthly to focus on effective instruction. Teachers also collaborate amongst their team members to share best practices.

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

All teachers are ESOL endorsed or are working towards endorsement. ELLevation is used to monitor student progress. All A1 and level 1 are using Imagine Learning. LIA mentors meet with our ELL students on a weekely basis to tutor them with their academic needs.

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	
3191 ELA K	Tuesday	1st, 3rd	10/12/2019 - 5/5/2020	2:00 PM - 3:00 PM	K	
3191 ELA 1	Tuesday	1st, 3rd	10/12/2019 - 5/5/2020	2:00 PM - 3:00 PM	1	
3191 ELA 2	Tuesday	1st, 3rd	10/12/2019 - 5/5/2020	2:00 PM - 3:00 PM	2	
3191 ELA 3	Tuesday	1st, 3rd	10/12/2019 - 5/5/2020	2:00 PM - 3:00 PM	3	
3191 SCI 4	Tuesday	1st, 3rd	10/12/2019 - 5/5/2020	2:00 PM - 3:00 PM	4	
3191 SCI 5	Tuesday	1st, 3rd	10/12/2019 - 5/5/2020	2:00 PM - 3:00 PM	5	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward_SAM-_Embassy_Creek_Elementary_School[1].pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3191_09052019_Broward_SAM-_Embassy_Creek_Elementary_School[1].pdf)	Teresa Kelly	9/5/2019
MTSS-RtI-Action-Plan-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3191_09262019_MTSS-RtI-Action-Plan-.pdf)	Alexandra Valiente	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, 4th, 5th	8/21/2019 - 5/27/2020	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/2020/3191_10022019_SEL-Action-Plan-2019-2020.pdf)	Alexandra Valiente	10/2/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2019-20-SPBP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3191_04262019_2019-20-SPBP.pdf)	Alexandra Valiente	4/26/2019
Embassy-Creek-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3191_05242019_Embassy-Creek-Feedback-Form-2019-20.pdf)	Valerie Blackwell	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	1206	834	69.15	286	23.71	83	6.88	3	0.25
2017 - 2018	1248	873	69.95	311	24.92	58	4.65	6	0.48
2018 - 2019	1270	856	67.40	342	26.93	69	5.43	3	0.24

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	196	115	58.67	60	30.61	21	10.71	0	0.00
2018 - 2019	01	190	134	70.53	49	25.79	7	3.68	0	0.00
2018 - 2019	02	205	151	73.66	48	23.41	6	2.93	0	0.00
2018 - 2019	03	219	139	63.47	60	27.40	18	8.22	2	0.91
2018 - 2019	04	200	137	68.50	56	28.00	6	3.00	1	0.50
2018 - 2019	05	260	180	69.23	69	26.54	11	4.23	0	0.00

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 **67.4**% 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 is among the lowest in the District with only **5.7**% of students in chronic absenteeism (District average was 17.7%). Our goal is to maintain excellent attendance and provide assistance to families in need of support regarding attendance throughout 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 **0.2**% 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-Elementary.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3191_09262019_Attendance-Plan-Elementary.pdf)	Alexandra Valiente	9/26/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
School-Counseling-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3191_10022019_School-Counseling-Plan.pdf)	Alexandra Valiente	10/2/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3191_10022019_Equity-Plan.pdf)	Alexandra Valiente	10/2/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Assessment-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3191_09262019_BPIE-Assessment-Plan.pdf)	Alexandra Valiente	9/26/2019

☆ **Effective Communication**   ⌃ ✕

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Meeting-Dates-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3191_10152019_SAC-Meeting-Dates-2019-2020.pdf)	October	Developed	10/15/2019
20192020-SAC-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3191_10152019_20192020-SAC-ByLaws.pdf)	October	SAC ByLaws	10/15/2019
Committee-Membership-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3191_09272019_Committee-Membership-2019-2020.pdf)	September	SAC ByLaws	9/27/2019
SAF-Guest-Sign-In-Sheet-September.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3191_09272019_SAF-Guest-Sign-In-Sheet-September.pdf)	September	SAF ByLaws	9/27/2019
SAC-Guest-Sign-In-Sheet-September.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3191_09272019_SAC-Guest-Sign-In-Sheet-September.pdf)	September	Developed	9/27/2019
SAC-Com-Sign-In-Sheet-September.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3191_09272019_SAC-Com-Sign-In-Sheet-September.pdf)	September	Developed	9/27/2019
SAC-Agenda-September.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3191_09272019_SAC-Agenda-September.pdf)	September	Developed	9/27/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
eProveParentSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3191_10012019_eProveParentSurvey2019.pdf)	Alexandra Valiente	10/1/2019
eProveStaffSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3191_10012019_eProveStaffSurvey2019.pdf)	Alexandra Valiente	10/1/2019
eProveStudentSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3191_10012019_eProveStudentSurvey2019.pdf)	Alexandra Valiente	10/1/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3191_09262019_Face-Plan.pdf)	Alexandra Valiente	9/26/2019

☆ School Info   ⌃ ✖

School Name	Floranada ES (0851)	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/0851_09122019_0851_10262018_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	105	12	0	0	---	N/A	2	3	0	N/A
01	104	9	1	0	---	0	0	4	0	N/A
02	117	12	0	0	---	0	1	2	0	N/A
03	128	7	1	0	11	---	0	1	0	122
04	124	8	0	0	15	---	1	1	1	121
05	133	12	3	0	26	---	0	0	2	129

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	17	1	0	---	0	3	3	0	N/A
01	104	6	0	0	---	0	2	3	0	N/A
02	124	11	0	0	---	0	1	1	0	N/A
03	115	5	0	0	12	---	2	2	0	109
04	136	15	1	0	12	---	9	9	0	120
05	126	14	2	0	15	---	13	11	2	121

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

Students that are identified under the early warning system will be identified by their teacher. The teacher will enter Tier 1 strategies in BASIS for each child. If they feel as though their tier 1 instruction is not adequate, teachers will create a referral to RTI. Once they create a referral, the RTI team will develop research based stratgies for each child and mointor as needed.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=0851&district=06)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By May 2020, 60% of students with a disability in grades 3, 4 and 5 will be proficient in reading as evidenced by the FSA ELA.	Teachers will participate in PLCs focused on standards based teaching. Teachers will also consult with ESE Specialist and ESE Support Facilitator for strategies for working with students with a disability.	John Vetter, Lisa Balint and Terri Chelton	6/3/2020	LLI training, Standards Based Planning for Reading Teachers K-5, BAS Training, Guided Reading Training	$3,500.00	iReady Reading, STAR Reading, BAS Scores and FSA ELA results	
By May 2020, 85% of students will be proficient in reading as evidence by the Benchmark Assessment System (BAS).	Professional Learning Communities (PLCS) this year will focus on ensuring centers and independent work are up to the rigor of grade level standards.	John Vetter, Lisa Balint, Terri Chelton	5/29/2020	Leveled Literacy Intervention Training, Standards Based Planning for Reading K-5, BAS Training (new teachers)	$5,500.00	The literacy coach and support staff monitor the progress of all students. Support is given as needed to teacher and students if need is identified. The Response to Intervention Team assists teachers in identifying teaching targets for student.	

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 principal, assistant principal, literacy coach and teachers are responsible to ensure classroom instruction is aligned to grade-level standards. Administrators observe teachers, complete walkthroughs using the SIM tool and with area directors. Teacher implement lessons plan, interactive read alouds, shared reading, small grou guided reading and writing about reading as evidenced by their lesson plans.

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 participate in regular data chats to review data with administration, literacy coach, and literacy coach. Teachers progress mointor using STAR, iReady, BAS, classroom observations and classwork consistently.

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 schooll uses regular review of data with teachers to identify struggling students. After a student is identified as struggling, we use the Response to Intervention model to provide necessary supports. We also implement intensive interventions for students in K-5 who have been idenfitied as having a reading deficency or who are reading below grade level on statewide ELA assessments.

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 and resources are used by teachers, educational support professionals, a reading intervention teacher and ESE support facilitator during the reading block daily. The resources that are used are based on the needs of the group and include: LLI, F&P Prompting guides, Rewards, Small Guided Reading, Literacy Tool Kit, Journeys Leveled Reader, Fundation, Reading Mastery, Imagine Learning, and standards based activities.

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 by the district in BAS, LLI, standards based lessona and center work and small group guided reading.

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

We have hosted Saturday Camp for our ELL students and ELL instructional strategies are embedded into each lesson as evidenced in lesson plans.

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	
0851_PLC PreK-Grade5, Special Programs, Specials	Tuesday Wednesday Thursday	1st, 2nd, 3rd, 4th	8/8/2019 - 3/19/2020	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-_Floranada_Elementary_School[1].pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0851_09052019_Broward_SAM-_Floranada_Elementary_School[1].pdf)	Teresa Kelly	9/5/2019
Floranada_MTSS-RtI-Action-Plan-Template_19-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0851_09122019_Floranada_MTSS-RtI-Action-Plan-Template_19-20.docx)	Lauren Gordon	9/12/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	8/20/2019 - 5/19/2020	9:30 AM - 1:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
0851_2019-20_SEL-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0851_10022019_0851_2019-20_SEL-Action-Plan.pdf)	Lisa Leider	10/2/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
====2019-20-SPBP-TEMPLATE.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0851_08082019_====2019-20-SPBP-TEMPLATE.docx)	Lauren Gordon	8/8/2019
Floranda-ES-SPBP-Feedback-Forms-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0851_08152019_Floranda-ES-SPBP-Feedback-Forms-2019-20.pdf)	Vince Watson	8/15/2019

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	753	461	61.22	210	27.89	69	9.16	13	1.73
2017 - 2018	722	474	65.65	185	25.62	55	7.62	8	1.11
2018 - 2019	741	439	59.24	225	30.36	64	8.64	13	1.75

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	136	60	44.12	56	41.18	18	13.24	2	1.47
2018 - 2019	01	104	64	61.54	33	31.73	4	3.85	3	2.88
2018 - 2019	02	124	71	57.26	41	33.06	9	7.26	3	2.42
2018 - 2019	03	115	74	64.35	34	29.57	7	6.09	0	0.00
2018 - 2019	04	136	88	64.71	31	22.79	12	8.82	5	3.68
2018 - 2019	05	126	82	65.08	30	23.81	14	11.11	0	0.00

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 **59.2**% 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.

Attendance Type	School Goal
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 **1.8**% 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-SIP-Floranada-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0851_10022019_Attendance-Plan-SIP-Floranada-2019-2020.pdf)	Lisa Leider	10/2/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Guidance-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0851_09112019_Guidance-Plan.pdf)	Lauren Gordon	9/11/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-Template-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0851_10042019_Equity-Diversity-Action-Plan-Template-2019.pdf)	Lauren Gordon	10/4/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-Template-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0851_10022019_BPIE-Plan-Template-2019.pdf)	Lauren Gordon	10/2/2019

☆ **Effective Communication**   ⌃ ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Agenda-Minutes-SignIn_Oct2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0851_10222019_Agenda-Minutes-SignIn_Oct2019.pdf)	October	Monitored	10/22/2019
SAC-ByLaws_2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0851_10152019_SAC-ByLaws_2019-2020.pdf)	October	SAC ByLaws	10/15/2019
Floranada_-2019-2020-Committee-Membership.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0851_10152019_Floranada_-2019-2020-Committee-Membership.pdf)	October	SAC ByLaws	10/15/2019
Floranada_-2019-2020-SAC-Meetings-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0851_10152019_Floranada_-2019-2020-SAC-Meetings-.pdf)	October	SAC ByLaws	10/15/2019
SAC-Position-Info_Floranada.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0851_10152019_SAC-Position-Info_Floranada.pdf)	October	SAC ByLaws	10/15/2019
Agenda_Minutes_SignIn-Sept2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0851_09242019_Agenda_Minutes_SignIn-Sept2019.pdf)	September	Monitored	9/24/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Eprove-Parent-Survey-results.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0851_10282019_Eprove-Parent-Survey-results.pdf)	Lauren Gordon	10/28/2019
Eprove-Staff-Survey-Results.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0851_10282019_Eprove-Staff-Survey-Results.pdf)	Lauren Gordon	10/28/2019
Eprove-Student-survey-results.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0851_10282019_Eprove-Student-survey-results.pdf)	Lauren Gordon	10/28/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-Template-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0851_10022019_Face-Plan-Template-2019.pdf)	Lauren Gordon	10/2/2019
Catchthem-Being-Great-September-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0851_10022019_Catchthem-Being-Great-September-.pdf)	Lauren Gordon	10/2/2019
Cultural-Awareness-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0851_10022019_Cultural-Awareness-2019.pdf)	Lauren Gordon	10/2/2019
Hispanic-Heritage-Read-Alouds.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0851_10022019_Hispanic-Heritage-Read-Alouds.pdf)	Lauren Gordon	10/2/2019
Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0851_10032019_Customer-Service.pdf)	Lauren Gordon	10/3/2019
Programs-and-Services-Checklist-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0851_10032019_Programs-and-Services-Checklist-.pdf)	Lauren Gordon	10/3/2019

☆ School Info   ⌃ ✖

School Name	Foster, Stephen ES (0921)	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/0921_09182019_Stephen-Foster-Executive-Summa		

☆ 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	92	21	0	0	---	N/A	1	1	0	N/A
01	111	12	0	0	---	0	1	13	0	N/A
02	117	13	0	0	---	0	0	1	0	N/A
03	97	13	1	0	42	---	3	8	7	94
04	112	14	3	0	49	---	0	0	0	106
05	115	10	1	0	39	---	0	0	3	113

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	115	27	4	0	---	0	2	0	0	N/A
01	115	24	0	0	---	0	6	22	0	N/A
02	117	15	3	0	---	0	4	13	0	N/A
03	129	21	6	0	60	---	53	50	1	125
04	93	7	4	0	42	---	40	40	1	88
05	122	11	6	0	50	---	50	49	1	115

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

All students identified by the early warning system have alraedy been identified during routine Class Reviews. Students who are 2 levels below the expected BAS Level are provided Leveled Literacy Intervention (LLI). If students do not respond with sufficient progress, students are are given Digging Deeper assessments to determine if students may need a more intensive intervention such as: Fundations or Phonics for Reading.

Students identiifed as being in the Lowest Quartile have Intensive Push Ins for Reading and Math. Students with Disabilities (SWD) are provided push in or pull out support models, according to IEPs to provide support and progress toward individual goals. CPST/ RtI Team used to monitor and trach student growth.

School Report Card

 FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=0921&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?

Ultimately, the principal and assistant principal are responsible to ensure classroom instruction is aligned to grade-level standards. The Reading Coach Gillian Munter collaborates with the grade level teams to develop instructional units that are focused on ELA standards in sequence of the clusters, along with teaching the ELA standards through interdisciplinary units. Through the instructional cycles in ELA, the assessments are aligned to the grade level standards, Depth of Knowledge of the standard, as well as the test specificiations to assess the standards that were taught in order to enrich and remediate. and the Math Support Stephanie Futscher monitor the standards that are on the curriculum calendars that are created by each grade level team.

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?

Math iReady and ELA iReady are monitored weekly. iReady Math Diagnostic and iReady ELA Diagnostic are administered 3 times (beginning, middle, end of year). 3 ELA units have 6 assessments (2 times for each unit). Fountas and Pinnell Benchmark Assessment System (BAS) is adminstered grades K-5 four times per year for students on grade level and above, with interval assessments for students that are below level and receiving interventions. Students who are below level according to the Benchmark Assessment System receive daily thirty minute intervention targeting their specific reading deficiency as identified by the alternative assessments from Fountas and Pinnell. Progress monitoring is collected and reviewed primarily by our RtI specialist, and then discussed through our Collaborative Problem Solving Team if next steps are needed once students have received six weeks of intervention without any reading gains. Go Math Assessments: Prerequisite Skills Inventory (beginning of year), Beginning-of-Year, Middle-of-Year, and End-of-Year Tests. Math Chapter tests and Performance Tasks are administered about every 2 weeks, Science mini benchmark tests for each science standard are administered each week.

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?

All students are assessed through the Benchmark Assessment System within the first thirty days of school. After completion the of the assessment, the Collaborative Problem Solving Team meets with each teacher to review each student based on academics, social-emotional, and attendance concerns. At that time, students that reading two or more grade levels below are identified as needing a reading intervention. The type of intervention used is identified by the Reading Decision Chart assessments given to the students to further target their reading deficiency and needs. Students are monitored through this intervention with intervention probes to ensure that the intervention is correctly targeting the students' needs. If the student does not progress with the identified intervention, the team reconvenes in order to develop a plan to further assist the student and change the 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?

Students who receive Tier 2 intervention are seen daily for thirty minutes by the walk-to-read model with classroom teachers through the Leveled Literacy Intervention. Students who do not progress through this intervention are then moved to Tier 3 where Leveled Literacy Intervention may continue to be used with a smaller group, or a change of intervention based on need, such as Fundations. SWD students receive their services by the ESE facilitator based on their need using Leveled Literacy Intervention or Fundations.

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)?

Upon hiring, our newest teachers take the Seasons of Learning training through the Literacy Department in the summer prior to beginning their first year. This professional development focuses on assesses the students on the Benchmark Assessment system to analyze their data and then instruct the students through a Balanced Literacy Approach to meet each of their varying needs, while keeping in mind the Universal Designs for Learning that could benefit all of the students. Through this training and development, the teachers are able to understand the data that they receive from the BAS and which instructional context to teach the students in based on the data. Additionally, our literacy coach works closely with every teacher to monitor the BAS data and develop plans to target each students needs through planning and delivery. The delivery of lessons are coached through a coaching cycle with teachers that could benefit from additional support.

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

The ELL students are monitored by our ELL coordinator, as well as coaching cycles that help teacher implement ELL strategies. This current school year, ELL sheltered classes have been developed in First Grade, Fourth, and Fifth grades in order to specifically target students needs based on ACCESS, as well BAS, and other student data. Students receive intensive instruction provided by the teacher, support staff, as well as support from paraprofessionals in order to increase the percentage of reading proficiency for our ELL 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	
College and Career Readiness	Wednesday	1st, 2nd, 3rd, 4th, 5th	8/28/2019 - 5/13/2019	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-_Stephen_Foster_Elementary_School[1].pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0921_09052019_Broward_SAM-_Stephen_Foster_Elementary_School[1].pdf)	Teresa Kelly	9/5/2019
Stephen-Foster-MTSS-RtI-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0921_09302019_Stephen-Foster-MTSS-RtI-Action-Plan.pdf)	David Martin	9/30/2019

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 - 5/26/2019	8:15 AM - 1:45 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
Stephen-Foster-Elementary-SEL-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0921_09232019_Stephen-Foster-Elementary-SEL-Action-Plan-2019-2020.pdf)	David Martin	9/23/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Stephen-Foster-Elementary-SPBP-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0921_04302019_Stephen-Foster-Elementary-SPBP-2019-2020.docx)	David Martin	4/30/2019
Stephen-Foster-ES-feedback-form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0921_05242019_Stephen-Foster-ES-feedback-form-2019-20.pdf)	Vince Watson	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	685	378	55.18	196	28.61	93	13.58	18	2.63
2017 - 2018	666	381	57.21	191	28.68	81	12.16	13	1.95
2018 - 2019	691	328	47.47	243	35.17	106	15.34	14	2.03

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	115	44	38.26	42	36.52	25	21.74	4	3.48
2018 - 2019	01	115	57	49.57	33	28.70	23	20.00	2	1.74
2018 - 2019	02	117	58	49.57	39	33.33	18	15.38	2	1.71
2018 - 2019	03	129	58	44.96	45	34.88	23	17.83	3	2.33
2018 - 2019	04	93	47	50.54	37	39.78	7	7.53	2	2.15
2018 - 2019	05	122	64	52.46	47	38.52	10	8.20	1	0.82

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 **47.5**% 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 **17.4**% 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.

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 **2.0**% 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
Stephen-Fostrer-Elementary-Attendance-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0921_09182019_Stephen-Fostrer-Elementary-Attendance-Plan-2019.pdf)	David Martin	9/18/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
ASCP-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0921_09162019_ASCP-2019-2020.pdf)	Jeffrey Allagood	9/16/2019

Equity Plan

File Name	File Uploaded By	Upload Date
SFE-Equity-School-Action-Plan-2018-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0921_09022019_SFE-Equity-School-Action-Plan-2018-2019.pdf)	Jeffrey Allagood	9/2/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
0921_11162018_SFE_BPIE_2018_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0921_09012019_0921_11162018_SFE_BPIE_2018_19.pdf)	Jeffrey Allagood	9/1/2019
BPIE-Plan-2019---2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0921_09122019_BPIE-Plan-2019---2020.pdf)	Jeffrey Allagood	9/12/2019

☆ **Effective Communication**   ⌃ ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Stephen-Foster-SAC-Minutes-10-8-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0921_10222019_Stephen-Foster-SAC-Minutes-10-8-19.pdf)	October	Monitored	10/22/2019
Stephen-Foster-SAF-Minutes-10-8-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0921_10152019_Stephen-Foster-SAF-Minutes-10-8-2019.pdf)	October	None	10/15/2019
Stephen-Foster-SAC-SAF-Meeting-Dates.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0921_10152019_Stephen-Foster-SAC-SAF-Meeting-Dates.pdf)	October	Monitored	10/15/2019
Stephen-Foster-SAF-Agenda-10-8-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0921_10102019_Stephen-Foster-SAF-Agenda-10-8-19.pdf)	October	None	10/10/2019
Stephen-Foster-SAF-Sign-In-10-8-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0921_10102019_Stephen-Foster-SAF-Sign-In-10-8-19.pdf)	October	None	10/10/2019
Stephen-Foster-SAC-Sign-In-10-8-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0921_10102019_Stephen-Foster-SAC-Sign-In-10-8-19.pdf)	October	Monitored	10/10/2019
SAC-Composition-Report.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0921_10102019_SAC-Composition-Report.pdf)	October	Monitored	10/10/2019
Stephen-Foster-SAC-Sign-In-9-10-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0921_10022019_Stephen-Foster-SAC-Sign-In-9-10-19.pdf)	September	Developed	10/2/2019
Stephen-Foster-SAC-Agenda-9-10-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0921_10022019_Stephen-Foster-SAC-Agenda-9-10-19.pdf)	September	Developed	10/2/2019
Stephen-Foster-SAC-By-Laws-9-10-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0921_10022019_Stephen-Foster-SAC-By-Laws-9-10-19.pdf)	September	SAC ByLaws	10/2/2019
Stephen-Foster-SAC-Minutes-9-10-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0921_10022019_Stephen-Foster-SAC-Minutes-9-10-19.pdf)	September	Developed	10/2/2019
Stephen-Foster-SAF-By-Laws-9-10-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0921_10022019_Stephen-Foster-SAF-By-Laws-9-10-19.pdf)	September	SAF ByLaws	10/2/2019
Stephen-Foster-SAF-Agenda-9-10-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0921_10022019_Stephen-Foster-SAF-Agenda-9-10-19.pdf)	September	Developed	10/2/2019
Stephen-Foster-SAF-Minutes-9-10-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0921_10022019_Stephen-Foster-SAF-Minutes-9-10-19.pdf)	September	Developed	10/2/2019
Stephen-Foster-SAF-Sign-In-9-10-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0921_10022019_Stephen-Foster-SAF-Sign-In-9-10-19.pdf)	September	Developed	10/2/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Stephen-Foster-Parent-Survey-Results-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0921_09182019_Stephen-Foster-Parent-Survey-Results-2019.pdf)	David Martin	9/18/2019
Stephen-Foster-Student-Survey-Results.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0921_09182019_Stephen-Foster-Student-Survey-Results.pdf)	David Martin	9/18/2019
Stephen-Foster-Staff-Survey-Results-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0921_09182019_Stephen-Foster-Staff-Survey-Results-2019.pdf)	David Martin	9/18/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0921_09152019_Face-Plan.pdf)	Jeffrey Allagood	9/15/2019
Cultural-Awareness-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0921_09162019_Cultural-Awareness-.pdf)	Jeffrey Allagood	9/16/2019
Stephen-Foster-FACE.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0921_09172019_Stephen-Foster-FACE.jpg)	Jeffrey Allagood	9/17/2019
Stephen-Foster-FACE-2.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0921_09172019_Stephen-Foster-FACE-2.jpg)	Jeffrey Allagood	9/17/2019
Caught-Them-Being-Great.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0921_09172019_Caught-Them-Being-Great.pdf)	Jeffrey Allagood	9/17/2019
Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0921_09192019_Customer-Service.pdf)	Jeffrey Allagood	9/19/2019
FACE-Programs-and-Services-Checklist-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0921_09202019_FACE-Programs-and-Services-Checklist-.pdf)	Jeffrey Allagood	9/20/2019
Customer-Service-Meeting-Sign-In-Sheets.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0921_10012019_Customer-Service-Meeting-Sign-In-Sheets.pdf)	Jeffrey Allagood	10/1/2019

☆ School Info   ⌃ ✖

School Name	Griffin ES (2851)	**School Grade** (2018 - 2019)	
Title 1 School	No	**Differentiated Accountability (DA)**	
School of Excellence	---	**ESSA School**	
Executive Summary	⊙ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2851_09122019_2851_10172019_2851_GriffinES_		

☆ 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	76	4	1	0	---	N/A	0	0	0	N/A
01	110	9	1	0	---	0	2	4	0	N/A
02	101	12	1	0	---	0	1	2	0	N/A
03	104	9	0	0	18	---	0	5	0	102
04	86	6	0	0	12	---	0	0	0	84
05	108	19	0	0	23	---	1	1	2	108

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	99	12	0	0	---	0	0	0	0	N/A
01	85	7	0	0	---	0	0	5	0	1
02	115	6	0	0	---	0	0	2	0	N/A
03	111	8	1	0	11	---	3	2	0	108
04	107	6	0	0	13	---	10	11	0	104
05	88	11	1	0	13	---	7	8	1	83

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

We currently have in place leveled literacy intervention which includes all areas of a balanced literacy approach to effectively target all weak areas of comprehension and reading areas of all students. We utilize iReady reading and math on the computer which meets each students individual weakness based on their diagnostic assessment three times per year. We utilize the benchmark assessment system to individually track progress among reading within in the text, reading beyond the text, and analyzing the text.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=2851&district=06)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Student proficiency in both ELA and Math will increase by 5%.	Saturday FSA Camp	Literacy Coach, Administrative Support Staff, Grade level team leader	5/1/2019	none	$2,915.00	Literacy Coach, Administrative Support Staff	
Increase the % of students that make learning gains in the lowest 25% in the area of ELA.	morning camp	Tom Nordstrom	4/11/2020	NA	$0.00	Valerie Berger/ Tom Nordstrom	
Increase the % of students showing proficiency of ELA skills based on FSA data by 5%.	Pullout/push in groups	Literacy coach	5/1/2020	LLI, quickreads, vocabulary training	$0.00	Literacy Coach	

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	
2851 ELA	Tuesday	1st, 3rd	9/10/2019 - 5/3/2020	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--Griffin-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2851_09052019_Broward-SAM--Griffin-Elementary-School.pdf)	Teresa Kelly	9/5/2019
MTSSactionplan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2851_10042019_MTSSactionplan.pdf)	Angela Keller	10/4/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	2nd, 4th	9/4/2019 - 5/20/2020	12:00 PM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
2851_11292018_Griffin-SEL-Action-Plan-2019-20-Revised-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2851_09122019_2851_11292018_Griffin-SEL-Action-Plan-2019-20-Revised-(1).docx)	Angela Keller	9/12/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Griffin_SPBP_1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2851_05172019_Griffin_SPBP_1920.pdf)	Tyyne Hogan	5/17/2019
GRIFFIN-FEEDBACK-FORM-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2851_06182019_GRIFFIN-FEEDBACK-FORM-19-20.pdf)	Desiree Montalvo	6/18/2019

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	602	382	63.46	153	25.42	61	10.13	6	1.00
2017 - 2018	588	383	65.14	143	24.32	53	9.01	9	1.53
2018 - 2019	605	376	62.15	170	28.10	53	8.76	6	0.99

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	99	57	57.58	28	28.28	13	13.13	1	1.01
2018 - 2019	01	85	48	56.47	29	34.12	7	8.24	1	1.18
2018 - 2019	02	115	82	71.30	25	21.74	8	6.96	0	0.00
2018 - 2019	03	111	67	60.36	33	29.73	11	9.91	0	0.00
2018 - 2019	04	107	66	61.68	34	31.78	6	5.61	1	0.93
2018 - 2019	05	88	56	63.64	21	23.86	8	9.09	3	3.41

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 **62.1**% 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 **9.8**% 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 **1.0**% 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
2851_09122019_Attendance-Plan-Elementary-2019-2020-SIP-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2851_10152019_2851_09122019_Attendance-Plan-Elementary-2019-2020-SIP-(1).pdf)	Thomas Nordstrom	10/15/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
school-counselor-plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2851_10022019_school-counselor-plan.pdf)	Angela Keller	10/2/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2851_10042019_Equity-Diversity-Action-Plan-.pdf)	Angela Keller	10/4/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2851_04262019_BPIE-2019.pdf)	Alison Rasgado	4/26/2019
2851_09122019_BPIE-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2851_10152019_2851_09122019_BPIE-Plan-2019-2020.pdf)	Angela Keller	10/15/2019

☆ Effective Communication   ⌃ ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
sac-composition.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2851_10252019_sac-composition.pdf)	October	A+ Funds	10/25/2019
SAC-minutes-10-21-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2851_10222019_SAC-minutes-10-21-19.pdf)	October	A+ Funds	10/22/2019
promethean-flyer.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2851_10222019_promethean-flyer.pdf)	October	A+ Funds	10/22/2019
SAC-sign-in-10-21.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2851_10222019_SAC-sign-in-10-21.pdf)	October	A+ Funds	10/22/2019
SAC-10-22.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2851_10222019_SAC-10-22.pdf)	October	A+ Funds	10/22/2019
GriffinES_SAC_Bylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2851_10162019_GriffinES_SAC_Bylaws.pdf)	October	SAC ByLaws	10/16/2019
_Griffin_SAF_Bylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2851_10162019__Griffin_SAF_Bylaws.pdf)	October	SAF ByLaws	10/16/2019
SAC-Dates-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2851_10162019_SAC-Dates-2019-2020.pdf)	October	None	10/16/2019
2851_10012019_SAC-Minutes-5-20-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2851_10152019_2851_10012019_SAC-Minutes-5-20-19.pdf)	October	A+ Funds	10/15/2019
Agenda--May-20--2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2851_10152019_Agenda--May-20--2019.pdf)	October	A+ Funds	10/15/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
SurveysReportPrint1449862125034061906.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2851_10032019_SurveysReportPrint1449862125034061906.pdf)	Thomas Nordstrom	10/3/2019
SurveysReportPrint5758462638991364766.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2851_10032019_SurveysReportPrint5758462638991364766.pdf)	Thomas Nordstrom	10/3/2019
SurveysReportPrint6645632908495454011.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2851_10032019_SurveysReportPrint6645632908495454011.pdf)	Thomas Nordstrom	10/3/2019

File Name	File Uploaded By	Upload Date
Griffin_2851_Survey-Plan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2851_10032019_Griffin_2851_Survey-Plan.docx)	Thomas Nordstrom	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
eco-patrol-2-4th.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2851_10142019_eco-patrol-2-4th.jpg)	Angela Keller	10/14/2019
eco-patrol-2.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2851_10142019_eco-patrol-2.jpg)	Angela Keller	10/14/2019
i-ready-all-stars.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2851_10142019_i-ready-all-stars.jpg)	Angela Keller	10/14/2019
parent-information.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2851_10142019_parent-information.jpg)	Angela Keller	10/14/2019
PTA-Superstars.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2851_10142019_PTA-Superstars.jpg)	Angela Keller	10/14/2019
reduce-resuse-recycle.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2851_10142019_reduce-resuse-recycle.jpg)	Angela Keller	10/14/2019
Student-incentives.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2851_10142019_Student-incentives.jpg)	Angela Keller	10/14/2019
teachers.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2851_10142019_teachers.jpg)	Angela Keller	10/14/2019
Programs-and-Services-Checklist-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2851_10152019_Programs-and-Services-Checklist-.pdf)	Angela Keller	10/15/2019
Catchthem-Being-Great-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2851_10152019_Catchthem-Being-Great-.pdf)	Angela Keller	10/15/2019
2851_10142019_Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2851_10152019_2851_10142019_Cultural-Awareness.pdf)	Angela Keller	10/15/2019
2851_10142019_Customer-Service-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2851_10152019_2851_10142019_Customer-Service-(1).pdf)	Angela Keller	10/15/2019
Face-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2851_10152019_Face-Plan.pdf)	Angela Keller	10/15/2019

☆ School Info   ⌃ ✖

School Name	Harbordale ES (0491)	School Grade (2018 - 2019)	
Title 1 School	No	Differentiated Accountability (DA)	
School of Excellence	Yes	ESSA School	
Executive Summary	⊙ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0491_09102019_0491_08282019_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	77	17	0	0	---	N/A	1	1	0	N/A
01	77	13	0	0	---	0	1	1	0	N/A
02	83	8	1	0	---	0	0	4	0	N/A
03	88	9	0	0	15	---	1	2	0	82
04	77	6	0	0	10	---	1	3	1	72
05	83	10	0	0	7	---	0	0	0	75

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	92	12	0	0	---	0	1	1	0	N/A
01	88	8	0	0	---	0	0	2	0	N/A
02	82	7	3	0	---	0	1	4	0	N/A
03	99	9	1	0	8	---	4	3	0	93
04	83	7	0	0	6	---	6	7	0	78
05	81	9	0	0	7	---	6	6	1	75

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

Progress Monitoring Data is collected every CARE cycle (approximately 4 weeks) and entered into Analysis of Student Work (ASW) documents which group students into four categories (below expectation, approaching expectation, meets expectation, and exceeds expectation). Additionally, teachers administer three IReady Diagnostics per year and comprehensive data reports analyzed. Strategies for each subgroup and next steps are discussed and outlined. Documents are arranged by class and subject (i.e. ELA and Math). Core instructional materials in grades 3-5: Curriculum Associates Language Arts and Math Florida Standards (LAFS/MAFS). Supplemental and Intervention programs are taken from the Multi-Tiered System of Support (MTSS) struggling charts to ensure a research based program is selected and focus on a particular skill (i.e. vocabulary, decoding). Programs currently in use are: Phonics for Reading, Fundations, Elements of Vocabulary, QuickReads, Great Leaps, Mountain Language Arts, Question-Answer Relationships, Mountain Math, Touch Math and the IReady Tool Box. Our ESE Support Facilitator also utilizes WIlson Reading for grades 2-5. Technology programs include IReady, Accelerated Reader, RAZ Kids, Flocabulary, Newsela, Pebble Go and various programs specific to grade levels.

School Report Card

[FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=0491&district=06)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June 2020, the percentage of 3rd-5th grade students making learning gains in Math will increase from 79% to at least 85% as measured by the Florida Standards Assessment in Math.	I-ready daily (30 min (on/above level) or 45 min (below/approaching) per week; Math Fact Fluency practice daily; additional practice aligned to standards from i-ready and online text books; math curriculum has been aligned to Guidance Documents from the District; Spiral Review with Mountain Math; Small Group Instruction/Multi-sensory Centers aligned to standards/test specs, STEM Special, Supplementing Go Math curriculum with Engage NY lessons; Online personal math trainer to provide support to students struggling with a particular skill or standard	Classroom Teachers - Team Leaders: Heather Webb (K); Tania Garza (1); Nicole Ferraro (2); Kori Goldstein (3); Lauren Kirik (4); Kristina Dixon (5)	6/2/2020	Grade Level Unwrapping the standards using Guidance documents with support from the District; Iready, Mountain Math, Flocabulary	$22,256.50	Administration and Support Staff work closely with classroom teachers engaging in data chats regarding I-ready reports (weekly review), Analysis of Student Work documents (1 review per Care Cycle for each teacher); Classroom walkthroughs and observations are conducted regularly by Administration.	

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June 2020, the percentage of 3rd-5th grade students making achievement in Math will increase from 79% to at least 85% as measured by the Florida Standards Assessment in Math.	I-ready daily (30 min (on/above level) or 45 min (below/approaching) per week; Math Fact Fluency practice daily; additional practice aligned to standards from i-ready and online text books; math curriculum has been aligned to Guidance Documents from the District; Spiral Review with Mountain Math; Small Group Instruction/Multi-sensory Centers aligned to standards/test specs, STEM Special, Supplementing Go Math curriculum with Engage NY lessons; Online personal math trainer to provide support to students struggling with a particular skill or standard	Classroom Teachers - Team Leaders: Heather Webb (K); Tania Garza (1); Nicole Ferraro (2); Kori Goldstein (3); Lauren Kirik (4); Kristina Dixon (5)	6/2/2020	Grade Level Unwrapping the standards using Guidance documents with support from the District; I-ready, Mountain Math, Flocabulary		Administration and Support Staff work closely with classroom teachers engaging in data chats regarding I-ready reports (weekly review), Analysis of Student Work documents (1 review per Care Cycle for each teacher); Classroom walkthroughs and observations are conducted regularly by Administration.	
By June 2020, the percentage of lowest quartile students making learning gains in Math will increase from 62% to at least 69% as measured by the Florida Standards Assessment in Math.	RtI interventions will be provided to students in the lowest quartile with regular contact with CPST to report progress; I-ready daily (45 min per week for below and approaching level students; Math Fact Fluency practice daily; additional practice aligned to standards from i-ready and online text books; math curriculum has been aligned to Guidance Documents from the District; Spiral Review with Mountain Math; Small Group Instruction/Multi-sensory Centers aligned to standards/test specs, STEM Special, Supplementing Go Math curriculum with Engage NY lessons;	Classroom Teachers - Team Leaders: Heather Webb (K); Tania Garza (1); Nicole Ferraro (2); Kori Goldstein (3); Lauren Kirik (4); Kristina Dixon (5)	6/2/2020	Grade Level Unwrapping the standards using Guidance documents with support from the District; I-ready, Mountain Math, Flocabulary		Administration and Support Staff work closely with classroom teachers engaging in data chats regarding I-ready reports (weekly review), Analysis of Student Work documents (1 review per Care Cycle for each teacher); Classroom walkthroughs and observations are conducted regularly by Administration.	

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 school administrator and literacy coach are responsible in ensuring classroom instruction is aligned to grade-level standards and what evidence is collected to demonstrate that classroom instruction is aligned to grade-level standards. Admiinstration and the literacy will make regular learning walks through classrooms and provide feedback through noticings, wonderings and follow ups. Literacy Coach will also provide resources needed within the reading instruction.

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?

BAS, STAR LIteracy for FLKRS, Letter names, sounds and concepts of print are collected to determine that students by subgroups are progressing toward reading proficiency. Administration and the Literacy Coach are responsible for collecting and reviewing student progress monitoring data. Students placed in a Tier intervention through the MTSS/Rti system will receive a progress monitoring folder. Interventionists document data each week and administration reviews the data as well as provide feedback. Literacy Coach will adjust curriculum if needed based on data analysis.

Also, at the start of year school year the grade level teams create Instructional Focus Calendars for the year. Then adjust as needed into monthly chunks (CARE plans). At the end of each cycle the students are given standard based assessments forthat cycle. They then complete an Analysis of Student Work (ASW). The ASWs are collected and reviewed by admin and the literacy coach. The protocol shows if the students surpassed, met, or were below standard. It has the teacher reflect on why the scores fell where they did and next steps moving forward.

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?

See ASWs above.

Teachers monitor data, along with Literacy Coach, administration and Rti Team. Students that are flagged based on BAS AP3 and Rti rollovers are placed in interventions based on the Reading Decision Chart. Teachers will collect data through BAS, i-Ready and BAS Optional Assessments. Literacy coach will meet with students as needed to perform additional literacy asessments to determine the specific needs of the student. .

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?

Our school is using Benchmark Assessment Systems (BAS), the Literacy Continuum and Balanced Literacy as TIER 1 instruction for all. Additional intervention materials are selected for TIER 2 and TIER 3 groups such as Wilson's Fundations, the Write-in Reader, Phonics for Reading, Super QAR, and Great Leaps for fluency. Groups are based on individual student needs. Prompting Guides in Tier 1 instruction, small group guided reading planning and instruction. Classroom teachers, select paraprofessionals, and support staff are responsible for administering Tier 2 & Tier 3. Our ESE Facilitators also holds groups for students that need reading sevices specific to their academic goals. Groups are run 3-5 days a week for 20-30 minutes 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)?

The Literacy coach provides professional development based on teacher needs and district initiatives, as well as inviting experts from the district to present to the faculty.
Teachers have attended or are in the process of completing Pathways for Balanced Literacy training including small group guided reading training. The literacy coach implements a monthly curriculum corner too. Here teachers receive help on needed programs/strategies based on teacher survey and observational need. Teachers also collaborate amongst their team members to share best practices.

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

An ELL contact pulls small groups on Wednesdays to reinforce reading skills for Level 1-2 students. The Literacy Coach has created an ELL Literacy Plan for Level 1 & 2 students to support their learning within the reading block. Level 1 & 2 ELL students are pulled for Imagine Learning Literacy Program.

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
Collaborative Team Planning- Target Focus: Grade level's lowest scoring standards	Wednesday	2nd	8/14/2019 - 5/13/2020	2:15 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-_Harbordale_Elementary_School[1].pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_09052019_Broward_SAM-_Harbordale_Elementary_School[1].pdf)	Teresa Kelly	9/5/2019
0491-MTSS-RtI-Action-Plan-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_10012019_0491-MTSS-RtI-Action-Plan-2019-2020.docx)	Candice Fleming	10/1/2019
0491-RTI-Bonus-Calendar-information-October-2019.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_10012019_0491-RTI-Bonus-Calendar-information-October-2019.doc)	Candice Fleming	10/1/2019
Final-Copy-Harbordale-2019-2020-BOY--Data-Analysis-PPT-II.ppt (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_10012019_Final-Copy-Harbordale-2019-2020-BOY--Data-Analysis-PPT-II.ppt)	Candice Fleming	10/1/2019
Harbordale-Elementary-School-BOY-Agenda-8-7-19.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_10012019_Harbordale-Elementary-School-BOY-Agenda-8-7-19.doc)	Candice Fleming	10/1/2019
Support-Staff-Agenda---9-9-19.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_10012019_Support-Staff-Agenda---9-9-19.doc)	Candice Fleming	10/1/2019
Team-Leader-Agenda-9-11-19.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_10012019_Team-Leader-Agenda-9-11-19.doc)	Candice Fleming	10/1/2019

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 - 4/29/2020	8:00 AM - 11:00 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
0491-SEL-Action-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_09122019_0491-SEL-Action-Plan-2019-20.pdf)	Candice Fleming	9/12/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date

File Name	File Uploaded By	Upload Date
Harbordale-Feedback-Form-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_06182019_Harbordale-Feedback-Form-19-20.pdf)	Desiree Montalvo	6/18/2019
0491_06182019_SPBP-19-20-Harbordale(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_09102019_0491_06182019_SPBP-19-20-Harbordale(1).pdf)	Candice Fleming	9/10/2019

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	501	269	53.69	162	32.34	61	12.18	9	1.80
2017 - 2018	495	285	57.58	144	29.09	55	11.11	11	2.22
2018 - 2019	523	302	57.74	167	31.93	48	9.18	6	1.15

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	91	60	65.93	20	21.98	8	8.79	3	3.30
2018 - 2019	01	87	44	50.57	36	41.38	7	8.05	0	0.00
2018 - 2019	02	82	55	67.07	20	24.39	5	6.10	2	2.44
2018 - 2019	03	99	63	63.64	25	25.25	10	10.10	1	1.01
2018 - 2019	04	83	40	48.19	36	43.37	7	8.43	0	0.00
2018 - 2019	05	81	40	49.38	30	37.04	11	13.58	0	0.00

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 **57.7**% 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 **10.3**% 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 **1.1**% 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

File Name	File Uploaded By	Upload Date
Attendance-Plan-Elementary-0491-2019-2020-SIP-(8).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_09102019_Attendance-Plan-Elementary-0491-2019-2020-SIP-(8).pdf)	Candice Fleming	9/10/2019
0491-Attendance-Plan-SIP-Updated-Oct-15.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_10152019_0491-Attendance-Plan-SIP-Updated-Oct-15.pdf)	Candice Fleming	10/15/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
0491-School-Counseling-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_09132019_0491-School-Counseling-Plan-2019-2020.pdf)	Candice Fleming	9/13/2019

Equity Plan

File Name	File Uploaded By	Upload Date
HarbordaleEquity-Diversity-Action-Plan19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_09092019_HarbordaleEquity-Diversity-Action-Plan19_20.pdf)	Cari Rodriguez	9/9/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
HabordaleBPIE_2018.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_08302019_HabordaleBPIE_2018.pdf)	Theresa C Bucolo	8/30/2019

☆ **Effective Communication**   ⌃ ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
0491-Harbordale-ES-minutes-101519.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0491_10162019_0491-Harbordale-ES-minutes-101519.pdf)	October	A+ Funds	10/16/2019
0491-Harbordale-ES-Agenda_11192019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0491_10162019_0491-Harbordale-ES-Agenda_11192019.pdf)	November	A+ Funds	10/16/2019
0491-SAF-sign-in-101519.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0491_10162019_0491-SAF-sign-in-101519.pdf)	October	A+ Funds	10/16/2019
0491-SAC-sign-in-101519.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0491_10162019_0491-SAC-sign-in-101519.pdf)	October	A+ Funds	10/16/2019
0491-Harbordale-ES-Agenda_10152019-(Suzanne-Hicks).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0491_10082019_0491-Harbordale-ES-Agenda_10152019-(Suzanne-Hicks).pdf)	October	SAF ByLaws	10/8/2019
0491-Compisition-Report-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0491_10022019_0491-Compisition-Report-2019-2020.pdf)	October	None	10/2/2019
0491-Harbordale-ES-minutes-09172019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0491_09192019_0491-Harbordale-ES-minutes-09172019.pdf)	September	SAC ByLaws	9/19/2019
0491-SAF-Meeting-Sign-In-Sheet-Sept.-17--2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0491_09182019_0491-SAF-Meeting-Sign-In-Sheet-Sept.-17--2019.pdf)	September	SAF ByLaws	9/18/2019
0491-Harbordale-SAF-By-Laws-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0491_09182019_0491-Harbordale-SAF-By-Laws-2019-2020.pdf)	September	SAF ByLaws	9/18/2019
0491-SAC-ByLaws-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0491_09182019_0491-SAC-ByLaws-2019-2020.pdf)	September	SAC ByLaws	9/18/2019
0491-SAC-Meeting-Sign-In-Sheet-Sept.-17--2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0491_09182019_0491-SAC-Meeting-Sign-In-Sheet-Sept.-17--2019.pdf)	September	SAC ByLaws	9/18/2019
0491-Harbordale-ES-minutes-08272019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0491_09162019_0491-Harbordale-ES-minutes-08272019.pdf)	September	None	9/16/2019
0491-Harbordale-ES-Agenda_09172019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0491_09132019_0491-Harbordale-ES-Agenda_09172019.pdf)	September	A+ Funds	9/13/2019
0491_09062019_Smart-Bond-Commitee-Letter-Updated-Final-Version.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0491_09102019_0491_09062019_Smart-Bond-Commitee-Letter-Updated-Final-Version.pdf)	September	None	9/10/2019
0491_09062019_SMART-Bond-Timeline.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0491_09102019_0491_09062019_SMART-Bond-Timeline.pdf)	September	None	9/10/2019
0491_09062019_School-Choice-Ballot(Revote)---HARBORDALE-BALLOT-Final-Version(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0491_09102019_0491_09062019_School-Choice-Ballot(Revote)---HARBORDALE-BALLOT-Final-Version(1).pdf)	September	None	9/10/2019
0491_08272019_0491-Harbordale-ES-Agenda_08272019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0491_09102019_0491_08272019_0491-Harbordale-ES-Agenda_08272019.pdf)	September	None	9/10/2019
0491-Harbordale-ES-Sign-In-082719.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0491_08272019_0491-Harbordale-ES-Sign-In-082719.jpg)	August	None	8/27/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
StudentSurveysReport_Harbordale.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_09102019_StudentSurveysReport_Harbordale.pdf)	Candice Fleming	9/10/2019
ParentSurveysReportHarbordale.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_09102019_ParentSurveysReportHarbordale.pdf)	Candice Fleming	9/10/2019
StaffSurveysReport_Harbordale.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_09102019_StaffSurveysReport_Harbordale.pdf)	Candice Fleming	9/10/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
0491-Bulletine-Board-Media-Sept.-20.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_09202019_0491-Bulletine-Board-Media-Sept.-20.jpg)	Candice Fleming	9/20/2019
0491-Harbordale-School-Association-Sept..pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_09202019_0491-Harbordale-School-Association-Sept..pdf)	Candice Fleming	9/20/2019
0491-Harbordale-School-Association-Website-Sept..pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_09202019_0491-Harbordale-School-Association-Website-Sept..pdf)	Candice Fleming	9/20/2019
0491-Harbordale-School-Calendar-Sept..pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_09202019_0491-Harbordale-School-Calendar-Sept..pdf)	Candice Fleming	9/20/2019
0491-Harbordale-School-Website-Sept..pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_09202019_0491-Harbordale-School-Website-Sept..pdf)	Candice Fleming	9/20/2019
0491-Harbordale-Dolphin-Doing-Email.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_09202019_0491-Harbordale-Dolphin-Doing-Email.pdf)	Candice Fleming	9/20/2019
0491-Harbordale-Shout-Outs-2019-2020.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_09202019_0491-Harbordale-Shout-Outs-2019-2020.jpg)	Candice Fleming	9/20/2019
0491-Harbordale-Shout-Outs--Fifth-Grade-2019-2020.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_09202019_0491-Harbordale-Shout-Outs--Fifth-Grade-2019-2020.jpg)	Candice Fleming	9/20/2019
SAIL-SEL-Vid.mp4 (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_09232019_SAIL-SEL-Vid.mp4)	Candice Fleming	9/23/2019
Start-With-Hello.mp4 (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_09232019_Start-With-Hello.mp4)	Candice Fleming	9/23/2019
Harbordale---Programs-and-Services-Checklist-1.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_09242019_Harbordale---Programs-and-Services-Checklist-1.pdf)	Theresa C Bucolo	9/24/2019
Harbordale---Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_09242019_Harbordale---Customer-Service.pdf)	Theresa C Bucolo	9/24/2019
Harbordale-Catch-them-Being-Great.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_09252019_Harbordale-Catch-them-Being-Great.pdf)	Theresa C Bucolo	9/25/2019
Harbordale-Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_09252019_Harbordale-Cultural-Awareness.pdf)	Theresa C Bucolo	9/25/2019
Harbordale---Face-Plan-Template-1.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_09252019_Harbordale---Face-Plan-Template-1.pdf)	Theresa C Bucolo	9/25/2019
Harbordale---Weekly-Update-from-Harbordale-School-Association-(HSA).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_09262019_Harbordale---Weekly-Update-from-Harbordale-School-Association-(HSA).pdf)	Theresa C Bucolo	9/26/2019
Thank-You-1st-Day-Staff-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_09262019_Thank-You-1st-Day-Staff-2019.pdf)	Theresa C Bucolo	9/26/2019

File Name	File Uploaded By	Upload Date
Harbordale---Staff-Fall-Activity2019-10-01-at-7.18.21-AM.png (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_10012019_Harbordale---Staff-Fall-Activity2019-10-01-at-7.18.21-AM.png)	Theresa C Bucolo	10/1/2019
Adm.-Newsletter-#2.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_10012019_Adm.-Newsletter-#2.docx)	Candice Fleming	10/1/2019
Week-of-10-14-19.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_10222019_Week-of-10-14-19.doc)	Theresa C Bucolo	10/22/2019
Staff-Appreciation2019-10-22-053857.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_10222019_Staff-Appreciation2019-10-22-053857.pdf)	Theresa C Bucolo	10/22/2019
Pumpkin-Pizzazz--Event-2019-10-22-113116.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0491_10222019_Pumpkin-Pizzazz--Event-2019-10-22-113116.pdf)	Theresa C Bucolo	10/22/2019

☆ School Info ∧ ✖

School Name	Lloyd Estates ES (1091)	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/1091_09262019_Lloyd-Estates-Elem-Executive-Sum		

☆ 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	83	14	0	0	---	N/A	0	1	0	N/A
01	86	6	0	0	---	0	1	3	0	N/A
02	95	6	0	0	---	0	1	2	1	N/A
03	100	5	0	0	39	---	2	11	3	97
04	96	11	2	0	31	---	0	1	3	87
05	99	11	1	0	38	---	1	1	1	94

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	88	18	0	0	---	0	1	1	0	N/A
01	76	11	3	0	---	0	1	1	0	N/A
02	83	9	0	0	---	0	0	2	0	N/A
03	96	8	1	0	28	---	5	1	2	92
04	96	8	0	0	39	---	10	6	2	95
05	102	15	2	0	50	---	26	21	2	97

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

All teachers provide small group reading instruction (Tier 1) to all students. Enrichment activities are provided through the implementation of differentiated instructional strategies, use of chapter books and project based learning. Students needing remediation receive a double dose of small group reading instruction (Tier 2) designed to specifically target their needs. Students who have been retained are assessed using the BAS (Benchmark Assessment System) in order to determine their specific area of deficiency.   In addition to the Tier 1 and Tier 2 interventions provided in class, they receive Tier 3 intervention with a highly qualified teacher or paraprofessional using a push in or pull out model. Tier 3 interventions address phonics skills with the use of the Sound Partners phonics program, Journeys Literacy Toolkit, LLI and iReady. Deficiencies for other areas of reading are addressed through specific skills based activities individualized for each student using iReady. Students who exhibit academic difficulties in math receive Tier 2 or Tier 3 interventions from their classroom teacher using the Go Math intervention resources.

Teachers receive ongoing support from the ESOL Resource Teacher and the Literacy Coach in order to implement ESOL and Differentiated Instructional strategies that will assist with meeting each child's individualized educational needs.

Student suspensions can be reduced through a comprehensive behavior management plan. The school's Discipline Committee has developed a School Wide Positive Behavior Plan outlining various positive behaviors that contribute to a safe and nurturing learning environment. Our plan outlines specific expectations for the following areas: School Bus, Cafeteria, and Hallways. Classroom teachers utilize CHAMPS strategies to manage individual classroom behaviors. When dealing with behavior incidents, the school administration adheres to the District's Discipline Matrix to administer consequences. Discipline incidents reports are reviewed on a quarterly basis, and the plan is modified as needed. Students with ongoing behavioral concerns participate in weekly groups with the Guidance Counselor. Guidance sessions address building self-esteem, goal setting, peer relations and anger management. We will address the social emotional needs of our students by implementing the Stanford Harmony SEL program.

Students with less than 90% attendance rate are monitored through the analysis of attendance reports. Parents are contacted and informed of the District's attendance policy via telephone and in writing. Parent conferences are held with both the teacher and administration in order to address attendance concerns. Services are offered through Guidance in order to address any difficulties which may prevent students from attending school regularly. The Social Worker addresses attendance issues when the school's attempt have been unsuccessful.

The Response to Intervention/Collaborative Problem Solving Team (RTI/CPST) meets each Wednesday to address academic and/or behavior RTI referrals. During the meetings, the team reviews the data collected and devises a plan designed to help each child meet their academic or behavior objectives. Using BASIS, students with 2 or more warning indicators are identified. The teachers document Tier 1 teacher strategies, and the RTI/CPST team monitors their progress on an ongoing basis. Administration meets with teachers to discuss student achievement on formative assessments during data huddle meetings. Data huddles are held quarterly for grades K - 5. Student performance data is also discussed during weekly team meetings. Students whose data indicate a pattern of non-proficiency on standard based skills are referred to the RTI/CPST team for a comprehensive study. Formative assessment results for students with 2 or more warning indicators, also undergo an in-depth review during data huddle meetings. Through the RTI/CPST process and the Data Huddle meetings, teachers receive guidance and support to precisely diagnose instructional problems, develop targeted interventions and identify appropriate progress monitoring tools

School Report Card

 FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=1091&district=06)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June of 2020, students in our lowest quartile will increase their FSA ELA proficiency from a 50% to 52%.	We will monitor the lowest quartile by providing M.A.G.I.C. Data folders to each student in which the teachers will keep and constantly monitor their progress. In addition, students will confer with teachers weekly on assessments and progress. We will have push-in support provided by support staff. We will also have a pull-out technology morning session before school in the areas of reading and math. Data chats will be conducted biweekly .	Leadership Team which includes, Principal, Assistant Principal, Literacy Coach, School Counselor, and ESE Specialist.	6/3/2020	On going district trainings		on going	
By June of 2020, students in grades 3-5 will increase their their FSA ELA proficiency from a 45% to 48%.	Leadership will be having Bi-weekly data huddles with teachers. Teachers will also have common planning and discuss data and formative and summative assessments and constantly monitor it. Teachers will also front load standards and implement standards based curriculum. Literacy coach will provide support and modeling for teachers to ensure that students functioning at a higher level are challenged and provided rigorous instruction Professional development for teachers regarding data, standards, and best practices will be provided.	Leadership Team which includes, Principal, Assistant Principal, Literacy Coach, Guidance Councelor, and ESE Specialist.	6/3/2020	Small Group Guided Reading, Balanced Literacy, Differentiated Instruction, I ready, Imagine Learning,	$3,000.00		

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 school administrators and literacy coach are responsible in ensuring classroom instruction is aligned to grade-level standards and we collect lesson plans, agendas for team meetings, PLC agendas and PLCminutes as well as biweekly mini 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?

BAS, FAIR, STAR LIteracy, Letter names, sounds and concepts of print, I ready data, Bi weekly and monthly progress monitoring asseessments are collected to determine that students by subgroups are progressing toward reading proficiency. Administration and the Literacy Coach are 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?

Teachers monitor data, along with Literacy Coach, administration and Rti Team. Students are placed in interventions based on the Reading Decision Chart. Teachers will collect data through BAS, i-Ready and weekly and monthly progress monitoring assessments. Case Managers for each grade level will meet and discuss data to ensure the student is progressing. We will also have mini monthly assessment in math and reading and collect the data to monitor students.

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?

Our school is using Benchmark Assessment Systems (BAS), Leveled Literary Intervention (LLI) in select groups,I-ready face to face lessons, small group guided reading planning and instruction, Phonics for Reading,Select teachers are using Fountas and Pinnell Phonics, Spelling, Word Study System/Guide. Classroom teachers, select paraprofessionals, literacy coach are responsible for administering Tier 2 & Tier 3. Groups are run 3-5 days a week for 20-30 minutes 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)?

Teachers have had:
- Differentiated Centers
- Small Group Reading
- LLI
- Fundations
- BAS

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

We have met with the teachers and discussed all of theri ELL students and their ACCESS scores. We have paras that are assisting the teachers in the classroom and pushing in to assist all of our ELL students. In addition, we have supplied dictionaries and ESOL matrix for all 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 Math, PLC ELA Intermediate, PLC ELA Primary, PLC Science	Thursday	3rd	9/12/2019 - 5/7/2020	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-_Lloyd_Estates_Elementary_School[1].pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1091_09052019_Broward_SAM-_Lloyd_Estates_Elementary_School[1].pdf)	Teresa Kelly	9/5/2019
MTSS-RtI-Action-Plan-Template-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1091_09262019_MTSS-RtI-Action-Plan-Template-2019.pdf)	Marilyn Guirand	9/26/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 3rd	8/13/2019 - 5/20/2020	8:15 AM - 1:45 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1091_10012019_SEL-Action-Plan-2019-20.pdf)	Marilyn Guirand	10/1/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Behavior-Plan-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1091_05172019_Behavior-Plan-2019-2020.docx)	Tyyne Hogan	5/17/2019
Lloyd-Estates-ES-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1091_05242019_Lloyd-Estates-ES-Feedback-Form.pdf)	LaToya Flournoy	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	613	383	62.48	163	26.59	55	8.97	12	1.96

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	%
2017 - 2018	583	377	64.67	144	24.70	46	7.89	16	2.74
2018 - 2019	541	318	58.78	149	27.54	61	11.28	13	2.40

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	88	41	46.59	27	30.68	18	20.45	2	2.27
2018 - 2019	01	76	40	52.63	25	32.89	9	11.84	2	2.63
2018 - 2019	02	82	52	63.41	20	24.39	9	10.98	1	1.22
2018 - 2019	03	97	56	57.73	32	32.99	6	6.19	3	3.09
2018 - 2019	04	96	68	70.83	19	19.79	8	8.33	1	1.04
2018 - 2019	05	102	61	59.80	26	25.49	11	10.78	4	3.92

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 **58.8**% 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 **13.7**% 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 **2.4**% 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-Lloyd-Estates-Elementary.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1091_10212019_Attendance-Plan-Lloyd-Estates-Elementary.pdf)	Marilyn Guirand	10/21/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
ASCP-(BCPSFM01).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1091_10012019_ASCP-(BCPSFM01).pdf)	Luisa Hanfling	10/1/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1091_10012019_Equity-Plan-2019-2020.pdf)	Marilyn Guirand	10/1/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1091_09202019_BPIE_2019.pdf)	Luisa Hanfling	9/20/2019
Prioritized-school-BPIE-indicator_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1091_09262019_Prioritized-school-BPIE-indicator_2019.pdf)	Luisa Hanfling	9/26/2019

☆ **Effective Communication**   ⌃ ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
1091_bylaws_10152019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1091_10152019_1091_bylaws_10152019.docx)	October	SAC ByLaws	10/15/2019
1091_SACSIGIN_10152019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1091_10152019_1091_SACSIGIN_10152019.pdf)	October	A+ Funds	10/15/2019
1091_SACMinutes_10152019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1091_10152019_1091_SACMinutes_10152019.pdf)	October	Developed	10/15/2019
1091_SACAGENDA_10152019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1091_10152019_1091_SACAGENDA_10152019.pdf)	October	Monitored	10/15/2019
1091_SACCOMPOSITION_10152019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1091_10152019_1091_SACCOMPOSITION_10152019.docx)	October	Monitored	10/15/2019
1091_Signin_10102019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1091_09102019_1091_Signin_10102019.pdf)	September	SAC ByLaws	9/10/2019
1091_SACMinutes_10092019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1091_09102019_1091_SACMinutes_10092019.pdf)	September	SAC ByLaws	9/10/2019
1091_SACAGENDA_10092019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1091_09102019_1091_SACAGENDA_10092019.pdf)	September	SAC ByLaws	9/10/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
StaffSurveysReport_Lloyd.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1091_10012019_StaffSurveysReport_Lloyd.pdf)	Luisa Hanfling	10/1/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
OFFICE-STAFF-MEETING.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1091_10022019_OFFICE-STAFF-MEETING.pdf)	Marilyn Guirand	10/2/2019
Face-Plan-Lloyd-Estates-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1091_10022019_Face-Plan-Lloyd-Estates-2019.pdf)	Marilyn Guirand	10/2/2019
Hispanic-Heritage--FACE.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1091_10022019_Hispanic-Heritage--FACE.jpg)	Marilyn Guirand	10/2/2019
Welcome-Sign--FACE.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1091_10022019_Welcome-Sign--FACE.jpg)	Marilyn Guirand	10/2/2019
Touchdown-Tuesday.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1091_10022019_Touchdown-Tuesday.pdf)	Marilyn Guirand	10/2/2019

☆ School Info　　　　　　　　　　　　　　　　　　　　　　　⌃ ✖

School Name	North Andrews Garden ES (0521)	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/0521_09162019_0521_10252018_EXECUTIVE_SU		

☆ 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	136	28	0	0	---	N/A	5	7	1	N/A
01	132	21	3	0	---	0	4	5	0	N/A
02	157	17	2	0	---	0	0	7	0	N/A
03	163	24	3	0	37	---	6	9	3	153
04	176	21	2	0	48	---	7	10	3	172
05	152	20	4	0	34	---	3	2	1	146

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	137	26	0	0	---	0	0	0	0	N/A
01	144	24	0	0	---	0	1	1	1	N/A
02	139	16	1	0	---	0	0	0	0	N/A
03	147	12	0	0	29	---	11	10	1	141
04	152	11	2	0	29	---	28	30	1	150
05	170	15	0	0	45	---	41	39	0	168

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

We will refer to the identification/intervention decision chart to determine the appropriate intervention for each individual student. We will use Fundations, Phonics for Reading, and LLI (Leveled Literacy Intervention) to address phonics. We will use the Iready-toolbox teacher directed lessons for both Reading and Math instruction. We will continue to use Journey's Intervention Toolkit for phonics and comprehension along with the Journey's Write in Reader for comprehension. We will use imagination learning for our ELL learners that are in their 1st year of language acquisition. We use REWARDS for students in grade 4-5 that need assistance with multisyllabic words and comprehending content area text.

School Report Card

⌁ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=0521&district=06)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By May 2020, teachers will be provided with student agenda books and additional supplies to assist them with meeting their students' learning goals for the year.	Provide agenda books and supplies to teachers and students.	Yesenia Sanchez	5/29/2020			classroom teachers	
By May 2020, North Andrews Gardens Elementary will increase the percentage of students demonstrating a level 3 proficiency in ELA to 66% as measured by the Florida Standards Assessment (FSA).	ELL students will have access to support with paraprofessionals as needed to reinforce skills taught within the general education classroom.	Catherine Thornton	5/29/2020	None		BAS student data	
By May 2020, North Andrews Gardens Elementary will increase the percentage of students demonstrating a level 3 proficiency in ELA to 66% as measured by the Florida Standards Assessment (FSA).	Florida standards in the Visual and Performing Arts will be integrated in general education classes .	Catrice Duhart	5/29/2020	Grade level PLC.		iReady progress monitoring data	
By May 2020, North Andrews Gardens Elementary will increase the percentage of students demonstrating a level 3 proficiency in ELA to 66% as measured by the Florida Standards Assessment (FSA).	Struggling readers in grades 1-5 will utilize the Journeys Write-In Readers along with Thinking Maps professional development to increase literacy skills.	Amy Torres	5/29/2020	Training		iReady progress monitoring data	
By May 2020, North Andrews Gardens Elementary will increase the percentage of students demonstrating a level 3 proficiency in ELA to 66% as measured by the Florida Standards Assessment (FSA).	Selected struggling readers in grades 1-3 will utilize Leveled Literacy Intervention (LLI) to develop reading skills.	Amy Torres	5/29/2020	District Training/ School based training by the literacy coach		iReady progress monitoring data	
By May 2020, North Andrews Gardens Elementary will increase the percentage of students demonstrating a level 3 proficiency in ELA to 66% as measured by the Florida Standards Assessment (FSA).	Teachers in grades 1-5 will use periodicals such as Scholastic News to teach ELA standards within all content areas along with Thinking Maps.	Yesenia Sanchez	5/29/2020	Grade level PLC.		iReady progress monitoring data	
By May 2020, North Andrews Gardens Elementary will increase the percentage of students demonstrating a level 3 proficiency in ELA to 66% as measured by the Florida Standards Assessment (FSA).	KIndergarten teachers will use various iPad apps to develop literacy skills.	Amy Torres/ Catrice Duhart	5/29/2020	None		BAS student data	

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By May 2020, North Andrews Gardens Elementary will increase the percentage of students demonstrating a level 3 proficiency in ELA to 66% as measured by the Florida Standards Assessment (FSA).	Teachers in grades K-5 will utilize BAS 3x's per year to monitor student progress as well as to create instructional groups.	Amy Torres/Clarice Johnston	5/29/2020	School based training by the literacy coach		BAS student data	
By May 2020, North Andrews Gardens Elementary will increase the percentage of students demonstrating a level 3 proficiency in ELA to 66% as measured by the Florida Standards Assessment (FSA).	Students in the lowest 25th percentile will receive additional small group instructional as well as intensified interventions as determined by progress monitoring data.	Amy Torres/ Catrice Duhart	5/29/2020	Grade level PLC/ Training by Literacy Coach		iReady progress monitoring data	
By May 2020, North Andrews Gardens Elementary will increase the percentage of students demonstrating a level 3 proficiency in ELA to 66% as measured by the Florida Standards Assessment (FSA).	iReady will be used in grades K-5 for progress monitoring.	Amy Torres	5/29/2020	iReady		iReady progress monitoring data	
By May 2020, North Andrews Gardens Elementary will increase the percentage of students demonstrating a level 3 proficiency in ELA to 66% as measured by the Florida Standards Assessment (FSA).	Readers in grades 2-5 will utilize QAR and readers in 3-5 will use Accelerated Reader (AR) to increase literacy skills.	Amy Torres	5/29/2020			Accelerated Reading Progress Monitoring Tool	

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 comminities) 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 district has also provided a master coach from the Office of Coaching and Induction to assist coaches, monthly, with walkthrough observations to monitor the alignment of classroom instrution 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 regards to alignnment 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 K-5, Iready diagnostic 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 chats will be held every five weeks with administration, support staff, and individual teachers to insure data driven standards based instruction is being implemented in the classroom. 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. Our school has put in place grade level case managers in order to oversee the implementation of the proper intervention tier strategies and provide assistance as necessary. Each support staff member is given two grade levels to monitor the student progress in the MTSS process. Support staff will asssist the teacher with setting goals with the teachers for the individual student, they will provide support wtih implementation of the strategies and monitor the progress through data collection graphs. The case managers meet as needed with individual teachers to address individual student needs and they have set up monthly meetings in order to assist teachers as a grade level with individual MTSS questions and support. 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 Dificiencies Guidelines and DT1 Charts. We currently have resources for Leveled Literary Intervention (LLI), HMH Curious About Words, Literacy Tool Kit (GR.4-5), Write-In Reader (GR. 1-5) Reading Tool Kit (GR. 1-3), Fundations (GR. K-3), Reading Excellence Word Attack and Rate Development Strategies (REWARDS-GR.4-5) that the teachers have available to use as needed to provide targeted supplemental intervention or intensive interventions. 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 and implement Tier 2 and/or Tier 3 intervention instructional practices appropriate to each student's individual needs. Targeted supplemental intervention (Tier 2) and/or Intensive Interventions (Tier 3) is conducted by the classroom teacher and the Teacher ESE Support Faciliator as directed 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. They have attended I-ready professional development to assist with understanding the reading and math needs of students at each level. The training has taught them how to analyze standards based data to better assist each student at their particular level. It included training on the teacher's toolbox lessons which is an intervention piece being used by many teachers. The teachers have also attended Thinking Maps training which uses a common visual language to support learning from K-5 and beyond. 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 ditionaries 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. We hold a variety of family nights where the families have access to important information in thier native language.

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	Wednesday		9/4/2019 - 2/26/2020	8:45 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-_North_Andrews_Gardens_Elementary_School[1].pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0521_09052019_Broward_SAM-_North_Andrews_Gardens_Elementary_School[1].pdf)	Teresa Kelly	9/5/2019
MTSS-RtI-Action-Plan-PDF-File.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0521_09252019_MTSS-RtI-Action-Plan-PDF-File.pdf)	Amy Torres	9/25/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 3rd	9/3/2019 - 1/14/2020	8:45 AM - 2:45 PM
Tuesday	1st, 3rd	9/3/2019 - 1/14/2019	8:45 AM - 2:45 PM
Tuesday	1st, 3rd	9/3/2019 - 1/15/2020	8:45 AM - 2:45 PM
Tuesday	1st, 3rd	9/3/2019 - 1/15/2020	8:45 AM - 2:45 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
0521_09162019_0521_SEL-Action-Plan-2019-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0521_10012019_0521_09162019_0521_SEL-Action-Plan-2019-(1).pdf)	Amy Torres	10/1/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
North-Andrews-Garden-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0521_06042019_North-Andrews-Garden-Feedback-Form.pdf)	Tyyne Hogan	6/4/2019
0521_04302019_SPBP-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0521_10012019_0521_04302019_SPBP-19-20.pdf)	Amy Torres	10/1/2019

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	965	574	59.48	278	28.81	98	10.16	15	1.55
2017 - 2018	942	482	51.17	318	33.76	119	12.63	23	2.44
2018 - 2019	889	486	54.67	284	31.95	105	11.81	14	1.57

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	137	61	44.53	49	35.77	23	16.79	4	2.92
2018 - 2019	01	144	71	49.31	48	33.33	18	12.50	7	4.86
2018 - 2019	02	139	75	53.96	45	32.37	18	12.95	1	0.72
2018 - 2019	03	147	83	56.46	49	33.33	15	10.20	0	0.00
2018 - 2019	04	152	92	60.53	46	30.26	12	7.89	2	1.32
2018 - 2019	05	170	104	61.18	47	27.65	19	11.18	0	0.00

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 **54.7**% 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 **13.4**% 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 **1.6**% 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
0521_09102019_attendance-plan-2019-2020-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0521_10012019_0521_09102019_attendance-plan-2019-2020-(1).pdf)	Amy Torres	10/1/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
ASCP-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0521_10012019_ASCP-19-20.pdf)	Amy Torres	10/1/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0521_09252019_Equity-Diversity-Action-Plan-2019-2020.pdf)	Yesenia Sanchez	9/25/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
0521-BPIE-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0521_10012019_0521-BPIE-Plan-2019-2020.pdf)	Amy Torres	10/1/2019

☆ **Effective Communication**   ⌃ ✕

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Meeting-Calendar-Dates_0521_NAGE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0521_10282019_SAC-Meeting-Calendar-Dates_0521_NAGE.pdf)	October	None	10/28/2019
SAF_BYLAWS_0521_NAGE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0521_10282019_SAF_BYLAWS_0521_NAGE.pdf)	October	SAF ByLaws	10/28/2019
SAC-Composition-Report_0521_NAGE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0521_10282019_SAC-Composition-Report_0521_NAGE.pdf)	October	Monitored	10/28/2019
SAC-May-22--2019_0521NAGE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0521_10282019_SAC-May-22--2019_0521NAGE.pdf)	May	Monitored	10/28/2019
sac-Sept.-4--2019-Meeting_0521NAGE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0521_10282019_sac-Sept.-4--2019-Meeting_0521NAGE.pdf)	September	Developed	10/28/2019
sac-OCT-2--2019-Meeting-0521NAGE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0521_10282019_sac-OCT-2--2019-Meeting-0521NAGE.pdf)	October	Monitored	10/28/2019
0521_NAGEBYLAWS_20192020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0521_10272019_0521_NAGEBYLAWS_20192020.pdf)	October	SAC ByLaws	10/27/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
ParentSurveyReport_NAGE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0521_09102019_ParentSurveyReport_NAGE.pdf)	Denise Pagel	9/10/2019
StaffSurveysReport_NAGE-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0521_09102019_StaffSurveysReport_NAGE-(1).pdf)	Denise Pagel	9/10/2019
StudentSurveysReport_NAGE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0521_09102019_StudentSurveysReport_NAGE.pdf)	Denise Pagel	9/10/2019

File Name	File Uploaded By	Upload Date
BilingualParentSurveyResults_NAGE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0521_09102019_BilingualParentSurveyResults_NAGE.pdf)	Denise Pagel	9/10/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
0521-Face-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0521_10022019_0521-Face-Plan-2019-2020.pdf)	Amy Torres	10/2/2019
Catchthem-Being-Great-NAGE-0521.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0521_10152019_Catchthem-Being-Great-NAGE-0521.pdf)	Amy Torres	10/15/2019
Catch-them-Being-Great-NAGE-0521-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0521_10152019_Catch-them-Being-Great-NAGE-0521-.pdf)	Amy Torres	10/15/2019
0521_10142019_Cultural-Awareness-1-NAGE-0521-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0521_10152019_0521_10142019_Cultural-Awareness-1-NAGE-0521-(1).pdf)	Denise Pagel	10/15/2019
0521_10142019_Cultural-Awareness-2-NAGE-0521-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0521_10152019_0521_10142019_Cultural-Awareness-2-NAGE-0521-(1).pdf)	Denise Pagel	10/15/2019
FACE-AREA-pictures.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0521_10282019_FACE-AREA-pictures.pdf)	Amy Torres	10/28/2019

☆ School Info   ⌃ ✖

School Name	North Fork ES (1191)	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/1191_09112019_1191_10252018_1191_10202017_		

☆ 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	76	18	3	0	---	N/A	6	11	0	N/A
01	63	8	2	0	---	0	2	8	0	N/A
02	62	11	5	0	---	0	5	11	2	N/A
03	61	8	1	0	25	---	6	13	7	53
04	86	20	13	0	34	---	12	6	9	74
05	79	19	6	0	28	---	2	0	3	68

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	73	18	3	0	---	0	2	7	0	N/A
01	80	17	8	0	---	0	8	15	0	N/A
02	59	7	14	0	---	0	5	7	2	N/A
03	54	6	10	0	28	---	22	19	3	50
04	68	19	19	0	31	---	35	30	6	63
05	79	15	11	0	38	---	38	32	7	72

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

The North Fork Mighty Manatees Team implements a variety of intervention strategies to meet the academic needs to help improve our student achievement. Struggling students are identified by the warning system in basis (identifies attendance, mobility and FRL), pre-requisite test given by the classroom teachers, I- ready diagnostic test (reading & math), and the Fountas and Pinnell Benchmark Assessment System. This significant data allows the classroom teacher to identify the students weakness. Therefore, the students are place in the appropriate intervention from 8:20 am- 9:20 am. Students who are identified as proficient are given enrichment strategies to progress in vocabulary & writing. The intervention program include: Measuring up, Phonics for Reading, Rewards, Elements of Vocabulary, LLI. In addition, monthly RTI meeting are held to track progression.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=1191&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 principal and the leadership team is responsible for ensuring the classroom instruction is aligned to the grade level standards. Classroom walk thrus are conducted on a regular basis to monitor for evidence of standard based teaching. The use of learning targets, standards based questioning, and standard based authentic assignments are evidence used to determine these actions.

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?

Monthly formative assessments are used to monitor the progress of the various sub groups. The principal and the leadership team collect and review the data. After which the data is shared with the teachers through individual data chats.

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?

Students are tracked based on their BAS scores. Students who score 2 or more BAS levels below grade level will follow the protocol on the reading decision charts. Once the area of concern is identified a team will collaborate on the best intervention suited to improve this area of weakness. Students will be given progress monitoring every other week to track their growth. The team will reconvene to determine the next action steps and review the students 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 following resources are used to target SWD and Tier 2 and Tier 3 interventions:
LLI
Fundations
Phonics for Reading
REWARDS
Journeys Tool Kit
I-Ready

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 been given professional learning through many different areas. Teachers have been trained on how to effectively teach the standards, how to address the students needs through these standards. Teachers have been trained on the district wide reading assessment; Benchmark Assessment System, as well as intervention material such as Leveled Literacy Intervention (LLI) and Fundations.

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

Students uses the district provided program called Imagine Learning. Ells students also recieve pull-out or push- in support during intervention hour.

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 K-5	Tuesday	2nd, 3rd, 4th, 5th	9/10/2019 - 5/26/2020	3:00 PM - 3:50 PM	K, 1, 2, 3, 4, 5	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward_SAM-_North_Folk_Elementary_School[1].pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1191_09052019_Broward_SAM-_North_Folk_Elementary_School[1].pdf)	Teresa Kelly	9/5/2019
MTSS-RtI-Action-Plan-Template-(2)-(2).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1191_10032019_MTSS-RtI-Action-Plan-Template-(2)-(2).pdf)	Tiara Mocombe	10/3/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd, 4th	9/19/2019 - 5/28/2020	9:00 AM - 12:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1191_10102019_SEL-Action-Plan-2019-20.pdf)	Tiara Mocombe	10/10/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
NorthforkSPBP-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1191_05172019_NorthforkSPBP-.pdf)	Tyyne Hogan	5/17/2019
North-Fork-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1191_05242019_North-Fork-Feedback-Form.pdf)	Chandra Davis	5/24/2019
SPBP-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1191_10022019_SPBP-.pdf)	Tiara Mocombe	10/2/2019

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	505	225	44.55	146	28.91	102	20.20	32	6.34
2017 - 2018	467	209	44.75	160	34.26	71	15.20	27	5.78
2018 - 2019	415	196	47.23	130	31.33	63	15.18	26	6.27

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	73	29	39.73	25	34.25	15	20.55	4	5.48
2018 - 2019	01	80	37	46.25	25	31.25	11	13.75	7	8.75
2018 - 2019	02	61	31	50.82	19	31.15	6	9.84	5	8.20
2018 - 2019	03	54	38	70.37	10	18.52	6	11.11	0	0.00
2018 - 2019	04	68	24	35.29	25	36.76	15	22.06	4	5.88
2018 - 2019	05	79	37	46.84	26	32.91	10	12.66	6	7.59

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 **47.2**% 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 **21.4**% 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 **6.3**% of students were recorded as Severe Chronic Absenteeism, which was within 1% of the District average of 5.26%. Our goal is to have an average below 5% for 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
Title-1-Attendance-plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1191_09112019_Title-1-Attendance-plan-2019-2020.pdf)	Tiara Mocombe	9/11/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
1191_10182018_NFE-Guidance-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1191_10032019_1191_10182018_NFE-Guidance-Plan-2019-2020.pdf)	Spencer Butler	10/3/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1191_10032019_Equity-Plan-2019-20.pdf)	Tiara Mocombe	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1191_10032019_BPIE-2019-20.pdf)	Tiara Mocombe	10/3/2019

☆ **Effective Communication**   ⌃ ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Composition-North-Fork.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1191_10252019_SAC-Composition-North-Fork.pdf)	October	Monitored	10/25/2019
bylaws2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1191_10102019_bylaws2019.pdf)	October	SAC ByLaws	10/10/2019
Sept-18-sac-agenda-&-attendance.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1191_10032019_Sept-18-sac-agenda-&-attendance.pdf)	October	None	10/3/2019
SAC-9-18-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1191_10032019_SAC-9-18-19.pdf)	October	None	10/3/2019
minutes--Sac-minutes-9�_18.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1191_10032019_minutes--Sac-minutes-9�_18.pdf)	October	None	10/3/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
ParentSurveysReport_NorthFork.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1191_10032019_ParentSurveysReport_NorthFork.pdf)	Spencer Butler	10/3/2019
StudentSurveysReport_North-Fork.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1191_10032019_StudentSurveysReport_North-Fork.pdf)	Spencer Butler	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
North-Fork-Elem-Catchthem-Being-Great.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1191_10032019_North-Fork-Elem-Catchthem-Being-Great.pdf)	Spencer Butler	10/3/2019
North-Fork-Elem..-Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1191_10032019_North-Fork-Elem..-Cultural-Awareness.pdf)	Spencer Butler	10/3/2019
North-Fork-Elem-Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1191_10032019_North-Fork-Elem-Customer-Service.pdf)	Spencer Butler	10/3/2019

☆ School Info   ⌃ ✕

School Name	Riverland ES (0151)	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/0151_09122019_0151_9122019_RiverlandElem_(0		

☆ 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	90	23	1	0	---	N/A	0	0	0	N/A
01	91	17	2	0	---	0	1	1	0	N/A
02	85	13	0	0	---	0	0	1	0	N/A
03	112	17	1	0	33	---	3	8	1	109
04	88	12	0	0	34	---	3	2	13	84
05	92	18	0	0	36	---	1	1	6	86

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	80	24	1	0	---	0	0	0	0	N/A
01	93	15	2	0	---	0	0	0	0	N/A
02	91	19	4	0	---	0	4	0	0	N/A
03	90	18	4	0	33	---	27	24	1	87
04	105	23	1	0	33	---	33	32	1	99
05	98	17	2	0	38	---	38	39	1	96

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

Riverland Elementary employs various intervention strategies in order to improve the academic performance of students identified by the Early Warning Indicators. In accordance with the Identification/Intervention Decision tree chart, all students in kindergarten through third grade are administered the Benchmark Assessment System (BAS) quarterly. Fourth and fifth grade students who score a Level 1 or Level 2 on ELA FSA are also assessed quarterly via the Benchmark Assessment System (BAS). Students reading two levels below grade level according to grade-specific reading expectations are assessed to determine their specific areas of weakness. Once a student's specified area of weakness is identified, targeted reading interventions are employed to meet the individual needs of the students. The students receiving Tier 2 and Tier 3 interventions are monitored through the RtI process.

Moreover, students are also placed on a Progress Monitoring Plan (PMP) based on specific grade level criteria and will receive intensive intervention via individualized reading instruction specific to their needs. Fourth through fifth grade students are also provided with Extended Learning Opportunities (ELO) when available, wherein students will receive additional hours per week of small group individualized instruction.

Riverland Elementary also employs intervention strategies regarding attendance. Our school BTIP team contacts parents for a meeting when students have excessive absences. Parents are informed of the impact excessive absences have on academic achievement and then given the opportunity to excuse absences by providing documentation. Students' attendance is continuously monitored and when necessary, parents are provided resources to improve their child's attendance.

School Report Card

 FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=0151&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 Riverland Elementary school leadership team is responsible for ensuring that classroom instruction is aligned to grade-level standards. Classroom walthroughs, finformal and informal observations, lesson plans and student work provide evidence of instructional alignment to grade-level standards. Moreover, through ongoing Professional Learning Communiities, our staff engages in the analysis of instructional practices thus affording them additional opportunities for further alignment 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?

Our leadership team, including the administration, Reading Coach, curriculum specialist and instructional facilitators will utilize School City interim assessments, i-Ready and the Benchmark Assessment System to monitor the progress of our diverse student subgroups 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?

Data is collected in the form of formative and interim assessments throughout each instructional cycle. Professional Learning Communities and data chats are conducted to monitor progress towards grade level goals. When students are not meeting the desired goals, they are referred to our Collaborative Problem Solving Team (CPST). The team analyzes student data and administers additional assessments as per the Reading Decision Chart. These additional assessment aide in the identification of a student's areas of weakness and the development of a plan for the administration of appropriate interventions through the Response to Intervention process. The CPST meets regularly to monitor student progress in an effort to ensure the effectiveness of the 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?

Riverland Elementary is committed to providing a high quality education to our diverse student population through a standards based instructional program. To support the diverse learning needs of our students, our teachers utilize a balanced literacy approach encompassing both whole group and differentiated small group instruction. Additional support for our students with disabilities is provided by our support facilitators. Tier 2 and Tier 3 intervention plans are designed by our Collaboratie Problem Solving Team and are implemented by our classroom teachers throughout the instructional day.

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 distric based professional learning opportunities to ensure that all classroom instruction is accessible to a full range of learners. Addtionally, our focus this school year is the differentiation of instruction and thus school based professional development opportunities will be offered throughout the school year.

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

Teachers utilize data from current ACCESS reports in conjunction with the WIDA Can Do Descriptors and the ESOL Strategies Matrix to provide students with a comprehensible and accessible educational program. Additionally, students who are beginning to learn English as a second language will be participating in Imagine Learning to support language acquisition. Moreover, Riverland Elementary provides students with the opportunity to participate in the Language Enrichment Camp to further support growth in all language domains.

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	
0151_ELA_K	Monday Tuesday Thursday	1st, 2nd, 3rd, 4th	8/14/2019 - 6/2/2020	2:20 PM - 3:00 PM	K	
0151_ELA_1	Monday Tuesday Thursday	1st, 2nd, 3rd, 4th	8/14/2019 - 6/2/2020	2:20 PM - 3:00 PM	1	
0151_ELA_2	Monday Tuesday Thursday	1st, 2nd, 3rd, 4th	8/14/2019 - 6/2/2020	2:20 PM - 3:00 PM	2	
0151_ELA_3	Monday Tuesday Thursday	1st, 2nd, 3rd, 4th	8/14/2019 - 6/2/2020	2:20 PM - 3:00 PM	3	
0151_ELA_4	Monday Tuesday Thursday	1st, 2nd, 3rd, 4th	8/14/2019 - 6/2/2020	2:20 PM - 3:00 PM	4	
0151_ELA_5	Monday Tuesday Thursday	1st, 2nd, 3rd, 4th	8/14/2019 - 6/1/2020	2:20 PM - 3:00 PM	5	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Riverland-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0151_09052019_Broward-SAM--Riverland-Elementary-School.pdf)	Teresa Kelly	9/5/2019
Riverland-MTSS-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0151_09302019_Riverland-MTSS-Plan-2019-2020.pdf)	Katherine Familia	9/30/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/4/2019 - 5/27/2020	11:00 AM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
0151_19-20-RES-SEL-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0151_09082019_0151_19-20-RES-SEL-Action-Plan.pdf)	Katherine Familia	9/8/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Riverland-ES-(0151)-(04162019)-(2).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0151_05202019_Riverland-ES-(0151)-(04162019)-(2).docx)	Desiree Montalvo	5/20/2019
Riverland-ES-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0151_05282019_Riverland-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	597	345	57.79	158	26.47	81	13.57	13	2.18
2017 - 2018	581	303	52.15	167	28.74	90	15.49	21	3.61
2018 - 2019	556	274	49.28	153	27.52	96	17.27	33	5.94

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	80	29	36.25	24	30.00	16	20.00	11	13.75

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	93	49	52.69	27	29.03	9	9.68	8	8.60
2018 - 2019	02	91	45	49.45	26	28.57	17	18.68	3	3.30
2018 - 2019	03	89	51	57.30	18	20.22	16	17.98	4	4.49
2018 - 2019	04	105	48	45.71	30	28.57	22	20.95	5	4.76
2018 - 2019	05	98	52	53.06	28	28.57	16	16.33	2	2.04

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 **49.3**% 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 **23.2**% 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 **5.9**% of students were recorded as Severe Chronic Absenteeism, which was within 1% of the