☆ School Info ⌃ ✖

School Name	Crystal Lake MS (1871)	School Grade (2018 - 2019)		C
Title 1 School	Yes	Differentiated Accountability (DA)		No
School of Excellence	No	ESSA School		Yes
Executive Summary	⊕ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/1871_10042019_CLMS-Executive-Summary_19-20			

☆ High Quality Instruction ⌃ ✖

Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
06	488	50	160	6	244	---	27	2	3	464
07	448	63	122	3	239	---	30	0	5	426
08	474	80	150	7	246	---	85	1	15	452

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
06	516	52	193	12	242	---	148	1	18	479
07	497	32	170	2	259	---	132	2	4	473
08	461	59	138	13	228	---	121	5	8	439

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

* Collegiate team meeting with all teachers to discuss student academic and behavioral concerns.
* Parent/teacher conferences.
* Teachers utilize behavior and academic monitoring sheets as a tier 1 intervention.
* Teachers are trained on the RtI process and implementation.
* Teachers are trained on the RtI program in BASIS.
* Teachers make tutoring available to students who need extra assistance.
* Teachers use differentiated lesson plans.
* School provides afterschool programs to enrich academic performance.
*School provides Extended Learning Opportunities (ELO) for students.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=1871&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?

Assistant Principal, Literacy Coach, and ELA Department chair are responsible to ensure that classroom instruction is aligned to grade-level standards. Descriptive data will be collected weekly via informal observation using Instructional Practice Guide to ensure that standards and plans developed collaboratively in PLCs are being implemented. Assistant principal will check to see the alignment of standards in lesson plans and those with are observed.

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?

- iReady data – diagnostic and 2 checkpoints, individual performance on blue/grade level lessons with students scoring 70% or higher.

- Teachers will also collect LAFS standards and cluster common formative assessment data between the iReady checkpoints. These will be used to address specific gaps identified after comparing 2019 FSA and iReady diagnostic scores.

- Teachers, Literacy Coach, and ELA department chair are responsible to collect and review 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?

Weekly and monthly iReady data and teacher observation are used to monitor individual and grade level progress. CFA based on LAFS clusters and text-based writing assessment using District provided prompts will also be used. Interventions include student data chats, reteaching, and remediation via individual and small group instruction.

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

Small group instruction including stations, pullouts for tier 3, and Rewards and System 44 programs are used. ESE students with significant cognitive disabilities are instructed via grade level Florida Standards Access Points and progress monitoring is done via curriculum-based assessment.

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 participated in Project-based learning, Social and Emotional Learning, Using data to create standards-aligned instruction, and using District Adopted curricula. Professional Development is being delivered in small groups to target the teachers with lowest quartile students through weekly District provided support. Reading teachers of specialized programs are scheduled for addition training to meet the needs of students with micro reading skills deficiencies.

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

English Language Learners (ELL) participate iReady checkpoints, Idea Proficiency Test (IPT) and WIDA assessment. Teachers use the WIDA reports and CAN do descriptors and Ellevation recourses to address learning gaps.

Resources

- 2019 BROWARD DT1 Elementary Chart (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf)
- 2019 20 BROWARD K12 Reading Plan (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-20-BROWARD-K12-Reading-Plan.pdf)

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

☆ Safe and Supportive Environment ⌃ ✕

Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Math, Social Studies/Civics/Foreign Lang., ELA/Reading, Science, Unified Arts, PBL	Tuesday	1st, 2nd, 3rd, 4th, 5th	8/27/2019 - 5/12/2020	8:35 AM - 9:15 AM	6, 7, 8

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Crystal-Lake-Middle-School-19-20SY.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1871_08282019_Broward-SAM--Crystal-Lake-Middle-School-19-20SY.pdf)	Atinuke Fadipe	8/28/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	8/22/2019 - 5/14/2020	10:00 AM - 12:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-Crystal-Lake_19-20-scan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1871_10022019_SEL-Action-Plan-Crystal-Lake_19-20-scan.pdf)	Micheal Fleisher	10/2/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
CLMS-SPBP-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1871_04302019_CLMS-SPBP-2019-2020.pdf)	Michele Matias	4/30/2019
Crystal-Lake-MS-SPBP-Feedback-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1871_05282019_Crystal-Lake-MS-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	1381	914	66.18	283	20.49	150	10.86	34	2.46
2017 - 2018	1461	921	63.04	322	22.04	153	10.47	65	4.45
2018 - 2019	1473	981	66.60	346	23.49	113	7.67	33	2.24

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	06	516	343	66.47	118	22.87	45	8.72	10	1.94
2018 - 2019	07	497	344	69.22	120	24.14	26	5.23	7	1.41
2018 - 2019	08	460	294	63.91	108	23.48	42	9.13	16	3.48

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had **66.6**% 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 **9.9**% 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 **2.2**% 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-Crystal-Lake_19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1871_11062019_Attendance-Plan-Crystal-Lake_19-20.pdf)	Micheal Fleisher	11/6/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
School-Counseling-Plan_Crystal-Lake-19-20-scan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1871_10022019_School-Counseling-Plan_Crystal-Lake-19-20-scan.pdf)	Micheal Fleisher	10/2/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Plan-Crystal-Lake_19-20-scan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1871_10042019_Equity-Plan-Crystal-Lake_19-20-scan.pdf)	Micheal Fleisher	10/4/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-Crystal-Lake_19-20-scan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1871_10022019_BPIE-Plan-Crystal-Lake_19-20-scan.pdf)	Micheal Fleisher	10/2/2019

☆ **Effective Communication**   ⌃ ✖

SAC Documentation

SAC Upload Center

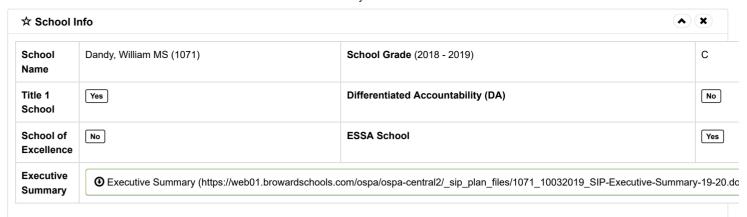| File Name	Meeting Month	Document Type	Uploaded Date
CLMS-SAC-SAF-agenda-November-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1871_11062019_CLMS-SAC-SAF-agenda-November-2019.pdf)	November	Monitored	11/6/2019
CLMS-SAC-SAF-Minutes-October-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1871_11062019_CLMS-SAC-SAF-Minutes-October-2019.pdf)	October	Monitored	11/6/2019
CLMS-SAC-SAF-Sign-in-November-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1871_11062019_CLMS-SAC-SAF-Sign-in-November-2019.pdf)	November	Monitored	11/6/2019
CLMS-SAC-SAF-agenda-October-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1871_11052019_CLMS-SAC-SAF-agenda-October-2019.pdf)	October	Monitored	11/5/2019
CLMS-SAC-SAF-Sign-in-October-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1871_11052019_CLMS-SAC-SAF-Sign-in-October-2019.pdf)	October	Monitored	11/5/2019
CLMS-SAC-Composition-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1871_10042019_CLMS-SAC-Composition-2019-2020.pdf)	September	Monitored	10/4/2019
CLMS-SAC-By-Laws-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1871_10032019_CLMS-SAC-By-Laws-2019-2020.pdf)	September	SAC ByLaws	10/3/2019
CLMS-SAF-By-Laws-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1871_10032019_CLMS-SAF-By-Laws-2019-2020.pdf)	September	SAF ByLaws	10/3/2019
CLMS-SAC-SAF-Minutes-September-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1871_10032019_CLMS-SAC-SAF-Minutes-September-2019.pdf)	September	Monitored	10/3/2019
CLMS-SAC-SAF-agenda-September-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1871_10032019_CLMS-SAC-SAF-agenda-September-2019.pdf)	September	Monitored	10/3/2019
CLMS-SAC-SAF-Sign-in-September-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1871_10032019_CLMS-SAC-SAF-Sign-in-September-2019.pdf)	September	Monitored	10/3/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
StudentSurveysReportPrint14649217569765575005_CLMS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1871_10032019_StudentSurveysReportPrint14649217569765575005_CLMS.pdf)	Nina McWhorter	10/3/2019
ParentSurveysReportPrint7886128009480288745_CLMS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1871_10032019_ParentSurveysReportPrint7886128009480288745_CLMS.pdf)	Nina McWhorter	10/3/2019
StaffSurveysReportPrint6981448636526814419_CLMS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1871_10032019_StaffSurveysReportPrint6981448636526814419_CLMS.pdf)	Nina McWhorter	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-Crystal-Lake_19-20-scan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1871_10032019_Face-Plan-Crystal-Lake_19-20-scan.pdf)	Micheal Fleisher	10/3/2019
Programs-and-Services-Checklist_Crystal-Lake-19-20-scan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1871_10032019_Programs-and-Services-Checklist_Crystal-Lake-19-20-scan.pdf)	Micheal Fleisher	10/3/2019

File Name	File Uploaded By	Upload Date
Customer-Service_Crystal-Lake-19-20-scan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1871_10032019_Customer-Service_Crystal-Lake-19-20-scan.pdf)	Micheal Fleisher	10/3/2019
Cultural-Awareness_Crystal-Lake-19-20-scan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1871_10032019_Cultural-Awareness_Crystal-Lake-19-20-scan.pdf)	Micheal Fleisher	10/3/2019
Catchthem-Being-Great_Crystal-Lake-19-20-scan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1871_10032019_Catchthem-Being-Great_Crystal-Lake-19-20-scan.pdf)	Micheal Fleisher	10/3/2019

☆ School Info   ⌃ ✖

School Name	Dandy, William MS (1071)	School Grade (2018 - 2019)		C
Title 1 School	Yes	Differentiated Accountability (DA)		No
School of Excellence	No	ESSA School		Yes
Executive Summary	⊕ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/1071_10032019_SIP-Executive-Summary-19-20.dc			

☆ 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
06	365	26	123	77	179	---	58	6	9	346
07	336	44	99	42	157	---	45	3	13	319
08	293	48	81	42	116	---	83	1	10	276

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
06	311	11	123	30	164	---	104	6	14	289
07	374	12	144	40	196	---	123	8	8	348
08	317	7	96	20	132	---	72	17	4	303

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

RtI/MTSS team plan is designed to provide high-quality instruction and interventions to students' who may be struggling with learning.
The team has an education process that matches research/evidence-based instructional and intervention strategies and supports to student needs in an informed, ongoing approach for planning, implementing, and evaluating the effectiveness of instruction, curricular supports, and interventions.
We will track the number of discipline incidents and categorize them accordingly. The Guidance Counselors and Administration will prioritize the concerns and collaboratively address them during the MTSS/RtI meetings. We will work with the classroom teachers to ensure proper implementation of strategies.
Tier 1 –Tier 3 strategies will be implemented for each individual student based on their needs. We will provide trainings for educators through PLC'S and workshops. We will have data chats, conferences and progress monitoring with students, teachers and parents to celebrate and share student success.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=1071&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 teacher of record, department chair, literacy coach and administrator assigned to ELA monitors classroom instruction with fidelity. This is being done via scheduled classroom walk throughs, reflections using class and grade level data from common formative assessments, and a team approach to lesson planning.

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?

FAIR data is collected three times annually like iReady. These progress monitoring tools gauge students' academic performance aligned with phonological awareness, decoding, fluency and syntactic knowledge. The level set/diagnostic is administered in August/September; Midpoint Check Assessment in January and the Post Assessment is administered in April/May. The literacy Coach is responsible for data collection and compilation aligned with progress monitoring.

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 HMH System 44 Program, students will be monitored for progress towards grade level competency goals and be weaned from the program to Intensive Reading based on the Reading Decision Chart and using skills check data from FAIR, iReady or the DAR Wordlist and Fluency Probe. Both Fair and iReady progress monitoring will occur three times annually with emphasis on students scoring a level 1 and 2 on the 2019 FSA. Remediation for areas of deficiencies is ongoing with assigned classrooms and within extended learning sessions before school.

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?

Targeted and intensive intervention is inclusive of being a pilot school for System 44 Next Generation reading program. The usage of the instructional supplements such as Newsela, Common Lit, CPalms and vocabulary.com to address deficiencies with decoding, comprehension, Vocabulary and fluency within the assigned ELA classrooms with push-in assistance and a team-teaching approach with the literacy coach.

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)?

As a department, the teachers have been trained in standards-based instruction with the integration of a blended learning model. Other district-based trainings and PLC participation include: Stations Integration, Making Reading Instruction Explicit and the usage of iReady for differentiated instruction based on the individual students' instructional level the learning environment.

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

Scaffolded instruction aligned with grade level text exposure and analysis is employed and coupled with the Wildcat Language Enrichment Camp (January – March). This provides students with an extended instructional day focusing on both remediation and extension activities.

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/MATH/SCIENCE/SOCIAL STUDIES/ELECTIVES	Tuesday	2nd, 4th	9/10/2019 - 5/26/2020	8:32 AM - 9:15 AM	6, 7, 8

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--William-Dandy-Middle-School-19-20SY.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1071_08282019_Broward-SAM--William-Dandy-Middle-School-19-20SY.pdf)	Atinuke Fadipe	8/28/2019
SIP-MTSS-19-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1071_10032019_SIP-MTSS-19-20.docx)	Shenee Rowe	10/3/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	2nd, 4th	9/9/2019 - 5/18/2019	8:35 AM - 9:15 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SIP-SEL-19-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1071_10022019_SIP-SEL-19-20.docx)	Shenee Rowe	10/2/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2019-20-SPBP-WDMS.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1071_05202019_2019-20-SPBP-WDMS.docx)	Desiree Montalvo	5/20/2019
William-Dandy-SPBP-2019-Feedback.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1071_06042019_William-Dandy-SPBP-2019-Feedback.pdf)	Adrienne Dixson-Paul	6/4/2019

Attendance Plan

Total School AVG

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

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	957	671	70.11	183	19.12	78	8.15	25	2.61
2017 - 2018	1046	662	63.29	245	23.42	109	10.42	30	2.87
2018 - 2019	1002	874	87.23	97	9.68	25	2.50	6	0.60

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	06	311	265	85.21	35	11.25	9	2.89	2	0.64
2018 - 2019	07	374	331	88.50	31	8.29	9	2.41	3	0.80
2018 - 2019	08	317	278	87.70	31	9.78	7	2.21	1	0.32

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 **87.2**% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school is among the lowest in the District with only **3.1**% 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 **0.6**% 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
SIP-Attendance-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1071_10152019_SIP-Attendance-Plan-19-20.pdf)	Shenee Rowe	10/15/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
SIP-School-Counseling-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1071_10012019_SIP-School-Counseling-Plan-19-20.pdf)	Shenee Rowe	10/1/2019

Equity Plan

File Name	File Uploaded By	Upload Date

File Name	File Uploaded By	Upload Date
SIP-Equity-Plan-19-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1071_10012019_SIP-Equity-Plan-19-20.docx)	Shenee Rowe	10/1/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
SIP-BPIE-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1071_10022019_SIP-BPIE-19-20.pdf)	Shenee Rowe	10/2/2019

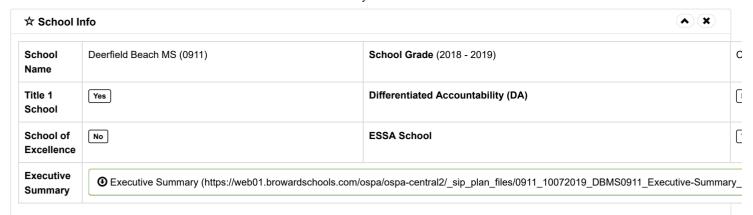☆ **Effective Communication** ⌃ ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Sign-In-Sheet-10-10-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1071_10242019_SAC-Sign-In-Sheet-10-10-19.pdf)	October	Monitored	10/24/2019
SAC-Minutes-9-12-19.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1071_10192019_SAC-Minutes-9-12-19.doc)	October	Monitored	10/19/2019
SAC-Composition-Report-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1071_10142019_SAC-Composition-Report-19-20.pdf)	October	Monitored	10/14/2019
SAC-Meeting-Agenda-Oct-10.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1071_10142019_SAC-Meeting-Agenda-Oct-10.docx)	October	Monitored	10/14/2019
SAC-Sign-In-Sheet-9-12-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1071_10142019_SAC-Sign-In-Sheet-9-12-19.pdf)	October	Monitored	10/14/2019
SAC-Meeting-Agenda-Sept-12.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1071_10142019_SAC-Meeting-Agenda-Sept-12.docx)	October	Monitored	10/14/2019
1071SAC-ByLaws19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1071_10112019_1071SAC-ByLaws19-20.pdf)	October	SAC ByLaws	10/11/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
SIP-Parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1071_10042019_SIP-Parent-Survey.pdf)	Shenee Rowe	10/4/2019
SIP-Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1071_10042019_SIP-Staff-Survey.pdf)	Shenee Rowe	10/4/2019
SIP-Student-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1071_10042019_SIP-Student-Survey.pdf)	Shenee Rowe	10/4/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
SIP-Catchem-Being-Great-19-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1071_10032019_SIP-Catchem-Being-Great-19-20.docx)	Shenee Rowe	10/3/2019
SIP-Cultural-Awareness-19-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1071_10032019_SIP-Cultural-Awareness-19-20.docx)	Shenee Rowe	10/3/2019
SIP-Customer-Service-19-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1071_10032019_SIP-Customer-Service-19-20.docx)	Shenee Rowe	10/3/2019
SIP-Face-Plan-19-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1071_10032019_SIP-Face-Plan-19-20.docx)	Shenee Rowe	10/3/2019
SIP-Programs-and-Services-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1071_10032019_SIP-Programs-and-Services-19-20.pdf)	Tiffani Barber	10/3/2019

☆ School Info   ⌃ ✕

School Name	Deerfield Beach MS (0911)	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/0911_10072019_DBMS0911_Executive-Summary_		

☆ High Quality Instruction   ⌃ ✕

Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
06	389	44	114	27	207	---	35	2	5	373
07	419	59	115	45	191	---	51	3	11	392
08	357	48	70	15	140	---	53	3	18	335

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
06	428	44	150	17	190	---	121	0	20	398
07	405	40	121	67	189	---	120	2	3	367
08	433	49	95	16	191	---	100	10	9	402

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

Student achievement is related to teacher effectiveness. In an effort to improve student achievement, Deerfield Beach Middle School will solicit assistance from the Office of Academics to support teachers in employing effective planning and instructional delivery practices. As a Teacher Incentive Fund (TIF) school, we will also solicit Instructional Support Facilitators to meet and support new teachers. Master Teachers/Coaches will provide support for teachers through mentorship and coaching practices. Professional Development will be facilitated by Instructional Coaches and Department Chairpersons. Administrators will meet weekly with teachers in Professional Learning Communities, as well as, conduct data chats to analyze interim assessment data with teachers in an effort to monitor student achievement.

Students are identified by teachers, administration, guidance and support staff for CPST (Collaborative Problem Solving Team), and RTI (Response to Intervention) is completed on each student who is identified. These students are identified for academic or behavioral concerns.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=0911&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?

Coaches, administration, district support, and teachers: This is done collaboratively in weekly PLCs.

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 school currently uses iReady and FAIR for progress monitoring along with teacher created assessments and data interpretations.

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 uniquely placed in Reading courses based individual needs. Each course is designed to fill academic gaps. Teachers also collect data as RTI is implemented for students along with the iReady progress monitoring tool, which is discussed during CPST 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?

Students in Reading courses are uniquely placed based on their academic needs. The classroom learning environment is smaller than the on-grade level courses as such, the teacher is able to provide more one on one time and small group instruction. Weekly PLCs allow teacher to share out best practices that have been helpful in their class- specifically ways to improve student academic performance.

Tier 2 and 3 students are monitored by the CPST team and teachers to ensure students are receiving the proper interventions necessary for academic growth. Goals are created by the team, teacher, and students, which is monitored over a span of time up to nine weeks.

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)?

1. **Double Lesson Planning** - This PD focused on teachers taking a step back and allowing students more autonomy in the classroom. Teachers were able to create a double lesson plan template that focused how much time they spent teaching vs the amount of time students have to process, learn, and practice.
2. **Differentiated Instruction** - This PD focused on teachers being able to reach all students within the classroom (academically, socially, and emotionally). Teachers were able to create TIER instructions and lessons for students in their class. Teachers were also able to create choice boards that were built from the uniqueness of students.
3. **Lesson Studies** - This particular lesson study occurred with the leadership team. The study involved us reading and discussing a book via Canvas called "Driven by Data" by Paul Bambrick Santoyo. The leadership team was able to analyze data from different perspective and share with teams those perspectives in PLCs to implement data driven instruction.
4. **Analyzing Student Learning** - This PD focused on teachers being able to effectively analyze the work of students and make instructional decisions that were data driven. Teachers were able to effectively analyze student work and group students accordingly in order to provide desired support.
5. **Learning Stations** - This PD focused on teachers being able to implement learning station in the classroom. Teachers were able to strategically analyze data and create learning stations that were data specific for students in the areas of remediation, extra practice, and enrichment.
6. **Accountable Talk** - his PD focused on teachers being able to understand a more in-depth training of what Accountable Talk is and how it can be used in the classroom. Teachers were able to grasp an understanding of the Teacher Centered Model and Student-Centered Model along with how Accountable Talk provides the framework for such models.
7. **Teach Like A Champion** - This PD focused on Technique 2 & 13 of the Teach Like A Champion Book by Doug Lemov. Teachers were able to identify appropriate and inappropriate questions along with how to plan effectively for targeted questioning to enhance critical thinking of students.
8. **iReady** - This PD focused on providing teachers with an in-depth training of iReady (a web-based differentiated instruction program for mathematics and reading K-8). From knowledge of iReady, teachers were able to implement the program in the classroom by providing flexible grouping for teacher-led activities as well as remediating and enrichment.

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

ELL students are grouped based on their area of need. ELL classes also have two paraprofessionals that assist teachers and students on a rotating schedule. Teachers have been provided on-going district support as well as professional development opportunities.

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	
Social Science (Individuals & Societies)	Monday	1st, 2nd, 3rd	8/19/2019 - 5/27/2020	9:00 AM - 10:00 AM	6, 7, 8	
Science (Sciences)	Wednesday	1st, 2nd, 3rd, 4th	8/21/2019 - 5/27/2020	9:00 AM - 10:00 AM	6, 7, 8	
Reading (Language & Literature)	Wednesday	1st, 2nd, 3rd, 4th	8/21/2019 - 5/27/2020	9:00 AM - 10:00 AM	6, 7, 8	
Mathematics	Monday	1st, 2nd, 3rd, 4th	8/19/2019 - 5/27/2020	9:00 AM - 10:00 AM	6, 7, 8	
Language Arts (Language & Literature)	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 5/27/2020	9:00 AM - 10:00 AM	6, 7, 8	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
MTSS-RtI-Action-Plan-DBMS_0911.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0911_10012019_MTSS-RtI-Action-Plan-DBMS_0911.docx)	Corey Wilson	10/1/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	9/5/2019 - 5/14/2020	8:00 AM - 9:40 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date

File Name	File Uploaded By	Upload Date
DBMS-SEL-Plan-2019-20-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0911_09262019_DBMS-SEL-Plan-2019-20-(1).docx)	Corey Wilson	9/26/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
04282019_2019-20-SPBP-DBMS-(7).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0911_05202019_04282019_2019-20-SPBP-DBMS-(7).docx)	Desiree Montalvo	5/20/2019
Deerfield-Beach-MS-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0911_05242019_Deerfield-Beach-MS-Feedback-Form-2019-20.pdf)	Georeane Nigro	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	1316	919	69.83	270	20.52	97	7.37	30	2.28
2017 - 2018	1234	793	64.26	264	21.39	127	10.29	50	4.05
2018 - 2019	1267	832	65.67	292	23.05	112	8.84	31	2.45

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	06	429	291	67.83	90	20.98	38	8.86	10	2.33
2018 - 2019	07	405	255	62.96	106	26.17	34	8.40	10	2.47
2018 - 2019	08	433	286	66.05	96	22.17	40	9.24	11	2.54

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had **65.7**% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had **11.3**% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **2.4**% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-DBMS0911_MS6_8R110619.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0911_11062019_Attendance-Plan-DBMS0911_MS6_8R110619.pdf)	Corey Wilson	11/6/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
SCHOOL-COUNSELING-PLAN_DBMS0911_MS6_8.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0911_10012019_SCHOOL-COUNSELING-PLAN_DBMS0911_MS6_8.pdf)	Corey Wilson	10/1/2019

Equity Plan

File Name	File Uploaded By	Upload Date
DBMS_Equity-School-Action-Plan_2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0911_10112019_DBMS_Equity-School-Action-Plan_2020.docx)	Corey Wilson	10/11/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE---letter-Plan-DeerfieldBeachMiddle0911_1920B.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0911_10072019_BPIE---letter-Plan-DeerfieldBeachMiddle0911_1920B.docx)	Corey Wilson	10/7/2019

☆ **Effective Communication**

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Minutes.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0911_10242019_SAC-Minutes.doc)	September	A+ Funds	10/24/2019
SAC-Minutes-(2).doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0911_10242019_SAC-Minutes-(2).doc)	October	A+ Funds	10/24/2019
SAC-ByLaws.html (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0911_10242019_SAC-ByLaws.html)	October	ByLaws	10/24/2019
SAC-sign-in-(2).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0911_10242019_SAC-sign-in-(2).pdf)	October	A+ Funds	10/24/2019
SAC-sign-in.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0911_10242019_SAC-sign-in.pdf)	September	A+ Funds	10/24/2019
SAC-Agenda-(2).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0911_10242019_SAC-Agenda-(2).docx)	October	A+ Funds	10/24/2019
SAC-Agenda.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0911_10242019_SAC-Agenda.docx)	September	A+ Funds	10/24/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
SurveysReportPrint5745885606387029153.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0911_10112019_SurveysReportPrint5745885606387029153.pdf)	Corey Wilson	10/11/2019
SurveysReportPrint6298628699460519041-(2).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0911_10112019_SurveysReportPrint6298628699460519041-(2).pdf)	Corey Wilson	10/11/2019
SurveysReportPrint8491430704888764402-(2).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0911_10112019_SurveysReportPrint8491430704888764402-(2).pdf)	Corey Wilson	10/11/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
DBMS_Face-Plan_2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0911_10132019_DBMS_Face-Plan_2020.docx)	Corey Wilson	10/13/2019
Catchthem-Being-Great.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0911_10132019_Catchthem-Being-Great.docx)	Corey Wilson	10/13/2019
Cultural-Awareness.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0911_10132019_Cultural-Awareness.docx)	Corey Wilson	10/13/2019
Customer-Service.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0911_10132019_Customer-Service.docx)	Corey Wilson	10/13/2019
Programs-and-Services-Checklist.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0911_10132019_Programs-and-Services-Checklist.docx)	Corey Wilson	10/13/2019

☆ School Info   ^ ✕

School Name	Falcon Cove MS (3622)	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/3622_09272019_Falcon-Cove-Executive-summary-		

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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
06	732	36	24	8	63	---	7	0	0	710
07	755	66	33	17	43	---	9	0	4	731
08	857	92	30	23	61	---	118	0	0	829

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
06	788	38	29	18	67	---	22	0	5	763
07	780	59	52	18	69	---	28	0	0	756
08	806	83	49	17	47	---	28	1	3	785

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

% of students with attendance below 90%
Guidance and Attendance Clerk report patterns of non-attendance to Social Worker via BASIS. The program "Attendance Counts" is utilized throughout the school and is aimed at stressing the importance of student attendance. Posters stating "Attendance Counts" were placed in the parent pick up areas and other high-volume areas throughout the school.

% of students with 1 or more suspensions
Students with 1 or more suspensions participate in the LEAPS, which focuses on positive alternative decision making.

% of students with course failure in ELA or Math
Students who have failed an ELA or Math course are enrolled in course recovery utilizing the program, USA Test Prep. These students are supervised by an certified teacher who progress monitors program completion.

% of students level 1 in ELA or Math
Students who have a level 1 on last year's FSA Reading ELA are enrolled in a reading course which utilizes the intervention programs, Achieve 3000 and National Geographic, Inside. These students are progress monitored three times a year using the FAIR-FS. Interventions and lessons are tailored to student need. Math teachers utilize intervention strategies to work with students who earned a level 1 on the Math FSA.

% of students exhibiting 2 or more Early Warning Indicators Retained Within Current School Year Retained 2 or More Times
 Students with 2 or more Early Warning Indicators are progress monitored by the Guidance Department and a focus of CPST to ensure student progress is being made.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=3622&district=06)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By May of 2020 Falcon Cove will see a 10% decrease from 2019 in the number of students with 2-5 referrals.	Saturday School Program	Dave Roca	5/30/2020		$6,000.00		
By June 2020, 86% of all students in grades 6-8 will demonstrate reading proficiency as measured by the FSA ELA with 68% of our lowest quartile demonstrating proficiency. Specifically, students will be able to correctly identify the overall central idea(s) of a grade-level text and support findings using textual evidence as measured by the FSA ELA components.	During PLC time, literacy classroom teachers will work in cadre groups to explore various resources found in the Browards Sharepoint ELA Pathways, Achieve 3000, Vocabulary.com, and GALE to find other supplemental resources to plan appropriately during a CARE cycle. Teachers will also explore the variety of text sets provided in NEWSELA which connect to their core textbook curriculum and plan units of instruction featuring multiple sources focusing in on one theme/central idea. After school ELA tutoring supervisors	Laurie Reichow	5/29/2020				

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June of 2020, 73% of 8th grade students will be proficient in Science as measure by the SSA. 100% of Biology students will be proficient as measured by the Biology EOC	Effective journaling in Science, creating common assessments, incorporating PBL in lessons	Jessica Velez	5/29/2020	Cadre groups will meet once a week to work together and create common assessments based on Test Item specifications and data from the Care Cycles. Cadre groups will meet once a week to discuss different teaching strategies that will work for specific grade level topic. Teachers will participate in PD for implementing PBL in their classrooms.			
By June 2020, 90% of all students in grades 6-8 will demonstrate proficiency as measured by the Civics EOC and other Social Studies final exams. Specifically, students will be able to correctly identify the overall central idea(s) of a grade-level text and support findings using textual evidence.	During PLC time, social studies classroom teachers will work in cadre groups to explore various resources to find other supplemental resources to plan appropriately during CARE cycles. Teachers will also explore how to connect to their core textbook curriculum and plan units of instruction featuring multiple sources focusing in on one theme/central idea.	Steven Bryant	5/29/2020		$0.00		

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?

School Administration will conduct informal and formal observations to make sure instruction is aligned to Language Arts Florida Standards. The IPG (Instructional Practice Guide) posted in Secondary ELA SharePoint can be used as a tool to examine overall ELA/Reading classroom instruction.
The Literacy Coach will also conduct informal walk-throughs in ELA/Reading classes and keep in communication with literacy teachers.

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?

Students who score a Level 1 or 2 on the FSA-ELA are administered the online Florida Assessments in Reading-Florida Standards (FAIR-FS). FAIR-FS provides information on the following areas: word recognition, vocabulary, comprehension, and syntactic knowledge. Students are also progress monitored using the Achieve 3000 program which administers a pre-test (level-set) and sets a path for students based on Lexile level. Teachers, Literacy Coach, and Administration work together to analyze FAIR-FS data and Achieve 3000 data. This data is used to highlight and address the needs of these students in the Reading and/or ELA classroom.

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

The Secondary Reading Intervention Decision Tree is used to analyze the reading placement of FSA ELA level 1 and 2 students. The Intervention Decision Tree is used to identify students with skill deficits in reading and assist in placing students into reading classes based on the guidelines set forth on the Intervention Decision Tree. Students in reading courses are progress monitored by FAIR-FS three times a year. Monthly Lexile level progress is also monitored for all reading course students via Achieve 3000. Reading classroom teachers utilize the suggested curriculum on the Intervention Decision Tree to instruct and attend district professional learning opportunities throughout the year.

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?

Direct Instruction using REWARDS for READING targeting multisyllabic words and Achieve for Comprehension given by the Reading Teachers, Specialized Varying Exceptionalities use Universal Design strategies through Unique Learning and Failure Free Reading which instructs on an individualized level on a daily basis.

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 is a variety of subject areas have attended professional learning and facilitated professional learning communities on UDL concepts. Project Based Learning is a focus for all subject areas and addresses the why, what, and how of learning. Teachers have examined and created PBL activities in classes with voice and choice being one of the main factors of each project. Members of each department have attended district PBL sessions and have brought these concepts back to their respective departments. Many teachers have attended a variety of district trainings offered both off campus and on campus. These trainings have addressed a variety of student learning styles and have been brought back into the classroom.

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

Throughout the year, our school works on a variety of activities to promote ACCESS ELL proficiency. We host a specialized study hall for targeted ELL newcomers where they can get small group assistance from our ELL Coordinator and ELL Paraprofessional. Our school hosts an ELL Parent Night twice a year to help ELL parents become acquainted with school resources and ways to help students at home with language proficiency. ELL students may work with peer counselors and/or Latinos in Action to get peer assistance with curriculum or social needs. ESOL Ambassadors help facilitate a school-home connection by communicating with both ELL families and the school. Classes throughout the school participate in a variety of multi-cultural experiences throughout the year. ELL students may attend multi-cultural school plays, host multi-cultural heritage presentations, and practice language acquisition skills in both the classroom and social settings.

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	
Guidance	Wednesday	1st, 2nd, 3rd, 4th	8/28/2019 - 4/8/2020	8:25 AM - 9:20 AM	6, 7, 8	
ESE	Wednesday	1st, 2nd, 3rd, 4th	8/28/2019 - 4/8/2020	8:25 AM - 9:20 AM	6, 7, 8	
Fine Arts	Wednesday	1st, 2nd, 3rd, 4th	8/28/2019 - 4/8/2020	8:25 AM - 9:20 AM	6, 7, 8	
WORLD LANGUAGES	Wednesday	1st, 2nd, 3rd, 4th	8/28/2019 - 4/8/2020	8:25 AM - 9:20 AM	6, 7, 8	
Science	Wednesday	1st, 2nd, 3rd, 4th	8/28/2019 - 4/8/2020	8:25 AM - 9:20 AM	6, 7, 8	
Language Arts (ELA)	Wednesday	1st, 2nd, 3rd, 4th	8/28/2019 - 4/8/2020	8:25 AM - 9:20 AM	6, 7, 8	
Reading/Research	Monday	1st, 2nd, 3rd, 4th	8/26/2019 - 4/27/2020	8:25 AM - 9:20 AM	6, 7, 8	
Social Studies	Monday	1st, 2nd, 3rd, 4th	8/26/2019 - 4/27/2020	8:25 AM - 9:20 AM	6, 7, 8	
Math	Monday	1st, 2nd, 3rd, 4th	8/26/2019 - 4/27/2020	8:25 AM - 9:20 AM	6, 7, 8	
Independent Studies	Monday	1st, 2nd, 3rd, 4th	8/26/2019 - 4/27/2020	8:25 AM - 9:20 AM	6, 7, 8	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Falcon-Cove-Middle-School-19-20-SY.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3622_08282019_Broward-SAM--Falcon-Cove-Middle-School-19-20-SY.pdf)	Atinuke Fadipe	8/28/2019
Falcon-Cove-MS-MTSS-RtI-Action-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3622_09282019_Falcon-Cove-MS-MTSS-RtI-Action-Plan-2019-20.pdf)	David Malca	9/28/2019

RtI Team Meeting Schedule

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

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
Falcon-Cove-MS-SEL-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3622_09282019_Falcon-Cove-MS-SEL-Plan-19-20.pdf)	David Malca	9/28/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date

File Name	File Uploaded By	Upload Date
FCMS-behavior-plan-2019-20-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3622_05202019_FCMS-behavior-plan-2019-20-.pdf)	Desiree Montalvo	5/20/2019
Falcon-Cove-MS-Feedback-form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3622_05242019_Falcon-Cove-MS-Feedback-form-2019-20.pdf)	Vince Watson	5/24/2019
FCMS-behavior-plan-2019-20-update.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3622_09172019_FCMS-behavior-plan-2019-20-update.pdf)	David Malca	9/17/2019

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	2292	1595	69.59	536	23.39	141	6.15	20	0.87
2017 - 2018	2358	1541	65.35	617	26.17	175	7.42	25	1.06
2018 - 2019	2370	1524	64.30	646	27.26	177	7.47	23	0.97

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	06	787	571	72.55	173	21.98	37	4.70	6	0.76
2018 - 2019	07	780	489	62.69	226	28.97	59	7.56	6	0.77
2018 - 2019	08	803	464	57.78	247	30.76	81	10.09	11	1.37

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 **64.3**% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had **8.4**% 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 **1.0**% 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
Falcon-Cove_Attendance-Plan_19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3622_10152019_Falcon-Cove_Attendance-Plan_19-20.pdf)	David Malca	10/15/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
FCMS_19-20_Counseling_Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3622_09062019_FCMS_19-20_Counseling_Plan.pdf)	David Malca	9/6/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Falcon_Cove_MS_Equity-Diversity-Action-Plan_19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3622_09162019_Falcon_Cove_MS_Equity-Diversity-Action-Plan_19_20.pdf)	David Malca	9/16/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
FCMS_Self_Assessment.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3622_09102019_FCMS_Self_Assessment.pdf)	David Malca	9/10/2019
Falcon-Cove-MS-BPIE-Plan-19-20-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3622_09272019_Falcon-Cove-MS-BPIE-Plan-19-20-.pdf)	David Malca	9/27/2019

☆ **Effective Communication**

SAC Documentation

SAC Upload Center

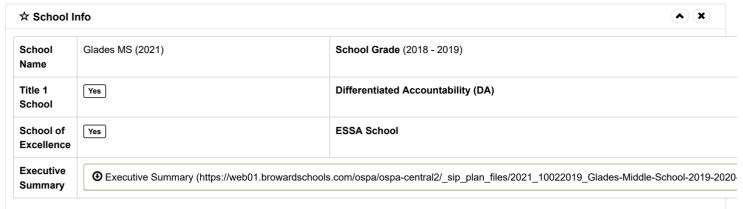| File Name	Meeting Month	Document Type	Uploaded Date
Falcon-Cove-MS_OCT-AgendaMinutesSignIn.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3622_10302019_Falcon-Cove-MS_OCT-AgendaMinutesSignIn.pdf)	October	Monitored	10/30/2019
A+-Ballot.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3622_10302019_A+-Ballot.pdf)	October	A+ Funds	10/30/2019
A+-Results.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3622_10302019_A+-Results.pdf)	October	A+ Funds	10/30/2019
A+-sign-in-sheet.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3622_10302019_A+-sign-in-sheet.pdf)	October	A+ Funds	10/30/2019
Falcon-Cove-MS_19-20_SAF-Meeting-Dates.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3622_09272019_Falcon-Cove-MS_19-20_SAF-Meeting-Dates.pdf)	September	None	9/27/2019
Falcon-Cove-MS_19-20_SAC-Meeting-Dates.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3622_09272019_Falcon-Cove-MS_19-20_SAC-Meeting-Dates.pdf)	September	None	9/27/2019
Falcon_Cove_MS-Composition_-Report.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3622_09262019_Falcon_Cove_MS-Composition_-Report.pdf)	September	None	9/26/2019
Falcon-Cove-MS_Sept-SAC-AgendaMinutesSignIn.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3622_09202019_Falcon-Cove-MS_Sept-SAC-AgendaMinutesSignIn.pdf)	September	Monitored	9/20/2019
Falcon-Cove-SAC-ByLaws-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3622_09202019_Falcon-Cove-SAC-ByLaws-19-20.pdf)	September	SAC ByLaws	9/20/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Falcon-Cove-MS-AdvancED-eProve-Parent-Survey-Results-Bilingual.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3622_09272019_Falcon-Cove-MS-AdvancED-eProve-Parent-Survey-Results-Bilingual.pdf)	David Malca	9/27/2019
Falcon-Cove-MS-AdvancED-eProve-Parent-Survey-Results-English.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3622_09272019_Falcon-Cove-MS-AdvancED-eProve-Parent-Survey-Results-English.pdf)	David Malca	9/27/2019
Falcon-Cove-MS-AdvancED-eProve-Student-Survey-Results.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3622_09272019_Falcon-Cove-MS-AdvancED-eProve-Student-Survey-Results.pdf)	David Malca	9/27/2019
Falcon-Cove-MS-AdvancED-eProve-Staff-Survey-Results.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3622_09272019_Falcon-Cove-MS-AdvancED-eProve-Staff-Survey-Results.pdf)	David Malca	9/27/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Hispanic-Heritage-3.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3622_09262019_Hispanic-Heritage-3.jpg)	David Malca	9/26/2019
Falcon-Cove-MS-FACE-space-1.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3622_09262019_Falcon-Cove-MS-FACE-space-1.jpg)	David Malca	9/26/2019
Falcon-Cove-MS-FACE-space-2.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3622_09262019_Falcon-Cove-MS-FACE-space-2.jpg)	David Malca	9/26/2019

File Name	File Uploaded By	Upload Date
Falcon-Cove-MS-FACE-space-3.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3622_09262019_Falcon-Cove-MS-FACE-space-3.jpg)	David Malca	9/26/2019
Falcon-Cove-MS-FACE-space-4.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3622_09262019_Falcon-Cove-MS-FACE-space-4.jpg)	David Malca	9/26/2019
Falcon-Cove-MS-FACE-Resource-Team-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3622_09262019_Falcon-Cove-MS-FACE-Resource-Team-.pdf)	David Malca	9/26/2019
Falcon-Cove-MS-Cultural-Awareness_FACE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3622_09262019_Falcon-Cove-MS-Cultural-Awareness_FACE.pdf)	David Malca	9/26/2019
Falcon-Cove-MS-Programs-and-Services-Checklist.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3622_09262019_Falcon-Cove-MS-Programs-and-Services-Checklist.pdf)	David Malca	9/26/2019
Falcon-Cove-MS-Customer-Service_FACE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3622_09262019_Falcon-Cove-MS-Customer-Service_FACE.pdf)	David Malca	9/26/2019
Falcon-Cove-MS-Catch-Them-Being-Great--Oct.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3622_09272019_Falcon-Cove-MS-Catch-Them-Being-Great--Oct.pdf)	David Malca	9/27/2019

☆ School Info   ^ ✖

School Name	Glades MS (2021)	School Grade (2018 - 2019)	
Title 1 School	Yes	Differentiated Accountability (DA)	
School of Excellence	Yes	ESSA School	
Executive Summary	⊕ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2021_10022019_Glades-Middle-School-2019-2020-		

☆ 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
06	524	30	42	21	117	---	11	3	3	504
07	455	31	57	39	138	---	23	3	6	434
08	434	30	31	11	74	---	56	2	9	408

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
06	481	26	53	25	67	---	35	4	6	451
07	509	43	62	34	109	---	62	6	2	485
08	446	25	53	15	95	---	42	13	3	419

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

Glades Middle School is using a variety of strategies to improve the academic performance of students who have been identfy by the early warning system.

1. The School Wide Positive Behavior Plan (SWPBP) implementation is monitored quarterly by the SWPBP Committee using the dashboard data. Teachers and administrators will adjust strategies when increases in disruptive behavior occur. Individual students with three or more referrals per quarter are referred to RtI. The CPST team monitors these students.

2. Students failing two or more classes are referred to RtI and also to the Extra Help Thursday sessions. The guidance counselors meet individually with students in the second quarter that are in danger of failing the grade and develop individual academic success plans.

3. Additionally, each academic area is utlizing a variety of strategies to assist the lower achieving students:

- Mathematics - Peer tutoring - high performing mathematics students are pulled into a mathematics class, during their exploratory classes, to tutor struggling students one-on-one
- Science: Quarterly students receive additional instruction and support based on performance on the formatative assessment. This instruction can be remediative, reinforcing or enrichment.
- Reading and Social Studies jointly collaborate to allow for a range of comprehension and content reading strategies to be integrated into the Social Studies curriculum.

Additional interventions startegies that the school will employ for both reading and Math are as follows:
In the ELA department teachers will be utilizing achievecore.org to help improve the academic performance of students whom are not on grade level. The program will also be utilized with students from various academic steps to ensure that all students are successful. In order to assess for growth in particular areas of needs the department will then use USAtestprep for mid-evaluations to identify areas of growth.

The Math department will continue to progress monitor in the form of small group pull outs throughout the school year. The Department have utilized Khan Academy for students which helps with step by step practice and can be used for remediation as well.

The Rti Process team continues to meet twice a month to discuss students who meet the criteria for either academic or behavioral support. Teachers have been provided a training in regards to accessing ways in which to acknowledge students who may need to be on the Rti. Further training, may be provided in order for teachers to use the system effectively.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=2021&district=06)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By the end of May 2020, the goal will be to increase the percentage of 8th grade students reaching proficiency or higher in Science from 57% to 63% through Literacy Strategies. The percentages will take into consideration the students taking the Biology EOC (maintaining a proficiency of 95%) as well as those taking the SSA.	Strategies and activities: In Class remediation days will be the core of the remediation plan. Teacher rotation of these days will ensure equity and accountability through use of literacy strategies to support Science. PE teachers will also use their classroom time to facilitate virtual remediation via explorelearning.com/Gizmos. This will begin during the 2nd quarter. For Literacy: PCRC program, a 180 Cougar Program have been created in order to meet the needs of a sub group.	Gladys Vega (Literacy) Ms. Apollon (Science)	6/3/2019	PLCs are every Tuesday morning in which staff can receive PDs training for specific targeted areas. Such as CARE Data Analysis, Canvas, Positive Behavior Plans and CARE implementation. Instructors will study and discuss standards and research-based practices and reflect upon implementation while providing constructive and timely feedback.		Quarterly Formative assessments for both (Literacy) Gladys Vega (Science) Ms. Apollon	

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results

K-12 Comprehensive Reading Plan

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

Teachers, literacy coaches, and administrators are responsible to ensure classroom instruction is aligned to grade-level standards. Professional learning communities are data-driven using standard-based lessons. Evidence of standard alignment is collected through effective lesson plans, monitoring of lessons, and the use of common formative 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?

There are initiatives within the school such as co-teaching, push-in models, pull-out models, and tutoring groups that enhance tier interventions. There are specific software programs to assist with interventions in all subgroups within the school (USATest Prep, ACHIEVE3000, Coach Digital, CommonLit.org, NEWSELA.com are among some of the programs. The Response to Intervention team holds monthly meetings to discuss appropriate interventions for students who are not progressing towards their individual and grade level goals.

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 initially placed in a variety of programs and classes to help with monitoring. There are initiatives within the school such as co-teaching, push-in models, pull-out models, and tutoring groups that enhance tier interventions. There are specific software programs to assist with interventions in all subgroups within the school (USATest Prep, ACHIEVE3000, Coach Digital, CommonLit.org, NEWSELA.com are among some of the programs. The Response to Intervention team holds monthly meetings to discuss appropriate interventions for students who are not progressing towards their individual and grade level goals.

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

Initiatives:

Cougars 180 - Students work at a slower pace, use small group instruction, peer/teacher remediation, guided whole group reading, as well as chunking reading information so that it is more digestible for students. Literacy Coach pushes into the classrooms to assist with lesson delivery and one-on-one support. This program is currently being implemented in 6th and 7th grade.

PCRC- Peer Counselors (PC) working with Rising Cougars (RC: Lowest Quartile students in FSA ELA) - Peer Counseling teacher and Literacy Coach monitor the program in the same setting pairing one peer counselor with a lowest quartile student. Below are some of the benefits of the program.

- The RC is receiving one on one peer instruction.
- There is a smaller classroom environment for the RC.
- The ELA teacher has smaller class instruction allowing more one on ones.
- Avoids student failure.
- Assists with potential recovery.
- Builds self-esteem.
- Prepares for testing.
- Saves funding (instead of conducting pull outs using teachers).
- Begins first quarter to target students from day one.

Support Facilitators provide support to targeted students through their Learning Strategies courses as tier interventions.
Literacy Coach pushes into reading classrooms to offer support for students in the lowest quartile in the FSA ELA.

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 provide multiple and flexible methods of presentation to give students with diverse learning styles various ways of acquiring information and knowledge through district-mandated curriculum and innovative lessons.

Teachers also provide multiple and flexible means of expression to provide diverse students with alternatives for demonstrating what they have learned through a variety of modalities based on different learning styles using the resources provided and through effective lessons learned through professional learning communities.

Provide multiple and flexible means of engagement to tap into diverse learners' interests, challenge them appropriately, and motivate them through the implementation of the Instructional Planning Guide (IPG) and collaborating by sharing best practices through professional learning communities.

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

Through the Developmental Language Arts classes for ELLs, the teacher implements the district-mandated curriculum. Teacher encourages content-area teachers to follow the guidelines below for ELLs:

1. Review ELL Plans for your students English Proficiency Test Scores
2. Use WIDA Descriptors to plan, grade and provide modifications
3. Suggest for students to purchase an approved HERITAGE DICTIONARYin their language and use in class (if their ELL Plan permits)
4. Ask ESOL Contact for a list of your students' accommodations. If ELL Student (s) require accommodations such as: EXTRA TIME, Heritage Dictionary, Assistance in Native Language etc. then provide those services.

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 Grade level and Department Meetings	Tuesday		8/27/2019 - 5/26/2020	8:30 AM - 9:15 AM	6, 7, 8	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Glades-Middle-MTSS-RtI-Action-Plan-.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2021_10012019_Glades-Middle-MTSS-RtI-Action-Plan-.docx)	Giana Daniels	10/1/2019
RTI-Schedule-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2021_10012019_RTI-Schedule-2019-20.pdf)	Giana Daniels	10/1/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 3rd	9/5/2019 - 3/21/2020	10:00 AM - 1:30 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
Glades-SEL-Action-Plan-2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2021_10012019_Glades-SEL-Action-Plan-2019.docx)	Giana Daniels	10/1/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Glades-Positive-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2021_04302019_Glades-Positive-(1).docx)	Giana Daniels	4/30/2019
GLADES-FEEDBACK.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2021_06182019_GLADES-FEEDBACK.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	1349	1066	79.02	208	15.42	63	4.67	12	0.89
2017 - 2018	1425	1098	77.05	245	17.19	59	4.14	23	1.61
2018 - 2019	1435	1094	76.24	238	16.59	86	5.99	17	1.18

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	06	480	386	80.42	67	13.96	24	5.00	3	0.63
2018 - 2019	07	509	384	75.44	77	15.13	38	7.47	10	1.96
2018 - 2019	08	446	324	72.65	94	21.08	24	5.38	4	0.90

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 **76.2**% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school is among the lowest in the District with only **7.2**% 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 **1.2**% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Glades-Middle-School-Attendance-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2021_10172019_Glades-Middle-School-Attendance-Plan-2019-2020.pdf)	Giana Daniels	10/17/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
AGP-2020.pdf-#3.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2021_10022019_AGP-2020.pdf-#3.pdf)	Giana Daniels	10/2/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Plan-Glades-MS-20192020(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2021_06292019_Equity-Plan-Glades-MS-20192020(1).pdf)	Giana Daniels	6/29/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
Glades-Middle-School-BPIE-Plan-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2021_09132019_Glades-Middle-School-BPIE-Plan-2019-2020.docx)	Giana Daniels	9/13/2019
b634528c1d3e65d6f1db2d6d4ace4878-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2021_09132019_b634528c1d3e65d6f1db2d6d4ace4878-(1).pdf)	Giana Daniels	9/13/2019

☆ **Effective Communication**

SAC Documentation

SAC Upload Center

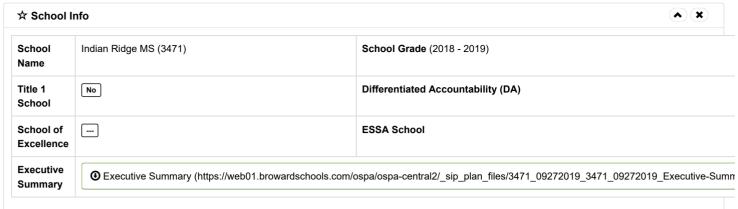| File Name	Meeting Month	Document Type	Uploaded Date
SAC-MEETING-MINUTES-09-26-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2021_10252019_SAC-MEETING-MINUTES-09-26-19.pdf)	October	None	10/25/2019
SAC_Agenda_October-24--2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2021_10252019_SAC_Agenda_October-24--2019.docx)	October	None	10/25/2019
SAC-ByLaws.html (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2021_09272019_SAC-ByLaws.html)	September	SAC ByLaws	9/27/2019
SAC_Composition-Report-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2021_09272019_SAC_Composition-Report-2019-2020.pdf)	September	None	9/27/2019
SAC_Guess_Sign-in_Sheet-9.26.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2021_09272019_SAC_Guess_Sign-in_Sheet-9.26.19.pdf)	September	SAC ByLaws	9/27/2019
SAC_Sign-in_Sheet-9.26.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2021_09272019_SAC_Sign-in_Sheet-9.26.19.pdf)	September	SAC ByLaws	9/27/2019
SAC_Guess_Sign-in_Sheet-8.28.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2021_09272019_SAC_Guess_Sign-in_Sheet-8.28.19.pdf)	August	None	9/27/2019
SAC_Sign-in_Sheet-8.28.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2021_09272019_SAC_Sign-in_Sheet-8.28.19.pdf)	August	None	9/27/2019
SAC_Agenda_September-26--2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2021_09272019_SAC_Agenda_September-26--2019.docx)	September	SAC ByLaws	9/27/2019
SAC-MINUTES-08-28-19.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2021_09272019_SAC-MINUTES-08-28-19.docx)	August	None	9/27/2019
SAC-sign-in-sheet-8.28.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2021_09272019_SAC-sign-in-sheet-8.28.19.pdf)	August	None	9/27/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
SurveysReport-Parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2021_10042019_SurveysReport-Parent-Survey.pdf)	Giana Daniels	10/4/2019
SurveysReport-Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2021_10042019_SurveysReport-Staff-Survey.pdf)	Giana Daniels	10/4/2019
SurveysReport-Student-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2021_10042019_SurveysReport-Student-Survey.pdf)	Giana Daniels	10/4/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Glades-Middle-School-Programs-and-Services-Checklist--2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2021_10012019_Glades-Middle-School-Programs-and-Services-Checklist--2019.docx)	Giana Daniels	10/1/2019
Glades-Middle-School-Cultural-Awareness.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2021_10012019_Glades-Middle-School-Cultural-Awareness.docx)	Giana Daniels	10/1/2019

File Name	File Uploaded By	Upload Date
Bahamas-relief-Ad.jpeg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2021_10022019_Bahamas-relief-Ad.jpeg)	Giana Daniels	10/2/2019
Bahamas-relief.jpeg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2021_10022019_Bahamas-relief.jpeg)	Giana Daniels	10/2/2019
Hispanic-Book-Fair-Advertisement.jpeg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2021_10022019_Hispanic-Book-Fair-Advertisement.jpeg)	Giana Daniels	10/2/2019
Pinwheels-for-Peace---International-Peace-Week.jpeg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2021_10022019_Pinwheels-for-Peace---International-Peace-Week.jpeg)	Giana Daniels	10/2/2019
Starbucks-Sleeve-Peace.jpeg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2021_10022019_Starbucks-Sleeve-Peace.jpeg)	Giana Daniels	10/2/2019
Glades-Middle-School-Face-Plan-.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2021_10022019_Glades-Middle-School-Face-Plan-.docx)	Giana Daniels	10/2/2019

☆ School Info   ⌃ ✖

School Name	Indian Ridge MS (3471)	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/3471_09272019_3471_09272019_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
06	658	69	67	19	118	---	21	3	3	616
07	703	103	60	18	126	---	24	0	4	655
08	633	94	83	18	102	---	117	1	7	605

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
06	710	71	71	20	142	---	65	2	3	675
07	666	81	77	30	151	---	70	2	1	629
08	675	91	85	24	93	---	59	7	3	639

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

After analyzing data pertaining to the early warning indicators, intervention strategies employed by the school to improve academic performance of students are daily academic/behavioral reports. We send these home in order to keep constant communication between the school and parent/guardian about that student. In addition, both parents and teachers can request parent/teacher conferences to discuss student's needs. Students are provided with a stress pass when needed, in addition to receiving individualized support with assessments and assignments in the resource room, if provided on their IEP. At Indian Ridge Middle all faculty members follow each 504 Plan, IEP, and ESOL accommodations precisely and with fidelity. There are several ways student can receive peer tutoring and mentoring, whether it be through our Peer Counseling Class or National Junior Honor Society. A reading invention, REWARDS program, is provided to students who struggle with decoding. A variety of data is analyzed in order to properly place those students in the class with that program. All content area teachers utilize small group instructions when necessary, especially when remediation a skill/concept for students. FAIR, CFA's, and teacher observations are some of the ways we progress monitor at Indian Ridge. Teachers and school counselor are communicating daily about student issues, concerns, and needs via email, BASIS, and face to face. This helps us immediately start with the problem-solving process or coming up with a plan to ensure the student is successful. Lastly, teacher and counselors have one on one student conferences/data chats to discuss progress in regard to academics.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=3471&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 Assistant Principal over the Reading Department are responsible to ensure classroom instruction is aligned to grade-level standards. The pieces of evidence collected to demonstrate that classroom instruction is aligned to grade level standards are lesson plans, CARE cycle through PLC's, Common Formative Assessments/Data, and through formal and informal observation.

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

The specific progress monitoring data that is collected to determine that students by subgroups are progressing toward reading proficiency is the Florida Assessment in Reading (FAIR). The Literacy Coach and Reading Teachers 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?

Our school ensures that students that are not progressing towards individual and grade level goals are being monitored and provided with the appropriate interventions using the 6-12 Identification/Intervention Reading Decision Chart to properly place them in the appropriate reading class.

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?

Leveled Literacy Intervention (LLI) and small group instruction are some of the instructional practice used at Indian Ridge, especially for instruction for SWD's, to provide targeted supplemental intervention and/or intensive interventions to students. This happens throughout the year by the members of the reading department. Instructional resources are REWARDS program, iReady LAFS Instructional Program, INSIDE curriculum, and Cpalms resources are used throughout the year to provide targeted supplemental intervention to TIER 2 and 3 students.

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

Teachers in a variety of subject areas have attended professional learning and facilitated professional learning communities on UDL concepts. Project Based Learning and Social Emotional Learning is a focus for all subject areas and addresses the why, what, and how of learning. Teachers have examined and created PBL and SEL activities in classes with voice and choice being one of the main factors of each project. Members of each department have attended district PBL and SEL sessions and have brought these concepts back to their respective departments. These trainings have addressed a variety of student learning styles and have been brought back into the classroom.

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

The activities implemented at our school to increase the percentage of ELL's becoming proficient on the ACCESS for ELLs are found under the WIDA Descriptions. Throughout the year, our school works on a variety of activities to promote ACCESS ELL proficiency. ELL students may work with peer counselors and to get peer assistance with curriculum or social needs. Classes throughout the school participate in a variety of multi-cultural experiences throughout the year.

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	
All PLC's	Thursday	1st, 2nd, 3rd, 4th	8/29/2019 - 5/28/2020	8:40 AM - 9:10 AM	6, 7, 8	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Indian-Ridge-Middle-School-19-20-SY.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3471_08282019_Broward-SAM--Indian-Ridge-Middle-School-19-20-SY.pdf)	Atinuke Fadipe	8/28/2019
MTSS-RtI-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3471_10032019_MTSS-RtI-Action-Plan-2019-2020.pdf)	Morgan Shabsels	10/3/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th	9/4/2019 - 5/27/2020	9:30 AM - 11:30 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3471_10032019_SEL-Action-Plan-2019.pdf)	Morgan Shabsels	10/3/2019

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/2020/3471_04302019_2019-20-SPBP.pdf)	Morgan Shabsels	4/30/2019
Indian-Ridge-Middle-SPBP-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3471_05242019_Indian-Ridge-Middle-SPBP-Feedback-Form.pdf)	Monique Pernell	5/24/2019
2019-20-SPBP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3471_10012019_2019-20-SPBP.pdf)	Morgan Shabsels	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	1986	1213	61.08	560	28.20	183	9.21	30	1.51
2017 - 2018	2031	1143	56.28	602	29.64	234	11.52	52	2.56
2018 - 2019	2042	1122	54.95	651	31.88	218	10.68	51	2.50

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	06	707	412	58.27	216	30.55	67	9.48	12	1.70
2018 - 2019	07	665	358	53.83	214	32.18	74	11.13	19	2.86
2018 - 2019	08	670	352	52.54	221	32.99	77	11.49	20	2.99

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 **54.9**% of students in this category, which was within 2% of the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had **13.2**% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **2.5**% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-IRMS-2019-2020-UPDATED.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3471_10142019_Attendance-Plan-IRMS-2019-2020-UPDATED.pdf)	Morgan Shabsels	10/14/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
School-Counseling-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3471_09262019_School-Counseling-Plan.pdf)	Morgan Shabsels	9/26/2019

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/2020/3471_10032019_Equity-Diversity-Action-Plan-2019-2020.pdf)	Morgan Shabsels	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Indian-Ridge-MSBPIE_2018-(23).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3471_09122019_BPIE-Indian-Ridge-MSBPIE_2018-(23).pdf)	Alysha Casablanca	9/12/2019
BPIE-IRMS-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3471_10032019_BPIE-IRMS-2019.pdf)	Morgan Shabsels	10/3/2019

☆ **Effective Communication**   ⌃ ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Composition-Report.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3471_10172019_SAC-Composition-Report.pdf)	October	Monitored	10/17/2019
9-10-2019-IRMS-SAF-Signin.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3471_10072019_9-10-2019-IRMS-SAF-Signin.pdf)	September	None	10/7/2019
SAF-AGENDA-September-10th-irms.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3471_10072019_SAF-AGENDA-September-10th-irms.pdf)	October	None	10/7/2019
SAC-ByLaws-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3471_09172019_SAC-ByLaws-2019-2020.pdf)	September	SAC ByLaws	9/17/2019
September-Documents.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3471_09172019_September-Documents.pdf)	September	Monitored	9/17/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
SurveysReportPrint3283917957697130240.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3471_09112019_SurveysReportPrint3283917957697130240.pdf)	Morgan Shabsels	9/11/2019
SurveysReportPrint3209367348196939935.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3471_09112019_SurveysReportPrint3209367348196939935.pdf)	Morgan Shabsels	9/11/2019
SurveysReportPrint6959525828946457805.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3471_09112019_SurveysReportPrint6959525828946457805.pdf)	Morgan Shabsels	9/11/2019
SurveysReportPrint938006974254013804.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3471_09112019_SurveysReportPrint938006974254013804.pdf)	Morgan Shabsels	9/11/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Catchthem-Being-Great-(2).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3471_10042019_Catchthem-Being-Great-(2).docx)	Morgan Shabsels	10/4/2019
Cultural-Awareness-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3471_10042019_Cultural-Awareness-(1).docx)	Morgan Shabsels	10/4/2019
Customer-Service.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3471_10042019_Customer-Service.docx)	Morgan Shabsels	10/4/2019

☆ School Info   ⌃ ✖

School Name	Lauderdale Lakes MS (1701)	School Grade (2018 - 2019)		C
Title 1 School	Yes	Differentiated Accountability (DA)		No
School of Excellence	No	ESSA School		Yes
Executive Summary	⊕ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/1701_10042019_Executive-Summary-2019.pdf)			

☆ High Quality Instruction   ⌃ ✖

Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
06	323	37	107	22	166	---	28	6	10	304
07	297	54	84	20	171	---	35	4	9	276
08	301	63	94	3	160	---	64	4	15	282

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
06	295	23	73	7	132	---	56	1	15	270
07	333	36	107	21	186	---	98	6	6	302
08	305	36	76	10	139	---	71	8	10	279

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

1. At risk academic students are identified through D/F reports weekly.
2. At risk behavior students are identified through BASIS data reports weekly.
3. Each D/F student and each behavior student's name is presented weekly through our SAED meetings.
4. At risk students are assigned a guidance team member, instructional coach or assistant principal (A life Coach) and monitoring frequency is determined based on need.
5. Outcomes of interventions are shared weekly and a determination is made wether or not to continue monitoring lessen the Tiered support provided to the student.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=1701&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 responsibility of ensuring that classroom instruction is aligned to grade-level standards is shared with instructional coaches and administrators. During our collaborative and independent planning (Power Hour) and PLCs, the coach and teachers engage in discussion around effective lessons that are standards based, and what it should look like in the classroom. During learning walks and building capacity with the teachers, administration discuss lessons and looks for evidence that they are standards-based.

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?

Student are progressed monitored using iReady and common formative assessments on Commonlit to measure if students are progressing towards proficiency. Data is collected and entered on our school assessment databased by the literacy coach. Data is reviewed by the teachers, administrators, and the literacy coach, and used to drive instruction.

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

Students are monitored through iReady diagnostic assessments. Students that are not progressing towards grade level goals are placed in an intensive reading class. Student intensive reading classes target the student deficiencies based on on-going progress monitoring.

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

The instructional practices and resources we use at our school, specially designed to provide Tier 2 and Tier 3 interventions include: System 44 (phonics), Read 180 (comprehension), Inside and iReady. These interventions were chosen and implemented based on the needs of our students. Students with disabilities are placed in a learning strategies class, in which instruction is aligned to the students' IEP goals. In addition, student are also assigned an intensive reading class in which, he or she receives instruction using one of the interventions mentioned. Students also received targeted practice through iReady in both their language class and intensive reading class.

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 were trained on the Universal Designs for Learning during pre-planning. During collaborative planning, teachers design learning experiences that meet the needs of individual learners.

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

ELL students have been placed in double block classes (2 class periods), in which they receive a double dose of reading instruction. The students receive standards-based instruction through small group with their teacher. In addition, students receive remediation of foundation skills by an instructional support paraprofessional. ELL students are also placed in a developmental language arts class to help them (ELL students) master the 4 Domains (listening, speaking, reading and writing) on the ACCESS.

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	
	Thursday	1st, 2nd, 4th	9/8/2019 - 5/30/2019	7:00 AM - 8:03 AM	6, 7, 8	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Lauderdale-Lakes-Middle-School-19-20SY.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1701_08282019_Broward-SAM--Lauderdale-Lakes-Middle-School-19-20SY.pdf)	Atinuke Fadipe	8/28/2019

RtI Team Meeting Schedule

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

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL_Plan_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1701_10022019_SEL_Plan_2019.pdf)	Jill Slesinski	10/2/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
LLMS-SPBP-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1701_05202019_LLMS-SPBP-2019-20.docx)	Desiree Montalvo	5/20/2019
Lauderdale-Lakes-MS-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1701_05242019_Lauderdale-Lakes-MS-Feedback-Form.pdf)	LaToya Flournoy	5/24/2019

Attendance Plan

Total School AVG

		Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
School Year	Population	Number	%	Number	%	Number	%	Number	%
2016 - 2017	1012	517	51.09	245	24.21	173	17.09	77	7.61

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	977	540	55.27	263	26.92	135	13.82	39	3.99
2018 - 2019	933	637	68.27	195	20.90	73	7.82	28	3.00

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	06	295	211	71.53	59	20.00	19	6.44	6	2.03
2018 - 2019	07	333	214	64.26	82	24.62	25	7.51	12	3.60
2018 - 2019	08	305	212	69.51	54	17.70	29	9.51	10	3.28

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 **68.3**% 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 **10.8**% 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 **3.0**% 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
2019Attendance-Plan---Lauderdale-Lakes-Middle.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1701_10142019_2019Attendance-Plan---Lauderdale-Lakes-Middle.docx)	Jill Slesinski	10/14/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
20191008143951907.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1701_10082019_20191008143951907.pdf)	Jill Slesinski	10/8/2019

Equity Plan

File Name	File Uploaded By	Upload Date
LLMS-Equity-Report---3rd-Quarter-Signed.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1701_09172019_LLMS-Equity-Report---3rd-Quarter-Signed.pdf)	Jill Slesinski	9/17/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
Lauderdale-Lakes-MS-6.2019-BPIE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1701_09112019_Lauderdale-Lakes-MS-6.2019-BPIE.pdf)	Stephanie Riley	9/11/2019

☆ **Effective Communication**   ⌃ ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
sac-bylaws-14-Oct-2019-08-48-26.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1701_10142019_sac-bylaws-14-Oct-2019-08-48-26.pdf)	October	SAC ByLaws	10/14/2019
10.10.19SAFagenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1701_10112019_10.10.19SAFagenda.pdf)	October	None	10/11/2019
10.10.2019SACagenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1701_10112019_10.10.2019SACagenda.pdf)	October	SAC ByLaws	10/11/2019
9.18SACagenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1701_10112019_9.18SACagenda.pdf)	September	SAC ByLaws	10/11/2019
9.18.19SAFagenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1701_10112019_9.18.19SAFagenda.pdf)	September	None	10/11/2019
10.10.2019SACminutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1701_10112019_10.10.2019SACminutes.pdf)	October	SAC ByLaws	10/11/2019
10.10.19SAFminutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1701_10112019_10.10.19SAFminutes.pdf)	October	SAF ByLaws	10/11/2019
9.18SACminutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1701_10112019_9.18SACminutes.pdf)	September	SAC ByLaws	10/11/2019
Sept-18-sac-sign-in.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1701_10042019_Sept-18-sac-sign-in.pdf)	September	SAC ByLaws	10/4/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
SurveysReportPrint959274611713243460.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1701_10042019_SurveysReportPrint959274611713243460.pdf)	Jill Slesinski	10/4/2019
SurveysReportPrint8502335817264062527.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1701_10042019_SurveysReportPrint8502335817264062527.pdf)	Jill Slesinski	10/4/2019
SurveysReportPrint6160495451934570364.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1701_10042019_SurveysReportPrint6160495451934570364.pdf)	Jill Slesinski	10/4/2019

File Name	File Uploaded By	Upload Date
SurveysReportPrint1688188272754165072.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1701_10042019_SurveysReportPrint1688188272754165072.pdf)	Jill Slesinski	10/4/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Programs-and-Services-Checklist.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1701_10022019_Programs-and-Services-Checklist.pdf)	Jill Slesinski	10/2/2019
Face-Plan-revised.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1701_10022019_Face-Plan-revised.docx)	Jill Slesinski	10/2/2019

☆ School Info   ⌃ ✖

School Name	New Renaissance MS (3911)	School Grade (2018 - 2019)	C
Title 1 School	Yes	Differentiated Accountability (DA)	No
School of Excellence	No	ESSA School	Yes
Executive Summary	⊕ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3911_10042019_Executive-Summary-2019-2020.do		

☆ 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
06	431	41	73	17	196	---	17	0	0	393
07	450	79	58	22	212	---	26	0	5	413
08	455	92	77	14	209	---	48	1	10	398

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
06	402	45	56	15	154	---	53	1	4	365
07	450	56	131	38	221	---	119	2	3	407
08	433	75	49	5	174	---	73	4	7	403

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

1. At risk academic students are identified through D/F reports weekly.
2. At risk behavior students are identified through BASIS data reports weekly.
3. Each D/F student and each behavior student's name is presented weekly through our SAED meetings.
4. At risk students are assigned a guidance team member, instructional coach or assistant principal (A life Coach) and monitoring frequency is determined based on need.
5. Outcomes of interventions are shared weekly and a determination is made wether or not to continue monitoring lessen the Tiered support provided to the student.

School Report Card

 FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=3911&district=06)

K-12 Comprehensive Reading Plan

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

Literacy Coach, Instructional Staff, Assistant Principal and Principal are responsible for ensuring the classroom instruction is aligned to the standards.

Evidence collected includes:
- iReady Data
- Lesson plans
- Units of Study
- Observation Data
- PLC Minutes
- Data Chats

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

Progress monitoring data includes; iReady Diagnostic, iReady Mastery Scores, FSA Scores, Writing Lab and Common Formative Assessments.

Literacy Coach, Instructional Staff, Assistant Principal and Principal are responsible for collecting and reviewing 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?

The MTSS/RTI team meets weekly to discuss students in need of Tier 2 or Tier 3 interventions. The MTSS/RTI team created a levels of support/intervention flow chart that identifies the appropriate Tier 2 or 3 intervention needed.

Students are placed in the appropriate Literacy class based on Reading Decision Chart scores for FSA or iReady. If students are in need of additional support, they are referred to RTI for a intervention plan.

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?

Resources
- Inside
- Collections
- i-Ready
- System 44

Instructional Practice:
- Direct/Explict Instrcution
- Differeniated Instruction
- Schoolwide Reading Focus
- Writing Lab
- Chunking
- 504, ELL and ESE Accomodations

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 Development schoolwide for SEL training to address how and why students learn. As well, a Literacy PLC that address: effective teaching strategies, including effective ways to differentiate instruction, creating purposeful learning targets/goals, dissagregating data based on knowing your students, Nearpod training as an interactive tool that engages learners on multiple levels. Strategies to enhance ELL's and SWD students.

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

ELLs classified as level 1 or 2 (A1 or A2) have an opportunity to learn English through their language development class.
Create a plan of action that montiors students langauge development as well as FSA growth.
Push in and pull out to work on students identified in the lowest quartile, to work with students on their reading and writing in a small group.
Accommodations including extra time, and chunking of assignments, as well as the use of the langauge dictionary.
Use of I-Ready to monitor the progress of ELL levels 3, 4, and 5.

Resources

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

☆ Safe and Supportive Environment   ⌃ ✖

Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade	
3911 Science 6-8	Tuesday	1st, 2nd, 3rd, 4th, 5th	8/27/2019 - 5/27/2020	8:35 AM - 9:20 AM	Pre K, K, 1, 2, 3, 4, 5	
3911 Social Studies 6-8	Tuesday	1st, 2nd, 3rd, 4th, 5th	8/27/2019 - 5/27/2020	8:35 AM - 9:20 AM	6, 7, 8	
3911 Mathematics 6-8	Tuesday	1st, 2nd, 3rd, 4th, 5th	8/27/2019 - 5/27/2020	8:35 AM - 9:20 AM	6, 7, 8	
3911 Literacy 6-8	Tuesday	1st, 2nd, 3rd, 4th, 5th	8/27/2019 - 5/27/2020	8:35 AM - 9:20 AM	6, 7, 8	
3911 Unified Arts 6-8	Tuesday	1st, 2nd, 3rd, 4th, 5th	8/27/2019 - 5/26/2020	8:35 AM - 9:20 AM	6, 7, 8	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--New-Renaissance-Middle-School-19-20SY.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3911_08282019_Broward-SAM--New-Renaissance-Middle-School-19-20SY.pdf)	Atinuke Fadipe	8/28/2019
MTSS-RtI-Action-Plan-20192020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3911_10022019_MTSS-RtI-Action-Plan-20192020.pdf)	Kienna Knowles	10/2/2019

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 - 6/3/2020	9:35 AM - 11:30 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-20192020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3911_10022019_SEL-Action-Plan-20192020.pdf)	Kienna Knowles	10/2/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
SPBP-2019-2020-SAC-and-staff-approved.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3911_05202019_SPBP-2019-2020-SAC-and-staff-approved.docx)	Desiree Montalvo	5/20/2019
New-Renaissance-Middle-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3911_05312019_New-Renaissance-Middle-Feedback-Form-2019-20.pdf)	Beatrice Baptiste	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	1348	1075	79.75	185	13.72	62	4.60	26	1.93
2017 - 2018	1377	795	57.73	355	25.78	170	12.35	57	4.14
2018 - 2019	1285	767	59.69	328	25.53	155	12.06	35	2.72

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	06	402	239	59.45	113	28.11	44	10.95	6	1.49
2018 - 2019	07	448	275	61.38	113	25.22	48	10.71	12	2.68
2018 - 2019	08	435	253	58.16	102	23.45	63	14.48	17	3.91

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 **59.7**% 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 **14.8**% 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 **2.7**% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-3911.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3911_10152019_Attendance-Plan-3911.pdf)	Stephanie Mentore	10/15/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
3911-School-Counseling-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3911_08292019_3911-School-Counseling-Plan-19-20.pdf)	Stephanie Mentore	8/29/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Report_NRMS_3911_Q1_2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3911_10022019_Equity-Report_NRMS_3911_Q1_2019-2020.docx)	Stephanie Mentore	10/2/2019

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/2020/3911_09092019_BPIE_2018.pdf)	Stephanie Mentore	9/9/2019

☆ Effective Communication   ⌃ ✖

SAC Documentation

SAC Upload Center

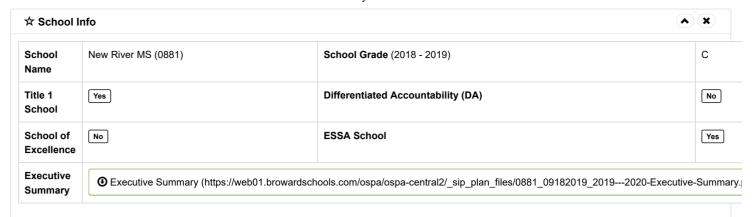| File Name	Meeting Month	Document Type	Uploaded Date
October-2019-SAC-Meeting.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3911_10082019_October-2019-SAC-Meeting.docx)	October	SAC ByLaws	10/8/2019
SAC-ByLaws-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3911_10042019_SAC-ByLaws-19-20.pdf)	October	SAC ByLaws	10/4/2019
Committee-Membership-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3911_10042019_Committee-Membership-19-20.pdf)	October	Developed	10/4/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date

File Name	File Uploaded By	Upload Date
SurveysReportPrint6408956491648456522.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3911_10042019_SurveysReportPrint6408956491648456522.pdf)	Stephanie Mentore	10/4/2019
SurveysReportPrint4234045417787340457.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3911_10042019_SurveysReportPrint4234045417787340457.pdf)	Stephanie Mentore	10/4/2019
SurveysReportPrint2691194329780731843.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3911_10042019_SurveysReportPrint2691194329780731843.pdf)	Stephanie Mentore	10/4/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Progress-Monitoring-SEL-presentation-parent-night-sign-in-sheet.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3911_09062019_Progress-Monitoring-SEL-presentation-parent-night-sign-in-sheet.pdf)	Stephanie Mentore	9/6/2019
CulturalAwareness-sheet-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3911_09102019_CulturalAwareness-sheet-(1).pdf)	Stephanie Mentore	9/10/2019
Cultural-Awareness-(19.20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3911_09172019_Cultural-Awareness-(19.20.docx)	Stephanie Mentore	9/17/2019
Face-Plan-3911.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3911_10022019_Face-Plan-3911.pdf)	Stephanie Mentore	10/2/2019
Programs-and-Services-Checklist_NRMS_3911.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3911_10032019_Programs-and-Services-Checklist_NRMS_3911.pdf)	Kienna Knowles	10/3/2019

☆ School Info   ⌃ ✕

School Name	New River MS (0881)	School Grade (2018 - 2019)		C
Title 1 School	Yes	Differentiated Accountability (DA)		No
School of Excellence	No	ESSA School		Yes
Executive Summary	⊕ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0881_09182019_2019---2020-Executive-Summary.		

☆ High Quality Instruction   ⌃ ✕

Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
06	563	91	163	10	225	---	38	0	1	530
07	515	94	141	3	211	---	34	0	7	486
08	522	106	103	16	185	---	59	3	12	490

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
06	570	73	137	8	204	---	105	1	12	542
07	543	72	133	8	228	---	124	0	4	503
08	565	99	152	7	225	---	141	4	6	519

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

Data is collected monthly via Common Formative Assessments in each grade level and subject area in order to determine mastery of standards. Teachers also perform weekly "check outs" which are informal assessments and/or summaries of the lesson to ensure progression toward the learning goal. In addition, teachers are having data chats with students individually. Teachers discuss all this student data in their professional learning communities (PLCs) when planning lessons collaboratively.

Teachers provide multiple means of representation by using the online textbooks in addition to the hard copies. Many classrooms are equipped with technology such as laptop carts, Recordexs, Promethean boards, and interactive response systems. In addition, we have district support facilitators that are training teachers on how to differentiate the ways that students can express what they know.

The core materials utilized are: Go-Math textbook for mathematics, Collections textbook for ELA, Florida Civics textbook for civics and Stemscopes textbook for science. Remediation resources are provided for students who have not mastered benchmarks. iReady is an example of a remediation resource that is used in mathematics and ELA. Easy CBM is used for interventions as well as district SharePoint resources. Teachers have implemented the CARE model to provide additional academic support.

The ELA coach and the math coach monitor the lowest quartile and schedule students appropriately. In addition, support facilitators push in to classrooms to assist struggling students. Those students are also encouraged to attend morning tutoring as well as Saturday camps in the Spring. The guidance team provides individual counseling and include students in the RtI process when neededIn addition, students who are identified by the early warning system are enrolled in the PASL program where they are given extra resources and support for their core curriculum.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=0881&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?

Ms. Ambroise, the literacy coach, as well as the ELA and reading teachers are 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.

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 collect data through the i-Ready program to determine that students by subgroups are progressing toward reading proficiency. Ms. Ambroise collects the data and shares in the ELA department PLCs. The teachers are responsible for collecting and reviewing their individual student progress monitoring data in their PLCs as well.

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?

Student who are not progressing towards individual and grade level goals are identified by teachers or the literacy coach and brought up in the RtI/MTSS meetings. The student data is then analyzed along with any notes from previous schools or teachers. Then a plan is drafted with input from all members of the RtI team to make sure that the student is provided with the appropriate interventions to ensure improvement.

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 support facilitators are tasked with pushing into classrooms to provide individual support for SWD students. Ms. Cope, Ms. Ballard, and Ms. Mclaughlin provide targeted supplemental interventions (both Tiers 2 & 3) to students as determined by their IEPs.

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)?

Over half of the teachers have attended professional development training with PBL Works which teaches effective instructional design and delivery for project based learning. Our goal is that by the year 2021, all teachers will have recieved this training. In addition, the school leadership will discuss options for professional development training specifically on the Universal Design for Learning guidelines.

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

We currently have two ELL support facilitators (Ms. Sanchez and Mr. Pagan) who push into the ELL classes and assist with language acquisition. In addition, teachers allow students to use Spanish/English dictionaries in the classroom and create activities that encourage the students to speak English.

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	
6th Grade Science	Wednesday	1st, 2nd, 3rd, 4th, 5th	8/14/2019 - 6/3/2020	1:17 PM - 2:07 PM	6	
7th - 8th Grade Science	Wednesday	1st, 2nd, 3rd, 4th, 5th	8/14/2019 - 6/3/2020	9:30 AM - 10:45 AM	7, 8	
6th - 8th Grade Science	Tuesday Friday	1st, 2nd, 3rd, 4th, 5th	8/14/2019 - 6/3/2020	8:35 AM - 9:15 AM	6, 7, 8	
6th Grade Reading	Monday	1st, 2nd, 3rd, 4th, 5th	8/14/2019 - 6/3/2020	2:11 PM - 3:01 PM	6	
8th Grade Reading	Monday	1st, 2nd, 3rd, 4th, 5th	8/14/2019 - 6/3/2020	12:37 PM - 1:27 PM	8	
6th - 8th Grade Reading	Tuesday Friday	1st, 2nd, 3rd, 4th, 5th	8/14/2019 - 6/3/2020	8:35 AM - 9:15 AM	6, 7, 8	
7th Grade Reading	Monday	1st, 2nd, 3rd, 4th, 5th	8/14/2019 - 6/3/2020	11:43 AM - 12:33 PM	7	
7th - 8th Grade Social Studies	Monday	1st, 2nd, 3rd, 4th, 5th	8/14/2019 - 6/3/2020	11:43 AM - 12:33 PM	7, 8	
6th - 8th Grade Social Studies	Tuesday Friday	1st, 2nd, 3rd, 4th, 5th	8/14/2019 - 6/3/2020	8:35 AM - 9:15 AM	6, 7, 8	
6th Grade Social Studies	Monday	1st, 2nd, 3rd, 4th, 5th	8/14/2019 - 6/3/2020	10:49 AM - 11:39 AM	6	
6th - 8th Grade Math	Wednesday	1st, 2nd, 3rd, 4th, 5th	8/14/2019 - 6/3/2020	2:11 PM - 3:01 PM	6, 7, 8	
6th - 8th Grade Math	Tuesday Friday	1st, 2nd, 3rd, 4th, 5th	8/14/2019 - 6/3/2020	8:35 AM - 9:15 AM	6, 7, 8	
6th - 8th Grade ELA	Tuesday	1st, 2nd, 3rd, 4th, 5th	8/14/2019 - 6/3/2020	3:05 PM - 4:00 PM	6, 7, 8	
6th - 8th Grade ELA	Monday Friday	1st, 2nd, 3rd, 4th, 5th	8/14/2019 - 6/3/2020	8:35 AM - 9:15 AM	6, 7, 8	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--New-River-Middle-School-19-20SY.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0881_08282019_Broward-SAM--New-River-Middle-School-19-20SY.pdf)	Atinuke Fadipe	8/28/2019
2019---2020-MTSS-RtI-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0881_10032019_2019---2020-MTSS-RtI-Action-Plan.pdf)	Faren Brevett	10/3/2019
New-River-Middle-ELA-Curriculum-Inventory-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0881_10032019_New-River-Middle-ELA-Curriculum-Inventory-19-20.pdf)	Faren Brevett	10/3/2019
New-River-MTSS-RtI-Behavior-Curriculum-Inventory-19-20-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0881_10032019_New-River-MTSS-RtI-Behavior-Curriculum-Inventory-19-20-(1).pdf)	Faren Brevett	10/3/2019
NRMS-Math-Curriculum-Inventory-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0881_10032019_NRMS-Math-Curriculum-Inventory-19-20.pdf)	Faren Brevett	10/3/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	8/14/2019 - 6/3/2020	9:30 AM - 10:45 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
0881_10022019_SEL-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0881_10032019_0881_10022019_SEL-Action-Plan-2019-2020.pdf)	Faren Brevett	10/3/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
New-River-Middle-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0881_05312019_New-River-Middle-Feedback-Form-2019-20.pdf)	Beatrice Baptiste	5/31/2019
2019.-20-PBIS-Action-Plan-Final.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0881_10032019_2019.-20-PBIS-Action-Plan-Final.pdf)	Faren Brevett	10/3/2019

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	1624	1017	62.62	391	24.08	176	10.84	40	2.46
2017 - 2018	1650	919	55.70	414	25.09	243	14.73	74	4.48
2018 - 2019	1674	958	57.23	446	26.64	211	12.60	59	3.52

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	06	569	347	60.98	140	24.60	69	12.13	13	2.28
2018 - 2019	07	540	317	58.70	145	26.85	62	11.48	16	2.96
2018 - 2019	08	565	294	52.04	161	28.50	80	14.16	30	5.31

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 **57.2**% 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 **16.1**% 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 **3.5**% of students were recorded as Severe Chronic Absenteeism, which was less than the District average of 5.26%. Our goal is to maintain an average below 5% and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
2019---2020-Attendance-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0881_10032019_2019---2020-Attendance-Plan.pdf)	Faren Brevett	10/3/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
NRMS-2019-2020-Annual-Guidance-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0881_09302019_NRMS-2019-2020-Annual-Guidance-Plan.pdf)	Faren Brevett	9/30/2019

Equity Plan

File Name	File Uploaded By	Upload Date
0881_10052019_NRMS-Equity-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0881_10052019_0881_10052019_NRMS-Equity-Plan-2019-2020.pdf)	Faren Brevett	10/5/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-2019-2020-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0881_09172019_BPIE-2019-2020-Plan.pdf)	Faren Brevett	9/17/2019

☆ **Effective Communication** ⌃ ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
0881_SAF_AGENDA_09052019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0881_09042019_0881_SAF_AGENDA_09052019.docx)	September	SAF ByLaws	9/4/2019
0881_SAC_09052019agenda.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0881_08282019_0881_SAC_09052019agenda.docx)	August	SAC ByLaws	8/28/2019
SAC-Calendar-19-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0881_08212019_SAC-Calendar-19-20.docx)	August	Developed	8/21/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
SurveysReportParent.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0881_10032019_SurveysReportParent.pdf)	Cheryl Reep	10/3/2019
SurveysReportstaff.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0881_10032019_SurveysReportstaff.pdf)	Cheryl Reep	10/3/2019
SurveysReportStudent.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0881_10032019_SurveysReportStudent.pdf)	Cheryl Reep	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Shark-Handler-of-the-Month-Certificate.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0881_10052019_Shark-Handler-of-the-Month-Certificate.pdf)	Faren Brevett	10/5/2019
Cultural-Awareness-NRMS.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0881_10062019_Cultural-Awareness-NRMS.docx)	Cheryl Reep	10/6/2019
NRMSCatch-Them-Being-Great.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0881_10062019_NRMSCatch-Them-Being-Great.docx)	Cheryl Reep	10/6/2019
NRMS-Face-Plan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0881_10062019_NRMS-Face-Plan.docx)	Cheryl Reep	10/6/2019
Feedback-Box.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0881_10062019_Feedback-Box.jpg)	Cheryl Reep	10/6/2019
Parent-Resource-Room.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0881_10062019_Parent-Resource-Room.jpg)	Cheryl Reep	10/6/2019
ESOL-Night-Flyer.JPG (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0881_10062019_ESOL-Night-Flyer.JPG)	Cheryl Reep	10/6/2019
Customer-Service-Training-Email.JPG (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0881_10062019_Customer-Service-Training-Email.JPG)	Cheryl Reep	10/6/2019

File Name	File Uploaded By	Upload Date
Customer-Service-Quiz-Results.JPG (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0881_10092019_Customer-Service-Quiz-Results.JPG)	Cheryl Reep	10/9/2019

☆ School Info   ⌃ ✖

School Name	Parkway MS (0701)	School Grade (2018 - 2019)		C
Title 1 School	Yes	Differentiated Accountability (DA)		No
School of Excellence	No	ESSA School		Yes
Executive Summary	⊙ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0701_10032019_2019-20-Excutive-Summary.pdf)			

☆ High Quality Instruction   ⌃ ✖

Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
03	12	1	0	0	0	---	0	0	0	12
04	21	2	0	0	0	---	0	0	0	21
05	27	5	0	0	1	---	0	2	0	25
06	555	60	168	115	239	---	94	2	19	506
07	492	75	172	79	250	---	87	2	18	465
08	497	84	133	140	231	---	131	13	43	455

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
03	15	2	0	0	0	---	0	0	0	12
04	26	0	1	0	0	---	0	0	0	25
05	29	4	0	0	0	---	0	1	0	28
06	459	45	107	98	203	---	134	0	18	428
07	508	55	158	126	241	---	168	2	9	464
08	469	57	161	139	225	---	182	20	9	437

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

The provision of opportunities for professional development for the teachers to improve upon their deficiencies and increase their capacity with adjustments to a larger block of time has been allotted and has been a focus.
Consistent monitoring collection/analysis of data and instructional implementation has been a struggle. There is a need for setting benchmarks for implementation, consistently monitoring on a weekly basis, providing actionable feedback in a timely manner. Schedule time more efficiently to monitor instruction, set goals and benchmarks, and provide additional feedback in a timely fashion.Identify areas where improvement is needed to improve instructional practices and set professional goals and timelines. To increase understanding of content on standard. Teachers will participate in school-based PD; Literacy Coach will walk teachers through BASIS to pull student data Evidence-PLC Agenda, Notes and attendance 2. Teachers will attend Professional Development on Differentiated Instruction and rotating through stations Evidence-PD roster 3. Teachers will maintain progress-monitoring artifacts such as teacher/student data chat evidence, student work and assessments to use for grouping, remediation & enrichment Evidence-Teacher Data Chat & Grouping tools 4. Teachers will receive follow- up support through the coaching cycle (co-planning, modeling, co-teaching, observing, and debriefing) in analyzing data and matching instruction/curriculum to needs of students through differentiated instruction. Evidence-Literacy Coach's schedule; Support Log 5 Administration will monitor the effectiveness of differentiated instruction by conducting classroom walkthroughs and reviewing student data. Evidence- I Observation Effectively analyze performance and assessment data to plan and differentiate instruction.

School Report Card

 FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=0701&district=06)

K-12 Comprehensive Reading Plan

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?

ELA/Reading
1. Teachers will participate in school-based PD; Literacy Coach will walk teachers through BASIS to pull student data Evidence-PLC Agenda, Notes and attendance
2. Teachers will attend Professional Development on Differentiated Instruction and rotating through stations Evidence-PD roster
3. Teachers will maintain progress-monitoring artifacts such as teacher/student data chat evidence, student work and assessments to use for grouping, remediation & enrichment Evidence-Teacher Data Chat & Grouping tools
4. Teachers will receive follow- up support through the coaching cycle (co-planning, modeling, co-teaching, observing, and debriefing) in analyzing data and matching instruction/curriculum to needs of students through differentiated instruction. Evidence-Literacy Coach's schedule; Support Log
5 Administration will monitor the effectiveness of differentiated instruction by conducting classroom walkthroughs and reviewing student data. Evidence- I Observation Effectively analyze performance and assessment data to plan and differentiate instruction.

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

1. Schedule time more efficiently to monitor instruction, set goals and benchmarks, and provide additional feedback in a timely fashion.
2. Identify areas where improvement is needed to improve instructional practices and set professional goals and timelines.
3. Facilitation of student tracking in all content areas and classroom.
4. Implementation of D.I.
5. Increasing the level of rigor as determined by the content standards
6. Increase student motivation and engagement.
7. Social Emotional Learning

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?

For the 2019-20 school year, SWD students will demonstrate a 5% increase from the previous year.
The plan of action includes department training in the areas of block schedule and small group instruction, Common Standards Based and Curriculum Lesson Planning as well as data team conversations.These strategies were selected based on the opportunity for individualized instruction, diagnosis of specific learning deficiencies and a tailored approach to targeted instruction.
1. Teacher Professional Development
2. Consistent Monitoring
3. Data Analysis

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)?

ELA teachers receive ongoing professional learning through weekly PLCs and monthly district support. The training support calendar includes PD in the following areas:
1. Lesson Planning for Student Engagement
2. Learning Stations in the Classroom
3. Socratic Seminars with Digital Integration
4. Vocabulary and Comprehension
5. Decoding and Fluency
6. Vocabulary and Comprehension

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

For the 2019-20 school year, ESOL students will demonstrate a 5% increase from the previous year.
The plan of action includes department training in the areas of block schedule and small group instruction, Common Standards Based and Curriculum Lesson Planning as well as data team conversations.These strategies were selected based on the opportunity for individualized instruction, diagnosis of specific learning deficiencies and a tailored approach to targeted instruction.
1. Teacher Professional Development
2. Consistent Monitoring
3. Data Analysis

Resources

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

☆ **Safe and Supportive Environment**   ⌃ ✖

Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade	
PLC 19-20 0701 ESE 6-8			-	-	6, 7, 8	
PLC 19-20 0701 ELA 8	Wednesday	1st, 3rd	8/7/2019 - 5/14/2020	11:45 AM - 12:45 PM	8	
PLC 19-20 0701 ELA 7	Wednesday	1st, 3rd	8/7/2019 - 5/14/2020	9:15 AM - 10:15 AM	7	
PLC 19-20 0701 ELA 6	Wednesday	1st, 3rd	8/7/2019 - 5/14/2020	8:00 AM - 9:00 AM	6	
PLC 19-20 0701 Guidance 6-8	Wednesday	1st, 3rd	8/7/2019 - 5/15/2020	9:00 AM - 10:30 AM	6, 7, 8	
PLC 19-20 0701 Social Studies 8	Monday	1st, 3rd	8/7/2019 - 5/14/2020	11:45 AM - 12:45 PM	8	
PLC 19-20 0701 Social Studies 7	Wednesday	1st, 3rd	8/7/2019 - 5/14/2020	9:15 AM - 10:15 AM	7	
PLC 19-20 0701 Social Studies 6	Wednesday	1st, 3rd	8/7/2019 - 5/14/2020	8:00 AM - 9:00 AM	6	
PLC 19-20 0701 Science 7	Wednesday	1st, 3rd	8/29/2019 - 5/14/2020	9:15 AM - 10:15 AM	7	
PLC 19-20 0701 Science 6	Wednesday	1st, 3rd	8/29/2019 - 5/15/2020	8:00 AM - 9:00 AM	6	
PLC 19-20 0701 SEL	Monday	1st, 3rd	8/6/2019 - 5/12/2020	7:30 AM - 8:30 PM	6, 7, 8	
0701_Mathematics 6th & 7th Grade	Thursday	1st, 3rd	8/29/2019 - 5/14/2020	9:10 AM - 10:40 AM	6, 7	
0701_Mathematics 8th Grade	Thursday	3rd, 4th	8/29/2019 - 5/14/2020	10:40 AM - 12:10 PM	8	
0701_Science 8	Thursday	2nd, 4th	8/29/2019 - 5/14/2020	10:40 AM - 11:40 PM	8	
PLC 19-20 0701 Gifted Academy	Tuesday	1st, 3rd	10/8/2019 - 4/7/2020	1:00 PM - 2:00 PM	3, 4, 5	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Parkway-Elementary-School-19-20SY.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0701_08282019_Broward-SAM--Parkway-Elementary-School-19-20SY.pdf)	Atinuke Fadipe	8/28/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th	9/4/2019 - 3/31/2020	8:30 AM - 10:30 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-PLAN_0701__parkway-middle-2019-2020-SEL.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0701_09302019_SEL-PLAN_0701__parkway-middle-2019-2020-SEL.pdf)	Kellee Davis	9/30/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Parkway-Middle_SBPB-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0701_05202019_Parkway-Middle_SBPB-19-20.pdf)	Tyyne Hogan	5/20/2019
ParkwayMiddle_-2019-20-SPBPFeedback.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0701_06192019_ParkwayMiddle_-2019-20-SPBPFeedback.pdf)	Vince Watson	6/19/2019

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	1678	1125	67.04	346	20.62	147	8.76	60	3.58
2017 - 2018	1690	1046	61.89	390	23.08	190	11.24	64	3.79
2018 - 2019	1503	1014	67.47	312	20.76	147	9.78	30	2.00

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	03	15	10	66.67	2	13.33	2	13.33	1	6.67
2018 - 2019	04	26	23	88.46	3	11.54	0	0.00	0	0.00
2018 - 2019	05	29	13	44.83	12	41.38	3	10.34	1	3.45
2018 - 2019	06	458	311	67.90	98	21.40	44	9.61	5	1.09
2018 - 2019	07	506	343	67.79	105	20.75	47	9.29	11	2.17
2018 - 2019	08	469	314	66.95	92	19.62	51	10.87	12	2.56

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 **67.5**% 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 **11.8**% 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 **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

File Name	File Uploaded By	Upload Date
Attendance_Plan_Parkway-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0701_11042019_Attendance_Plan_Parkway-2019.pdf)	Kellee Davis	11/4/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Guidance-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0701_10032019_Guidance-Plan-19-20.pdf)	Kellee Davis	10/3/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-Template-(2).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0701_11052019_Equity-Diversity-Action-Plan-Template-(2).pdf)	Kellee Davis	11/5/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0701_10132019_BPIE-Plan-2019-2020.pdf)	Kellee Davis	10/13/2019

☆ **Effective Communication**   ⌃ ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
0701_SAC_SignIn_09-11-19page2.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0701_10152019_0701_SAC_SignIn_09-11-19page2.pdf)	October	Monitored	10/15/2019
0701_SAC_SignIn_09-11-19page1.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0701_10152019_0701_SAC_SignIn_09-11-19page1.pdf)	October	Monitored	10/15/2019
0701_SAC_SignIn_08-27-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0701_10152019_0701_SAC_SignIn_08-27-19.pdf)	October	Monitored	10/15/2019
0701_SAC_Agenda_10_15_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0701_10102019_0701_SAC_Agenda_10_15_2019.pdf)	October	Monitored	10/10/2019
0701_SAC_Agenda_9_11_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0701_10102019_0701_SAC_Agenda_9_11_2019.pdf)	September	Monitored	10/10/2019
0701_SAC_Agenda_8_27_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0701_10102019_0701_SAC_Agenda_8_27_2019.pdf)	August	Developed	10/10/2019
SAC-Committee-Membership.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0701_10102019_SAC-Committee-Membership.pdf)	October	Monitored	10/10/2019
0701_PMS_SACDates.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0701_09102019_0701_PMS_SACDates.pdf)	September	SAC ByLaws	9/10/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
SurveysReportPrint566515774370251250.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0701_10042019_SurveysReportPrint566515774370251250.pdf)	Michael Clark	10/4/2019
SurveysReportPrint386765276538138452.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0701_10042019_SurveysReportPrint386765276538138452.pdf)	Michael Clark	10/4/2019
SurveysReportPrint89686777753625019267.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0701_10042019_SurveysReportPrint89686777753625019267.pdf)	Michael Clark	10/4/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-2019-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0701_11042019_Face-Plan-2019-.pdf)	Kellee Davis	11/4/2019

☆ School Info   ⌃ ✕

School Name	Pines MS (1881)	School Grade (2018 - 2019)		C
Title 1 School	Yes	Differentiated Accountability (DA)		No
School of Excellence	No	ESSA School		Ye
Executive Summary	⊕ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/1881_10032019_Executive-Summary-Pines-Middle			

☆ 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
06	303	35	71	70	117	---	44	9	2	278
07	313	27	60	61	142	---	41	15	7	288
08	316	49	80	25	116	---	48	13	17	299

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
06	295	28	66	48	109	---	66	8	3	267
07	305	46	73	32	118	---	71	2	2	280
08	313	37	52	13	116	---	65	48	4	284

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

Our level 1 and 2 Math students will work on iReady lessons prescribed and targeted to areas of weakness. Khan Academy is available for students as needed to reteach weak areas. Achieve3000 is used to monitor and improve reading lexile levels.
Math and ELA teachers have been trained in and use learning stations to differentiate instruction based on student needs and to intervene with at risk students in small groups..

Science, Social Studies, and Language Arts teachers are teaching a lesson using Achieve3000 biweekly and Reading teachers are teaching with the program weekly to increase student lexile levels as part of a blended learning approach. This program differentiates for each student; as they read the article at their level and then a "stretch" level.
All teachers offer extended learning opportunities at least once a week including tutoring, and standards practice.

At risk students are offered special invitations to our after-school/Saturday Camps in Writing, Reading, and Math.
Our most at risk students are assigned a mentor (Brother Mac) to progress monitor.
ESE Support Facilitators collaborate with the content area teachers using a hybrid push-in/pill-out model.

School Report Card

 FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=1881&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?

Department Chairs, the Literacy Coach, and the Administrators over the various content areas are responsible to ensure that classroom instruction is aligned to grade level standards. Teachers plan cooperatively by grade level in PLCs using curriculum materials that are grade level appropriate and tied to the Literacy standards. The C.A.R.E. Cycle model is used to align curriculum to standards, give common assessments across grade levels to determine levels of mastery, as well as needed remediation. The common assessment data is reviewed in the PLC, uploaded to the PLC discussion board, and emailed to the administrator over that content area. Lesson plans are reviewed by administration, and The Literacy Coach and Administrator visit classrooms to confirm that instruction is on grade level , aligned to the standard, and at the appropriate DOK level..

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?

Students are progress monitored using a variety of measures. We FAIR test all of our students in the beginning of the year, and then in December to determine progress. We use Achieve3000 to determine student lexile levels and monitor their growth on a monthly basis. ELA students use the Collections series and by grade level they take the selection tests, which are analyzed in PLCs to determine areas of weakness. ELA students have also taken a writing diagnostic that has been analyzed by the teacher, and student strengths and weaknesses have been discussed in the PLC. That data is turned in to the Literacy administrator. Our students with Reading deficiencies are in an Intensive Reading class. They are also progress monitored through FAIR, Achieve3000, and Inside selection tests. That data is turned into the Literacy administrator. The Literacy Coach tracks FAIR and Achieve3000 data, which is then shared with administration.

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 who are not progressing in Reading and Writing receive a series of interventions. First, they are in an Intensive Reading class. Students at each grade level with decoding issues were put into a section of Intensive Reading with Rewards. Students identified as needing remediation through their CFAs, work in small groups with the teacher, Literacy Coach, and/or ESE facilitators as they receive scaffolded support to reach their goals. Intensive skill instruction, Collections tutorials, Achieve3000 skill instruction, CPalms tutorials, and other resources are used to close the learning gaps.

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?

Pines implements strategies such as RACE, hashtagging, and Cornell notes schoolwide to provide practical strategies for students to master comprehension. Each grade level has a section of Intensive Reading Plus Rewards to provide intervention targeted to those students who require assistance in decoding words. Students read articles in Achieve3000 at their current lexile and then with support scaffold to the "stretch article" at grade level. In ELA and Reading classes, small group stations are used following each CFA to provide supplemental interventions (Tier 2) for those students needing targeted support to master the standards. ESE facilitators and the Literacy Coach use a push in and/or pull out model to assist teachers in providing more intensive interventions(Tier 3) for those students needing smaller group or one on one support. Tier 2 and Tier 3 interventions are also provided by the support facilitators in the Learning Strategies classes.

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 at Pines have had professional development in a myriad of technology to support them in presenting content in multiple ways. They have had training in the resources students have access to on their launchpads (Destiny, Newsela, Discovery). All of our teachers have overhead LCDs, and they have computer carts and access to computer labs, as well as textbooks and supplements. Teachers have had training to provide a variety of assessments; choiceboards, kahoots, powerpoint and other presentation modes to offer students multiple ways to demonstrate content mastery. Teachers have been trained in research proven methods to provide meaningful feedbback. Pines has moved to a block schedule, and teachers vary the type and length of activities in their classroom to maximize student engagement. They have had professional development on utilization of the block, learning stations and rotations, and engagement strategies.

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

At Pines Middle we have structured content-based language instruction in which Englishwhich is taught through vocabulary related to the content areas; aimed at proficiency in English and academic achievement. Activities include:

- Literacy-based instruction in which ELL teacher teaches language goals based on the WIDA standards
- Co-taught content-based instruction in which ELL teacher teaches language goals based on the WIDA standards, in collaboration with the regular education teacher
- Collaboration with the regular education teacher to modify curriculum to enrich language development
- Small group instruction through push-in ELL programming for students with limited or no command of the English language (students with LEP levels of 1 or 2)
- Students are clustered to increase access to language instruction
- ELL teacher provides instructional materials to promote language development

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	
Mathematics	Thursday	1st, 2nd, 3rd, 4th, 5th	8/7/2018 - 5/15/2020	8:05 AM - 8:35 AM	6, 7, 8	
Science 6,7,8	Thursday	1st, 2nd, 3rd, 4th, 5th	8/7/2019 - 5/15/2020	8:05 AM - 8:35 AM	6, 7, 8	
Social Studies 6,7,8	Tuesday	1st, 2nd, 3rd, 4th, 5th	- 5/15/2020	8:05 AM - 8:35 AM	6, 7, 8	
Literacy 6,7,8	Tuesday	1st, 2nd, 3rd, 4th, 5th	8/7/2019 - 5/15/2020	8:05 AM - 8:35 AM	6, 7, 8	
Unified Arts	Monday	1st, 2nd, 3rd, 4th, 5th	8/7/2019 - 5/15/2020	8:05 AM - 8:35 AM	6, 8	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Pines-Middle-School-19-20SY.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1881_08282019_Broward-SAM--Pines-Middle-School-19-20SY.pdf)	Atinuke Fadipe	8/28/2019
MTSS-RtI-Action-Plan-2019-2020-(completed).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1881_09262019_MTSS-RtI-Action-Plan-2019-2020-(completed).docx)	Cathy Spotts	9/26/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd, 4th	8/28/2019 - 5/27/2020	9:15 AM - 11:30 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1881_10032019_SEL-Action-Plan-2019-2020.docx)	Shuntice McBurrows	10/3/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Pines-Middle-SPBP-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1881_05202019_Pines-Middle-SPBP-2020.docx)	Desiree Montalvo	5/20/2019
Pines-Middle-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1881_05312019_Pines-Middle-Feedback-Form.pdf)	Kerry-Ann Tracey	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	1106	737	66.64	245	22.15	98	8.86	26	2.35
2017 - 2018	966	595	61.59	249	25.78	91	9.42	31	3.21
2018 - 2019	912	581	63.71	209	22.92	98	10.75	24	2.63

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	06	294	186	63.27	77	26.19	23	7.82	8	2.72

			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	07	305	182	59.67	72	23.61	45	14.75	6	1.97
2018 - 2019	08	313	213	68.05	60	19.17	30	9.58	10	3.19

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 **63.7**% 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 **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 **2.6**% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Pines-MS.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1881_09262019_Attendance-Plan-Pines-MS.docx)	Cathy Spotts	9/26/2019
Pines-Middle-Attendance-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1881_10152019_Pines-Middle-Attendance-Plan.pdf)	Cathy Spotts	10/15/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Pines-Middle-School-Counseling-Report.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1881_09252019_Pines-Middle-School-Counseling-Report.pdf)	Cathy Spotts	9/25/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Pines-Equity-School-Action-Plan-2019-2020-(1881).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1881_10032019_Pines-Equity-School-Action-Plan-2019-2020-(1881).docx)	Cathy Spotts	10/3/2019

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/2020/1881_09242019_BPIE-2019.pdf)	Shuntice McBurrows	9/24/2019

☆ **Effective Communication**   ⌃ ✕
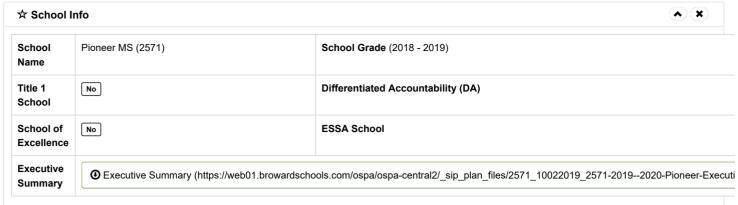
SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
ByLaws-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1881_11072019_ByLaws-2019-2020.pdf)	October	SAC ByLaws	11/7/2019
SAF-Sign-In.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1881_09242019_SAF-Sign-In.pdf)	September	A+ Funds	9/24/2019
Sign-In-Sheet-SAC-and-Guest.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1881_09242019_Sign-In-Sheet-SAC-and-Guest.pdf)	September	A+ Funds	9/24/2019
SAC-Meeting-Dates-19-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1881_09242019_SAC-Meeting-Dates-19-20.docx)	September	None	9/24/2019
September-2019-SAC-and-SAF-Minutes.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1881_09242019_September-2019-SAC-and-SAF-Minutes.docx)	September	Monitored	9/24/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Eprove-Pines-Student-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1881_09262019_Eprove-Pines-Student-Survey.pdf)	Cathy Spotts	9/26/2019
Eprove-Pines-Parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1881_09262019_Eprove-Pines-Parent-Survey.pdf)	Cathy Spotts	9/26/2019
Eprove-Pines-Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1881_09262019_Eprove-Pines-Staff-Survey.pdf)	Cathy Spotts	9/26/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Suggestion-Box.GIF (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1881_09252019_Suggestion-Box.GIF)	Cathy Spotts	9/25/2019
Pines-Middle-Resource-Wall.GIF (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1881_09252019_Pines-Middle-Resource-Wall.GIF)	Cathy Spotts	9/25/2019
September-28th-Faculty-Meeting-Agenda.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1881_10032019_September-28th-Faculty-Meeting-Agenda.docx)	Cathy Spotts	10/3/2019
Pines-Faculty-Meeting-attendance-of-August-28.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1881_10032019_Pines-Faculty-Meeting-attendance-of-August-28.pdf)	Cathy Spotts	10/3/2019

☆ School Info   ⌃ ✖

School Name	Pioneer MS (2571)	School Grade	(2018 - 2019)
Title 1 School	No	Differentiated Accountability (DA)	
School of Excellence	No	ESSA School	
Executive Summary	⊕ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2571_10022019_2571-2019--2020-Pioneer-Executi		

☆ 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
06	483	38	28	8	66	---	8	0	3	470
07	510	54	26	12	79	---	13	0	2	496
08	492	74	46	57	52	---	70	1	8	471

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
06	500	42	42	1	52	---	24	0	11	481
07	507	43	29	10	59	---	25	0	3	489
08	522	56	56	31	66	---	44	0	2	502

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

- Peer Tutoring
- Parent/Teacher Conferences
- Student Conferences
- Plan set up by Guidance
- Small Group Instruction
- 504 Accommodations
- ESE Accommodations Designated by IEP
- ESOL Strategies
- Mentoring
- Consultation with Guidance and Teachers
- Alternate Scheduling
- Progress Monitoring through USA Test Prep, Achieve 3000, FAIR, SRI

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=2571&district=06)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
The content areas that the school is focusing on for improving student achievement is Science through Literacy. This is based on last year�s Science achievement score of 58% proficiency.	We are using interactive notebooks, classroom walk-through's and PLC's to show Best Practices. PLC Facilittator's are also looking over student data from the 6th & 7th grade EOY Science Test. to target standards that show low mastery.	Science Department Chair	5/31/2020	PLC Facilitators will go to curriculum PD's.	$0.00	Administrator's and Department Chair will monitor progress and adjust the plan as necessary.	

K-12 Comprehensive Reading Plan

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

The Leadership Team, Department Chairs, Literacy Coach, and classroom teachers are responsible to ensure classroom instruction is aligned to grade-level standards. Our team uses formative classroom observation data, including the Instructional Practice Guide, as well as progress monitoring data to demonstrate that instruction is aligned to grade-level standards. The content areas that the school is focusing on for improving student achievement is Science. This is based on last year's Science achievement score of 58% proficiency.

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?

In all areas, progress monitoring data consists of teacher-created common formative assessments developed in Professional Learning Communities. In Intensive Reading classes, students are assessed using the FAIR and Scholastic Reading Inventory assessments three times per year. Specifically in Science, the BEST Practices that will be continued to be implemented are interactive notebooks, pairing of 6th and 7th grade standards with relatable 8th grade standards, using FCAT style questions on quizzes and tests, and reviewing and reinforcing the big ideas from the 6th and 7th grade curriculum. In addition to these practices, we will be using mock tests an data analysis to pinpoint specific deficiencies from the 6th and 7th grade curriculum.

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 placed into the appropriate Reading Intervention program using the district's decision tree when data demonstrates that students are not progressing towards grade level goals. Those students are provided with Tier 2 and/or Tier Interventions which are systematic and explicit according to the child's needs. Specifically in Science, the BEST Practices that will be scaled-up are by using the CARE cycle, differentiated instruction, interactive notebooks, tactile labs and remediation as necessary.

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 uses Inside, Achieve3000, NewsELA, REWARDS, Just Words, and Wilson programs as resources to provide systematic and explicit Tier 2 and 3 intervention to students in the Intensive Reading classrooms.

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 provided with professional development on the Universal Design for Learning framework for instructional design and delivery to ensure that classroom instruction is accessible to a range of learners.

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

ELL students are placed in the Developmental Language Arts ESOL/Reading class when they are ELP below level 3 and B1 and below. All content area teachers use instructional strategies designed for ELL students and consult with our ELL Liaison and ELL paraprofessional. Teachers have access to instructional strategies from the ELLevation software program. Teacher's will work with students to ensure remediation of instructional material and provide one on one assistance to help the student succeed. If a student continues to not progress towards school and district goals, they will meet with their respective administrator and guidance counselor and come up with an individual plan to get them back on track towards being a successful student. These meetings will take place shortly after grades are released after the 1st, 2nd, and 3rd quarters.

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	
Pioneer Middle School Professional Learning Communities	Wednesday Friday	1st, 2nd, 3rd, 4th, 5th	8/21/2019 - 5/17/2020	8:05 AM - 8:55 AM	6, 7, 8	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Pioneer-Middle-School-19-20SY.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2571_08282019_Broward-SAM--Pioneer-Middle-School-19-20SY.pdf)	Atinuke Fadipe	8/28/2019
MTSS-RtI-Action-Plan-Pioneer-MS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2571_10112019_MTSS-RtI-Action-Plan-Pioneer-MS.pdf)	Jane Fleming	10/11/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 3rd	8/20/2019 - 5/26/2020	1:00 PM - 3:30 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-Template.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2571_10022019_SEL-Action-Plan-Template.pdf)	Jane Fleming	10/2/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
SPBP-Pioneer-Middle.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2571_05172019_SPBP-Pioneer-Middle.pdf)	Tyyne Hogan	5/17/2019
Pioneer-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2571_05312019_Pioneer-Feedback-Form.pdf)	Kerry-Ann Tracey	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	1471	929	63.15	417	28.35	107	7.27	18	1.22
2017 - 2018	1504	914	60.77	419	27.86	134	8.91	37	2.46
2018 - 2019	1527	924	60.51	448	29.34	142	9.30	13	0.85

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	06	500	326	65.20	125	25.00	44	8.80	5	1.00
2018 - 2019	07	506	295	58.30	166	32.81	40	7.91	5	0.99
2018 - 2019	08	521	303	58.16	157	30.13	58	11.13	3	0.58

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 **60.5**% of students in this category, which was more than 2% above the District average (55.7%). Our goal is to maintain or further improve regular attendance through the 2019/20 school year.

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 **10.2**% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **0.9**% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
2571-Pioneer-Middle-Attendance-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2571_10142019_2571-Pioneer-Middle-Attendance-Plan.pdf)	Jane Fleming	10/14/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
-Pioneer-Middle-School-AGP2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2571_10022019_-Pioneer-Middle-School-AGP2020.pdf)	Jane Fleming	10/2/2019

Equity Plan

File Name	File Uploaded By	Upload Date
SIP-Equity-&-Diversity-Action-Plan-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2571_06052019_SIP-Equity-&-Diversity-Action-Plan-.pdf)	Jane Fleming	6/5/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2571_10032019_BPIE.pdf)	Jane Fleming	10/3/2019

☆ **Effective Communication**   ⌃ ✖
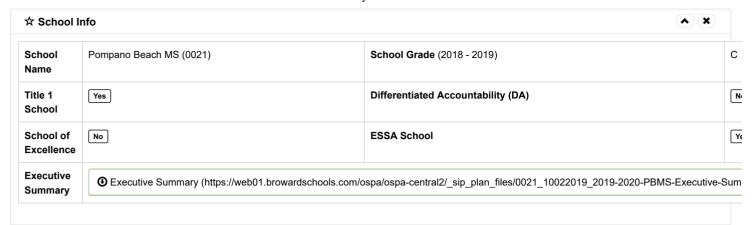
SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
2571-Pioneer-Middle-School-SAC-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2571_10072019_2571-Pioneer-Middle-School-SAC-ByLaws.pdf)	October	SAC ByLaws	10/7/2019
2571-Pioneer-Middle-School-Online-SAC-Composition-Program.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2571_10072019_2571-Pioneer-Middle-School-Online-SAC-Composition-Program.pdf)	October	SAC ByLaws	10/7/2019
2571-Pioneer-Middle-SAC-Meeting-090519.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2571_10022019_2571-Pioneer-Middle-SAC-Meeting-090519.pdf)	October	SAC ByLaws	10/2/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Pioneer-Middle-eProve-Survey-Results-2018-2019---Parent-Report.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2571_09132019_Pioneer-Middle-eProve-Survey-Results-2018-2019---Parent-Report.pdf)	Jane Fleming	9/13/2019
Pioneer-Middle-eProve-Survey-Results-2018-2019---Staff-Results.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2571_09132019_Pioneer-Middle-eProve-Survey-Results-2018-2019---Staff-Results.pdf)	Jane Fleming	9/13/2019
Pioneer-Middle-eProve-Survey-Results-2018-2019---Student-Results.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2571_09132019_Pioneer-Middle-eProve-Survey-Results-2018-2019---Student-Results.pdf)	Jane Fleming	9/13/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Programs-and-Services-Checklist---Pioneer-MS-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2571_10032019_Programs-and-Services-Checklist---Pioneer-MS-2019-2020.pdf)	Jane Fleming	10/3/2019
Face-Plan---Pioneer-MS-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2571_10032019_Face-Plan---Pioneer-MS-2019-2020.pdf)	Jane Fleming	10/3/2019
FACE---Parent-Resource-Area---19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2571_10032019_FACE---Parent-Resource-Area---19-20.pdf)	Jane Fleming	10/3/2019
Customer-Service---Pioneer-MS-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2571_10032019_Customer-Service---Pioneer-MS-2019-2020.pdf)	Jane Fleming	10/3/2019
Cultural-Awareness---Pioneer-MS-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2571_10032019_Cultural-Awareness---Pioneer-MS-2019-2020.pdf)	Jane Fleming	10/3/2019

☆ School Info ⌃ ✖

School Name	Pompano Beach MS (0021)	**School Grade** (2018 - 2019)		C
Title 1 School	Yes	**Differentiated Accountability (DA)**		N
School of Excellence	No	**ESSA School**		Y
Executive Summary	⊕ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0021_10022019_2019-2020-PBMS-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	# C
06	415	51	88	35	176	-
07	374	39	71	31	139	-
08	355	55	59	21	130	-

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	# C
06	402	56	87	16	171	-
07	385	76	74	52	171	-
08	380	53	50	31	149	-

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

Early Warning Indicators

- lack of interest in education and alienation from school
- falling behind academically in school
- fear (https://nam04.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.healthofchildren.com%2FE-F%2FFear.html&data=02%7C01%7Cjannette.thompson%40browardschools.com%7C330fa51395464fbbcaa608d735fa04be%7Ceeacb5cb53704358a96aa3 violence on the way to school or at school
- alienation from authority
- lacks parental supervision
- lack of parental support for education
- drug and alcohol abuse
- working long hours while attending school, resulting in chronic exhaustion
- lack of significant consequences for failure to attend school
- problems at home that require supervising younger children or helping dysfunctional adults

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=0021&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 Literacy Coach and Administrators are responsible to ensure classroom instruction is aligned to grade-level standards. Data collection is received from instructional programs and Common Focus Assessments per department. Some instructional programs are iReady, Achieve 3000, Stem Scopes and Study Island.

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?

Proficiency scores on our Reading program, iReady, are generated by reading standard and clusters. The scores are what we use to determine how well students are progressing in all subgroups by grade level. The Literacy Coach is responsible for collecting, reviewing, and monitoring student progress.

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?

To ensure students that are not progressing towards individual and grade level scores, teachers are required to submit frequently progress update using excel with data for each student by standard. Once that is generated and discussed by department, we use our PLCs to plan the "next steps" for instruction. During the PLC, teachers share best practices and effective interventions to assist students who ae not making progress.

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?

PBMS students with disabilities are receiving intensive, explicit, systematic, multisensory instruction. To increase student achievement, teachers are using the tiered differentiated model in all academic areas. Monitoring tools for SWD are iReady, Achieve 3000, his/her IEP goals and MTSS /RTI meetings.

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 school wide Professional Developments occur once per week and focuses on best practices in the classroom. So far, teachers have been trained on Culturally Responsive Teaching, Social Emotional Learning, Effectively using Centers in the classroom, Equity, Technology, etc.

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

Activities for ELL students are as follows:
- Keystone (textbook)- Provide various activities that allow students to practice reading, writing, speaking and listening
- Visual Aids
- Small group activities
- Reading Smart (Web based learning for ELLs)

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	Tuesday	2nd, 4th	8/14/2019 - 6/3/2020	8:30 AM - 9:00 AM	6, 7, 8	
Enrichment/Magnet	Tuesday	1st, 3rd, 5th	8/14/2019 - 6/3/2020	8:30 AM - 9:00 AM	6, 7, 8	
Reading	Tuesday	1st, 3rd, 5th	8/14/2019 - 6/3/2020	8:30 AM - 9:00 AM	6, 7, 8	
Science	Tuesday	1st, 3rd, 5th	8/14/2019 - 6/3/2020	8:30 AM - 9:00 AM	6, 7, 8	
Social Studies	Tuesday	1st, 3rd, 5th	8/14/2019 - 6/3/2020	8:30 AM - 9:00 AM	6, 7, 8	
Math	Tuesday	1st, 3rd, 5th	8/14/2019 - 6/3/2020	8:30 AM - 9:00 AM	6, 7, 8	
Language Arts	Tuesday	1st, 3rd, 5th	8/14/2019 - 6/3/2020	8:30 AM - 9:00 AM	6, 7, 8	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Pompano-Beach-Middle-School-19-20SY.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0021_08282019_Broward-SAM--Pompano-Beach-Middle-School-19-20SY.pdf)	Atinuke Fadipe	8/28/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd, 4th	8/29/2019 - 5/7/2020	10:00 AM - 11:00 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
2019-SEL-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0021_10032019_2019-SEL-Action-Plan.pdf)	Jannette Thompson-Irwin	10/3/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Pompano-BeachMSbehavior-plan-template-2019-20-(3).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0021_05202019_Pompano-BeachMSbehavior-plan-template-2019-20-(3).docx)	Desiree Montalvo	5/20/2019
Pompano-Beach-MS-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0021_05242019_Pompano-Beach-MS-Feedback-Form.pdf)	Miriam Gayle	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	1162	825	71.00	205	17.64	94	8.09	38	3.27
2017 - 2018	1189	782	65.77	251	21.11	113	9.50	43	3.62
2018 - 2019	1165	654	56.14	318	27.30	147	12.62	46	3.95

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	06	401	228	56.86	116	28.93	46	11.47	11	2.74
2018 - 2019	07	385	200	51.95	106	27.53	57	14.81	22	5.71
2018 - 2019	08	379	226	59.63	96	25.33	44	11.61	13	3.43

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had **56.1**% of students in this category, which was within 2% of the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had **16.6**% 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 **3.9**% 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
2019-2020-PBMS-Attendance-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0021_10252019_2019-2020-PBMS-Attendance-Plan.pdf)	Jannette Thompson-Irwin	10/25/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
PBMS-Guidance-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0021_09252019_PBMS-Guidance-Plan.pdf)	Jannette Thompson-Irwin	9/25/2019

Equity Plan

File Name	File Uploaded By	Upload Date

File Name	File Uploaded By	Upload Date
Pompano-Beach-Middle-Equity-Plan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0021_09272019_Pompano-Beach-Middle-Equity-Plan.docx)	Jannette Thompson-Irwin	9/27/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
2018-2019-BPIE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0021_10032019_2018-2019-BPIE.pdf)	Jannette Thompson-Irwin	10/3/2019
2018-19-Best-Practices-in-Inclusive-Education.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0021_10032019_2018-19-Best-Practices-in-Inclusive-Education.docx)	Jannette Thompson-Irwin	10/3/2019

☆ **Effective Communication**   ⌃ ✖

SAC Documentation

SAC Upload Center

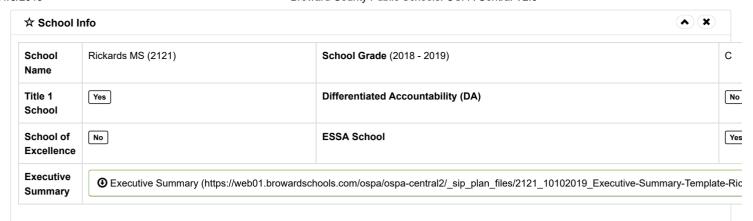| File Name	Meeting Month	Document Type	Uploaded Date
SAC-Agenda---October-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0021_10072019_SAC-Agenda---October-2019.pdf)	October	Monitored	10/7/2019
SAC-Agenda---September-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0021_10072019_SAC-Agenda---September-2019.pdf)	September	Developed	10/7/2019
SAC-Minutes---Sept.-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0021_10032019_SAC-Minutes---Sept.-2019.pdf)	October	Monitored	10/3/2019
SAF-Minutes-Sept-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0021_10032019_SAF-Minutes-Sept-2019.pdf)	October	SAF ByLaws	10/3/2019
SAF-Agenda-Sept-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0021_10032019_SAF-Agenda-Sept-2019.pdf)	October	SAF ByLaws	10/3/2019
SAF-September-Sign-In.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0021_09272019_SAF-September-Sign-In.pdf)	September	SAF ByLaws	9/27/2019
SAC-September-Sign-In.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0021_09272019_SAC-September-Sign-In.pdf)	September	Monitored	9/27/2019
SAC-By-Laws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0021_09262019_SAC-By-Laws.pdf)	September	SAC ByLaws	9/26/2019
2019-2020-SAC-Meeting-Dates.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0021_09262019_2019-2020-SAC-Meeting-Dates.pdf)	September	None	9/26/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date

File Name	File Uploaded By	Upload Date
SurveysReportPrint3337972126494591217.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0021_10032019_SurveysReportPrint3337972126494591217.pdf)	Jannette Thompson-Irwin	10/3/2019
SurveysReportPrint28132053108121114993.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0021_10032019_SurveysReportPrint28132053108121114993.pdf)	Jannette Thompson-Irwin	10/3/2019
SurveysReportPrint6839869876141542825.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0021_10032019_SurveysReportPrint6839869876141542825.pdf)	Jannette Thompson-Irwin	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Customer-Service-Training-SignIn.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0021_10032019_Customer-Service-Training-SignIn.pdf)	Jannette Thompson-Irwin	10/3/2019

☆ School Info ⌃ ✕

School Name	Rickards MS (2121)	School Grade (2018 - 2019)	C
Title 1 School	Yes	Differentiated Accountability (DA)	No
School of Excellence	No	ESSA School	Yes
Executive Summary	⊕ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2121_10102019_Executive-Summary-Template-Ric

☆ 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
06	294	38	56	9	115	---	14	0	2	274
07	311	53	99	34	155	---	37	0	2	289
08	312	52	74	19	131	---	52	7	10	295

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
06	332	33	77	13	149	---	70	3	9	304
07	296	42	83	47	122	---	75	3	2	279
08	319	58	67	24	122	---	70	8	3	301

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

Course recovery curriculum was created by department chairs and implemented in a classroom setting during the fourth quarter. Various platforms were used to deliver this information to students (Canvas, Quia, Kahn Academy, etc.). Students were also invited during our summer program to complete the course recovery curriculum over the four week period.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=2121&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 Assistant Principal (Administrator) over Literacy ensure classroom instruction is aligned to grade-level standards. The evidence collected includes adherence to the CARE cycle of Instructional Focus, Common Formative Assessment (CFA) data, observation of lesson delivery, 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?

Common Formative Assessment (CFA) data is collected within each CARE cycle; FAIR-FS student data is collected three times during the year and progress is monitored to ensure students are progressing; Achieve 3000 data is collected and monitored monthly to track student progress on reading Lexile level. At the school level, the ELA and reading teachers, Literacy Coach, ESE Specialist, and Assistant Principal over Literacy 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?

The MTSS/RTI team meets twice per month. During these meetings, students who are not making academic reading progress are discussed and appropriate interventions are identified and implemented with the classroom literacy teacher.

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 are scheduled into Intensive Reading as supplemental intervention (Tier 2) that is in addition to their ELA class. Students scoring a level 1 and <30%tile on FAIR are supported with small group instruction in Intensive Reading, Literacy Coach push-in or pull-out support model, and SWDs are scheduled into a Learning Strategies class as an elective to provide intensive academic and reading support. Tier 3 Intensive Interventions are provided by Literacy Coach, ESE Support Facilitator, and/or Reading Teacher either daily, 2-3 times/week, or weekly, as determined by the MTSS/RTI team.

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 participated in professional learning for ELLevation in order to support ELL students with appropriate strategies through planning and delivery. The ESLS team trains all new teachers on ESE accommodations, IEPs, and how to most effectively teach ESE students and increase student achievement. District support has provided professional learning to all teachers on Universal Design for Learning.

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

Teachers participate in using ELLevation in order to best support their students at their appropriate "can do" levels. This provides lessons and strategies for teachers to increase their achievement and monitor their growth toward becoming proficient on ACCES

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	
ESE	Thursday	1st, 2nd, 3rd, 4th, 5th	8/22/2019 - 5/28/2020	8:20 AM - 8:50 AM	K, 1, 2, 3, 4, 5	
Diversified Arts	Thursday	1st, 2nd, 3rd, 4th	8/22/2019 - 5/28/2020	8:20 AM - 8:50 AM	6, 7, 8	
Social Studies	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 5/26/2020	8:20 AM - 8:50 AM	6, 7, 8	
Mathematics	Thursday	1st, 2nd, 3rd, 4th	8/22/2019 - 5/28/2020	8:20 AM - 8:50 AM	6, 7, 8	
Science	Tuesday	1st, 2nd, 3rd	8/27/2019 - 5/26/2020	8:20 AM - 8:50 AM	6, 7, 8	
Literacy	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 5/26/2020	8:20 AM - 8:50 AM	6, 7, 8	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--James-R.-Rickards-Middle-School-19-20SY.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2121_08282019_Broward-SAM--James-R.-Rickards-Middle-School-19-20SY.pdf)	Atinuke Fadipe	8/28/2019
RMS_MTSS_RtI_Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2121_09252019_RMS_MTSS_RtI_Action-Plan.pdf)	Claire Sheffield	9/25/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	2nd	8/28/2019 - 5/27/2020	9:30 AM - 3:30 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
RMS_SEL-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2121_09252019_RMS_SEL-Action-Plan.pdf)	Claire Sheffield	9/25/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
RMS-SPBP-2019-2020-(3).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2121_04302019_RMS-SPBP-2019-2020-(3).pdf)	Claire Sheffield	4/30/2019
Rickards-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2121_05242019_Rickards-Feedback-Form.pdf)	Miriam Gayle	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	991	678	68.42	212	21.39	73	7.37	28	2.83
2017 - 2018	952	556	58.40	232	24.37	130	13.66	34	3.57
2018 - 2019	945	563	59.58	231	24.44	116	12.28	35	3.70

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	06	331	208	62.84	85	25.68	25	7.55	13	3.93
2018 - 2019	07	295	168	56.95	76	25.76	40	13.56	11	3.73
2018 - 2019	08	319	187	58.62	70	21.94	51	15.99	11	3.45

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 **59.6**% 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 **16.0**% 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 **3.7**% 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
Rickards-Attendance-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2121_10162019_Rickards-Attendance-Plan-2019-2020.pdf)	Claire Sheffield	10/16/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
RMS-School-Counseling-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2121_09252019_RMS-School-Counseling-Plan.pdf)	Claire Sheffield	9/25/2019

Equity Plan

File Name	File Uploaded By	Upload Date

File Name	File Uploaded By	Upload Date
RMS-Equity-School-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2121_09252019_RMS-Equity-School-Action-Plan.pdf)	Claire Sheffield	9/25/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2121_10072019_BPIE-Plan.pdf)	Claire Sheffield	10/7/2019
BPIE-2018_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2121_10082019_BPIE-2018_2019.pdf)	Claire Sheffield	10/8/2019

☆ **Effective Communication** ⌃ ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Minutes---9_10_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2121_10082019_SAC-Minutes---9_10_2019.pdf)	October	Monitored	10/8/2019
SAC-October-19-20-Agenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2121_10082019_SAC-October-19-20-Agenda.pdf)	October	Monitored	10/8/2019
SAC-October-Sign-In-Sheets.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2121_10082019_SAC-October-Sign-In-Sheets.pdf)	October	Monitored	10/8/2019
SAC-Committee-Membership-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2121_10072019_SAC-Committee-Membership-2019-2020.pdf)	October	Monitored	10/7/2019
SAC-ByLaws-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2121_10072019_SAC-ByLaws-2019-2020.pdf)	October	SAC ByLaws	10/7/2019
SAC-Agenda-September-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2121_09172019_SAC-Agenda-September-19.pdf)	September	Developed	9/17/2019
Sept-SAC-Sign-In.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2121_09172019_Sept-SAC-Sign-In.pdf)	September	Developed	9/17/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Eprove-Parent-Bilingual-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2121_10072019_Eprove-Parent-Bilingual-Survey.pdf)	Shekia Wright	10/7/2019
EProve-Parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2121_10072019_EProve-Parent-Survey.pdf)	Shekia Wright	10/7/2019

File Name	File Uploaded By	Upload Date
EProve-Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2121_10072019_EProve-Staff-Survey.pdf)	Shekia Wright	10/7/2019
Eprove-Student-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2121_10072019_Eprove-Student-Survey.pdf)	Shekia Wright	10/7/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Customer-Service--Rickards-Middle-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2121_10242019_Customer-Service--Rickards-Middle-.pdf)	Shekia Wright	10/24/2019
Cultural-Awareness-Rickards-Middle.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2121_10242019_Cultural-Awareness-Rickards-Middle.pdf)	Shekia Wright	10/24/2019
Catchthem-Being-Great-Rickards-Middle.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2121_10242019_Catchthem-Being-Great-Rickards-Middle.pdf)	Shekia Wright	10/24/2019
Face-Plan-Template-Rickards-Middle-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2121_10242019_Face-Plan-Template-Rickards-Middle-.pdf)	Shekia Wright	10/24/2019