☆ School Info   ⌃ ✖

School Name	Atlantic Technical College and High School (2221)	**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/2221_08272019_2221_09212016_AdvancEd_Exec		

☆ 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
09	164	5	5	1	2	---	38	0	0	162
10	157	8	4	4	3	---	29	0	0	155
11	141	4	5	8	0	---	1	0	0	2
12	191	24	1	2	0	---	8	2	17	N/A

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
09	161	4	7	5	0	---	2	0	0	156
10	164	5	9	10	0	---	6	0	0	159
11	149	8	3	3	0	---	1	0	0	N/A
12	197	23	10	7	0	---	8	1	14	N/A

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

Atlantic Technical College and Technical High School employs a variety of intervention strategies to improve the academic performance of students. First our classroom teachers use the tracking system in BASIS to record Teacher Strategies. Here, they make note of the academic or behavior concern students are encountering in the classroom. They document the strategies implemented to date and results. Counselors document on the L27 and meet with the student to discuss and then communicate with the classroom teacher. Once a student has three unsuccessful teacher interventions, the school counselor will create an RtI referral. Through our CPSTeam, individual students and their needs are discussed and an action plan is created to address their needs.

Student grades and GPAs are evaluated multiple times each quarter. School counselors pull a D/F report four and eight weeks into the quarter. They solicit input from the classroom teacher and discuss grades with students to determine an action plan. They then monitor the students and document on the L27 panel. Students who drop below the required 2.5 GPA are placed on Academic Probation. A conference is held with the student, parents, administrator, and school counselor where a plan is developed to help the student improve.

Since attendance is key to academic success, it is monitored very closely. Interventions occur in the following intervals: 3, 5, and 10 days of absences. For students currently identified with documented needs, teachers follow the IEP or 504 Plan for instructional accommodations and support services as required.

School Report Card

🖉 FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=2221&district=06)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By May of 2020, our lowest performing sub-group -Asian students - (12.5) will improve to a level three on the FSA ELA assessment.	AEP/AP Refresh, EOC Tutoring/ In-class SAT Prep/Khan Academy	Vicky LaPorte, BRACE Advisor/Certified School Counselors/ AEP Instructors, Classroom Teachers	5/30/2020				
By May of 2020, our lowest performing sub-group -Asian students - (12.5) will improve to a level three on the FSA ELA assessment.	Monitor and support students and parents through internal tracking (attendance, grades, credits earned and college readiness,) provide AEP sessions and enrichment opportunities, conferences, and seminars.	Vicky LaPorte, BRACE Advisor/Certified School Counselors/ AEP Instructors	5/30/2020				
By May of 2020, our lowest performing sub-group -Asian students - (12.5) will improve to a level three on the FSA ELA assessment.	Extended Learning Commons hours to provide access to online resources and applications for students who may not have computer or internet access at home.	Vicky LaPorte/ Media Specialist	5/30/2020				
By May of 2020, sixty-eight percent of students taking the ELA FSA exam will show learning gains.	Extended Learning Commons hours to provide access to online resources and applications for students who may not have computer or internet access at home.	Vicky LaPorte/Media Specialist	5/30/2020				
By May of 2020, sixty-eight percent of students taking the ELA FSA exam will show learning gains.	Monitor and support students and parents through internal tracking (attendance, grades, credits earned and college readiness,) provide AEP sessions and enrichment opportunities, conferences, and seminars.	Vicky LaPorte, BRACE Advisor/Certified School Counselors/ AEP Instructors	5/30/2020				

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By May of 2020, sixty-eight percent of students taking the ELA FSA exam will show learning gains.	AEP/AP Refresh, EOC Tutoring/ In-class SAT Prep/Khan Academy	Vicky LaPorte, AEP Instructors, Classroom Teachers	5/30/2020	College Board Training, Canvas Platform, Khan Academy, High Yield Strategies			
By May of 2020, sixty-eight percent of students taking the ELA FSA exam will show learning gains.	School-wide PLCs that focus on high-yield instructional strategies and sharing best practices to improve student achievement.	Vicky LaPorte, HS Department Heads, Classroom Teachers	5/30/2020				
By May of 2020, eight-five percent of graduating seniors will earn an industry license or certification.	Employability Handbook	Nicole Willis/ Job Placement	5/30/2020		$2,600.00		
By May of 2020, eight-five percent of graduating seniors will earn an industry license or certification.	Industry certification prep and reimbursement	Neeta Rancourt/ CTE Advisor/ Technical Program Teachers	5/30/2020		$2,000.00		

K-12 Comprehensive Reading Plan

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

All students at ATC participate in a Florida Standards based curriculum through research-based practices, flexible groups are utilized to differentiate instruction, and with frequent monitoring of progress. Through classroom observations and walk-throughs, artifacts provide evidence that the Tier 1 Standards-Based classroom instruction is being implemented including: room set-up, posted rules, instructional bulletin boards, unit plans, standard posted for lesson, word/vocabulary walls, resource bins, teacher feedback (verbal & written), formative and summative assessments, rubrics, peer feedback, and the use of student data to drive instruction.

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

ATC utilizes several progress monitoring tools. From the state, we use data from the Florida Standards Assessments and the End of Course Exams. The ELA data is collected once per year but since we are on a block schedule, the rest are assessed twice per year. Additionally, ATC employs Khan Academy which is linked to specifics for each student. Using the student results, Khan Academy adapts and tailors individual lessons to meet the unique needs of the individual. Students are given instructional videos and then opportunities to practice. Classroom teachers monitor students weekly to address deficiencies and provide help.

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?

A partnership between ATC's certified school counselors and classroom teachers proves to be the best vehicle for insuring fidelity for our students not progressing. Classroom teachers use strategies to assist students in reaching school and District goals. If these are not effective, a report is created in BASIS and a new strategy is employed. The counselors meet with students to discuss any barriers to success. Parents are included in the discussion at every step. If there is no improvement, then the student is referred to the RtI process

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?

Response to Intervention (RtI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support. Atlantic Technical College and Technical High School employs a variety of intervention strategies to improve the academic performance of students. First our classroom teachers use the tracking system in BASIS to record Teacher Strategies. Here, they make note of the academic or behavior concern students are encountering in the classroom. They document the strategies implemented to date and results. Counselors document on the L27 and meet with the student to discuss and then communicate with the classroom teacher. Once a student has three unsuccessful teacher interventions, the school counselor will create an RtI referral. Through our CPSTeam, individual students and their needs are discussed and an action plan is created to address their needs. Student grades and GPAs are evaluated multiple times each quarter. School counselors pull a D/F report four and eight weeks into the quarter. They solicit input from the classroom teacher and discuss grades with students to determine an action plan. They then monitor the students and document on the L27 panel. Students who drop below the required 2.5 GPA are placed on Academic Probation. A conference is held with the student, parents, administrator, and school counselor where a plan is developed to help the student improve.

Since attendance is key to academic success, it is monitored very closely. Interventions occur in the following intervals: 3, 5, and 10 days of absences. For students currently identified with documented needs, teachers follow the IEP or 504 Plan for instructional accommodations and support services as required.

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)?

Analyzing test data is critical to improving achievement as it identifies areas of the curriculum that need to be improved as well as identify students who, given a bit more individual attention, will increase their scores and learning gains. PLC activities will concentrate on the effective use of technology in helping students to achieve. Atlantic Technical College and Technical High School will continue after school tutoring sessions for all subject areas and provide review sessions for Advanced Placement and courses with a state administered end-of-course exam. Additionally, a school-wide focus on SAT and/or ACT preparation has been implemented throughout ATC in multiple subject areas.

Classroom teachers at ATC utilize the UDL framework in their classrooms. Instruction is delivered in multiple channels such as discussion, readings, digital media, and multimedia presentations to support the various ways individuals learn. Students have many different opportunities to demonstrate their understanding including traditional tests, papers, art, multimedia presentations or recordings. Classroom practices include multiple means of engagement to support affective learning through activities such as collaborative learning, instructional games and simulations, No Red Ink, and real and virtual tours

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

They work individually with the ESOL liaison to determine what if any remediation is required. The ESOL liaison implements additions resources as needed.

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	
High School PLC	Wednesday	1st, 2nd, 3rd, 4th, 5th	8/7/2019 - 4/15/2020	2:00 PM - 2:30 PM	9, 10, 11, 12	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM19--Atlantic-Technical-College.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2221_08272019_Broward-SAM19--Atlantic-Technical-College.pdf)	Wanda Burns-Wright	8/27/2019
2221-ATC-MTSS-RTI-20192020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2221_10142019_2221-ATC-MTSS-RTI-20192020.pdf)	Catherine Castelli	10/14/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	4th	8/22/2019 - 5/28/2020	8:45 AM - 10:15 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
2221-SEL-ActionPlan2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2221_08212019_2221-SEL-ActionPlan2019-2020.pdf)	Catherine Castelli	8/21/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
ATC-2221-SPBP-APPROVED.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2221_05172019_ATC-2221-SPBP-APPROVED.pdf)	Desiree Montalvo	5/17/2019
Atlantic-Technical_HS-Feedback-From-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2221_05312019_Atlantic-Technical_HS-Feedback-From-2019-2020.pdf)	Shavonda Mitchum	5/31/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	669	488	72.94	123	18.39	40	5.98	18	2.69

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	658	474	72.04	143	21.73	31	4.71	10	1.52
2018 - 2019	669	489	73.09	132	19.73	36	5.38	12	1.79

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	09	160	123	76.88	29	18.13	8	5.00	0	0.00
2018 - 2019	10	163	124	76.07	34	20.86	5	3.07	0	0.00
2018 - 2019	11	149	115	77.18	24	16.11	9	6.04	1	0.67
2018 - 2019	12	197	127	64.47	45	22.84	14	7.11	11	5.58

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 **73.1**% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school 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 **1.8**% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
2221-ATC-Attendance-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2221_10222019_2221-ATC-Attendance-Plan-19-20.pdf)	Catherine Castelli	10/22/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
2221-ASCP-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2221_09122019_2221-ASCP-19-20.pdf)	Catherine Castelli	9/12/2019
ASCP-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2221_10212019_ASCP-19-20.pdf)	Catherine Castelli	10/21/2019

Equity Plan

File Name	File Uploaded By	Upload Date
2221-Equity-Diversity-Action-Plan-2019_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2221_08302019_2221-Equity-Diversity-Action-Plan-2019_2020.pdf)	Catherine Castelli	8/30/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
2221_08272019_BPIE-Plan-Template-(Debbie-Evangelista).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2221_09112019_2221_08272019_BPIE-Plan-Template-(Debbie-Evangelista).pdf)	Catherine Castelli	9/11/2019

☆ **Effective Communication**   ⌃ ✕
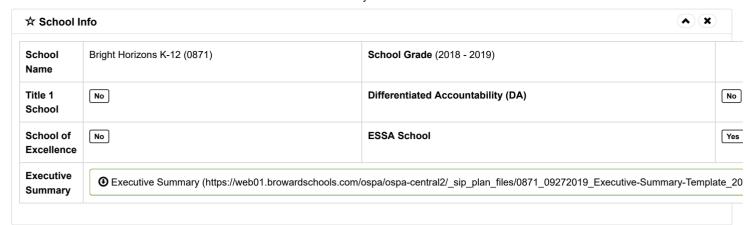
SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
2221-ATC-SAC-Agenda--Minutes--and-Handouts.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2221_11042019_2221-ATC-SAC-Agenda--Minutes--and-Handouts.pdf)	November	A+ Funds	11/4/2019
Committee-Membership-19.20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2221_10172019_Committee-Membership-19.20.pdf)	September	None	10/17/2019
SAC-SAF-19.20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2221_10142019_SAC-SAF-19.20.pdf)	August	None	10/14/2019
19.20-SAC-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2221_10142019_19.20-SAC-ByLaws.pdf)	September	SAC ByLaws	10/14/2019
SAC-Attendance-2019-09-24-2221-ATC.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2221_10072019_SAC-Attendance-2019-09-24-2221-ATC.pdf)	September	A+ Funds	10/7/2019
9.24.19-SAC-Minutes-2221-ATC.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2221_10072019_9.24.19-SAC-Minutes-2221-ATC.pdf)	September	Developed	10/7/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Parent-Survey-Bilingual-Results-May-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2221_09112019_Parent-Survey-Bilingual-Results-May-2019.pdf)	Rebecca Miller	9/11/2019
Parent-Surevey-Results-May-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2221_09112019_Parent-Surevey-Results-May-2019.pdf)	Rebecca Miller	9/11/2019
Staff-Survey-Results-May-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2221_09112019_Staff-Survey-Results-May-2019.pdf)	Rebecca Miller	9/11/2019
Student-Survey-Results-May-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2221_09112019_Student-Survey-Results-May-2019.pdf)	Rebecca Miller	9/11/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
2221-Face-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2221_09112019_2221-Face-Plan.pdf)	Hallema Collier	9/11/2019
2221-Face-Plan-With-Artifacts.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2221_09112019_2221-Face-Plan-With-Artifacts.pdf)	Hallema Collier	9/11/2019
strategy2_ProgramsAndServicesChecklist-2019_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2221_09112019_strategy2_ProgramsAndServicesChecklist-2019_2020.pdf)	Hallema Collier	9/11/2019
strategy3_CulturalAwareness-2019_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2221_09112019_strategy3_CulturalAwareness-2019_2020.pdf)	Hallema Collier	9/11/2019
strategy1_CustomerService-2019_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2221_09112019_strategy1_CustomerService-2019_2020.pdf)	Hallema Collier	9/11/2019

☆ School Info   ⌃ ✕

School Name	Bright Horizons K-12 (0871)	School Grade (2018 - 2019)	
Title 1 School	No	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/0871_09272019_Executive-Summary-Template_20		

☆ High Quality Instruction   ⌃ ✕

Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	5	5	0	0	---	N/A	0	0	0	N/A
01	8	5	0	0	---	0	0	0	0	N/A
02	11	6	0	0	---	0	0	0	0	N/A
03	9	4	0	0	0	---	0	0	0	6
04	13	4	0	0	4	---	0	0	0	9
05	6	4	0	0	4	---	0	0	0	5
06	8	4	0	0	7	---	0	0	0	8
07	10	4	0	2	9	---	2	0	0	9
08	15	7	0	0	13	---	0	0	0	13
09	9	5	0	0	4	---	1	0	1	6
10	16	7	0	1	7	---	1	0	1	14
11	9	4	0	0	0	---	0	0	0	1
12	45	10	0	0	0	---	1	0	2	N/A

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

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	4	3	0	0	---	0	0	0	0	N/A
01	7	5	0	0	---	0	0	0	0	N/A
02	7	3	0	0	---	0	0	0	0	N/A
03	10	6	0	0	0	---	0	0	0	N/A
04	7	4	0	0	0	---	0	0	0	N/A
05	11	4	0	0	0	---	0	0	0	N/A
06	8	5	0	0	0	---	0	0	0	N/A
07	8	4	0	0	0	---	0	0	0	N/A
08	9	4	1	0	0	---	3	3	0	N/A
09	15	2	0	0	0	---	0	0	0	N/A
10	9	2	0	0	0	---	1	0	1	N/A
11	15	5	0	0	0	---	1	0	1	N/A
12	46	18	0	0	0	---	5	7	2	N/A

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

Targeted PLCs will anaylze formative data to modify instruction to ensure all students are making adequate progresss. Quarterly data chats will continue to ensure all students are making progress and to adjust curriculum apporoaches for those individual students who are struggling.

School Report Card

[FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=0871&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?

Leadership Team

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

Quarterly data chats based on formative data and progress monitoring will help identify students in need of additional modifications to ensure 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?

Quarterly data chats will indicate the need for modifications of the curriculum

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?

Boardmaker Online and Unique Learning System are used for the instruction for SWDs. All students will be provided a intensive, explicit, systematic and multi-sensory approach to learning.

Bright Horizons has partnered with BoardMaker On-Line. The collaborative working relationship has enabled this supplimentary curriculum to focus on mastery of the alternative standards. Throughout the year, staff will continue training and implementation of this specific curriculum.
Unique learning is also used for pre/post data on ELA access points.

All students staffed in to Bright Horizons School have significant cognitive disabilities and function well below grade level. State curriculum is enhanced with additional supplementary materials which align with the Alternate Standards (FSAA)

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)?

Team PLCs focus on continuous improvement within the areas of curriculum and instructional techniques.

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

All students staffed in to Bright Horizons School have significant cognitive disabilities and function well below grade level. State curriculum is enhanced with additional supplementary materials which align with the Alternate Standards (FSAA). There are no ELL students enrolled.

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	
Team 5	Thursday	1st, 2nd, 3rd, 4th, 5th	8/7/2019 - 5/29/2020	2:03 PM - 3:00 PM	10, 11, 12	
Team 4	Thursday	1st, 2nd, 3rd, 4th, 5th	8/7/2019 - 5/29/2020	2:30 PM - 3:00 PM	7, 8, 9, 10	
Team 3	Thursday	1st, 2nd, 3rd, 4th, 5th	8/7/2019 - 5/29/2020	2:30 PM - 3:00 PM	5, 6, 7, 8	
Team 2	Thursday	1st, 2nd, 3rd, 4th, 5th	8/7/2019 - 5/29/2020	2:30 PM - 3:00 PM	4, 5, 6, 7	
Team 1	Thursday	1st, 2nd, 3rd, 4th, 5th	8/7/2019 - 5/29/2020	2:30 PM - 3:00 PM	K, 1, 2, 3	
Leadership	Friday	1st, 3rd, 5th	8/7/2019 - 5/29/2020	12:00 PM - 1:30 PM	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM19--Bright-Horizons-Center.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0871_08272019_Broward-SAM19--Bright-Horizons-Center.pdf)	Wanda Burns-Wright	8/27/2019
MTSSRTIActionPlan_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0871_09272019_MTSSRTIActionPlan_2019.pdf)	Lori Naslund	9/27/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Friday	2nd, 4th	8/7/2019 - 5/29/2020	12:00 PM - 1:30 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0871_09272019_SEL-Action-Plan-2019.pdf)	Lori Naslund	9/27/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
SPBP-BHS2019-2020-2.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0871_04292019_SPBP-BHS2019-2020-2.pdf)	Lori Naslund	4/29/2019
BHC.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0871_08082019_BHC.pdf)	Tyyne Hogan	8/8/2019

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	148	59	39.86	36	24.32	24	16.22	29	19.59
2017 - 2018	167	61	36.53	35	20.96	36	21.56	35	20.96
2018 - 2019	156	64	41.03	26	16.67	27	17.31	39	25.00

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	KG	4	0	0.00	1	25.00	2	50.00	1	25.00

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	01	7	1	14.29	1	14.29	1	14.29	4	57.14
2018 - 2019	02	7	4	57.14	0	0.00	2	28.57	1	14.29
2018 - 2019	03	10	2	20.00	2	20.00	3	30.00	3	30.00
2018 - 2019	04	7	1	14.29	2	28.57	2	28.57	2	28.57
2018 - 2019	05	11	5	45.45	2	18.18	2	18.18	2	18.18
2018 - 2019	06	8	1	12.50	2	25.00	0	0.00	5	62.50
2018 - 2019	07	8	1	12.50	3	37.50	0	0.00	4	50.00
2018 - 2019	08	9	4	44.44	1	11.11	0	0.00	4	44.44
2018 - 2019	09	15	10	66.67	3	20.00	1	6.67	1	6.67
2018 - 2019	10	9	6	66.67	1	11.11	2	22.22	0	0.00
2018 - 2019	11	15	8	53.33	1	6.67	2	13.33	4	26.67
2018 - 2019	12	46	21	45.65	7	15.22	10	21.74	8	17.39

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 **41.0**% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had **42.3**% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **25.0**% of students were recorded as Severe Chronic Absenteeism, which was more than the District average of 5.26%. Our goal is to reverse this trend and decrease severe chronic absenteeism by at least 2% by the end of the 2019/20 school year.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Bright-Horizons-0871-SIP2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0871_10182019_Attendance-Plan-Bright-Horizons-0871-SIP2019-20.pdf)	Lori Naslund	10/18/2019

School Counseling Plan

No files have been uploaded.

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0871_09262019_Equity-Diversity-Action-Plan.pdf)	Sally Judd	9/26/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0871_09272019_BPIE-Plan-2019.pdf)	Lori Naslund	9/27/2019

☆ **Effective Communication**   ⌃ ✖
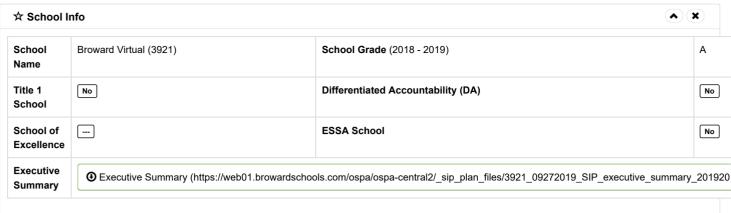
SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Composition-Report.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0871_10252019_SAC-Composition-Report.jpg)	October	None	10/25/2019
SAC-Meeting-Dates.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0871_10142019_SAC-Meeting-Dates.pdf)	October	None	10/14/2019
SAF-SIgn-in-10_1_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0871_10012019_SAF-SIgn-in-10_1_2019.pdf)	October	Monitored	10/1/2019
SAC-SIgn-in-10_1_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0871_10012019_SAC-SIgn-in-10_1_2019.pdf)	October	Monitored	10/1/2019
SAC-ByLaws-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0871_10012019_SAC-ByLaws-2019.pdf)	October	SAC ByLaws	10/1/2019
SAC_Meeting_Minutes_October-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0871_10012019_SAC_Meeting_Minutes_October-2019.pdf)	October	Monitored	10/1/2019
SAC-Agenda-10_1_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0871_10012019_SAC-Agenda-10_1_2019.pdf)	October	Monitored	10/1/2019
SAC-Agenda-9_13_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0871_10012019_SAC-Agenda-9_13_2019.pdf)	October	Monitored	10/1/2019
SAC_Meeting_Minutes_Sept.2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0871_10012019_SAC_Meeting_Minutes_Sept.2019.pdf)	October	Monitored	10/1/2019
SAF_Sept.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0871_10012019_SAF_Sept.pdf)	October	Monitored	10/1/2019
SAC_Sept.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0871_10012019_SAC_Sept.pdf)	October	Monitored	10/1/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0871_09272019_Parent-Survey.pdf)	Lori Naslund	9/27/2019
Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0871_09272019_Staff-Survey.pdf)	Lori Naslund	9/27/2019

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/2020/0871_09272019_Face-Plan-2019.pdf)	Sally Judd	9/27/2019
Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0871_09272019_Customer-Service.pdf)	Lori Naslund	9/27/2019
Programs-and-Services-Checklist.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0871_10152019_Programs-and-Services-Checklist.pdf)	Lori Naslund	10/15/2019
Catchthem-Being-Great-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0871_10152019_Catchthem-Being-Great-(1).pdf)	Sally Judd	10/15/2019
Cultural-Awareness-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0871_10152019_Cultural-Awareness-(1).pdf)	Sally Judd	10/15/2019

☆ School Info   ⌃ ✖

School Name	Broward Virtual (3921)	School Grade (2018 - 2019)		A
Title 1 School	No	Differentiated Accountability (DA)		No
School of Excellence	---	ESSA School		No
Executive Summary	⊕ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3921_09272019_SIP_executive_summary_201920			

☆ 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	26	2	0	2	2	---	0	0	0	20
07	33	1	2	1	0	---	0	0	0	26
08	38	1	0	0	2	---	8	2	0	36
09	45	0	0	0	4	---	14	0	0	38
10	42	2	1	0	3	---	13	0	0	39
11	60	0	0	0	1	---	0	0	0	3
12	73	4	2	0	0	---	1	1	0	N/A

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	31	0	0	0	1	---	0	0	0	28
07	30	0	0	0	1	---	0	0	0	27
08	43	4	0	1	1	---	1	1	0	37
09	45	1	0	0	1	---	0	0	0	39
10	68	0	3	0	0	---	0	0	0	60
11	74	2	2	0	0	---	1	0	0	N/A
12	124	5	8	1	0	---	2	10	0	N/A

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

Broward Virtual School's online platform is designed to meet State Board Rule 6A-6.053, which requires that students be taught utilizing an evidence-based sequence of reading instruction and to ensure that all instruction is systematic, explicit and based on data. Due to this design, Broward Virtual School's Early Warning Indicator Data reveals a minimal (less than 10 out of 180 students) amount of students identified as needing intervention strategies. However, we look at other forms of data such as FSA, EOC, RTI Referrals, and current course grades to identify students in need of specific instructional and behavioral interventions. Our unique Comprehensive Reading Plan outlined in the SIP demonstrates the process of providing additional reading and literacy remediation and instruction. Our Math Goal this year outlines the process of providing additional math related remediation and instruction. Finally, due to our unique attendance plan targeted at online school attendance issues, students exhibiting attendance and behavior interventions will also be strategically targeted.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=3921&district=06)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June 2020, 75% of assessed students in grades 6th through 10th will achieve Learning Gains on the ELA FSA as measured by 2020 disaggregated data.	The ELA Department will hold at least five face to face Academic Seminars to hone ELA skills. These seminars bridge the gap for skills that cannot be addressed online such as modeling close reading, teaching students to annotate, facilitating collaborative peer discussion, conducting peer editing for writing, and using UDL techniques such as Literacy Centers. The last face to face session is an in-depth FSA collaborative practice isolating grade level sessions and skills. In addition, ELA 6th-10th Grade teachers target Level 2 students for systematic weekly reading practice skill sessions using Canvas, Newsela, and USA Test Prep.	Grades 6-10 Full Time Teachers Jennifer Pulitano, Shari Wasser, and Team Leader Nadine Lallouz.	5/31/2020	Professional Development_ Monthly PLC Meetings	2,000$ allocated for USA Test Prep licensing and $35,000 allocated for FLVS course licensing.	Teacher Observations and Anecdotal Notes, Mid Year FAIR testing results, Segment Two Reading Class Progress Monitoring utilizing USA Test Prep, Newsela, and Common Lit.	
By June 2020, 60% of our lower quartile students assessed in grades 6-10 will achieve learning gains on 6-8 Math FSA, Algebra 1 EOC, and Geometry EOC as measured by 2020 disaggregated data.	The Broward Virtual School Math Team will use monthly Professional Learning Community collaboration time and secondary math SharePoint provided by the District to identify curriculum gaps and provide enrichment assignments/activities for students. Teachers will attend content related workshops pertaining to state assessment specifications in 6 through 10. Math teachers will utilize web collaboration tools such as blackboard collaborate, white board, and Skype to enhance instruction and to provide remedial/instruction. All students in 6th through 10th grade math will be provided with opportunities to engage in live weekly lessons with their teacher via Blackboard collaborate. This will be mandatory for students demonstrating explicit remediation. Best practices will be shared using a collaborative approach. Parents/guardians will be provided with an FSA/EOC Exam Resource Training Guide through fsassessments.org. As a result of this collaboration, students will be offered at least six face to face Math Workshops throughout the year where they will be able to obtain skill remediation and enrichment.	Grades 6-10 Full Time Teachers Rachel Notowitz, Karen Martinez, Melanie McCutcheon, and Team Leader Lisa Wilson.	5/31/2020	Professional Development_ Monthly PLC Meetings	2,000$ allocated for USA Test Prep licensing and $35,000 allocated for FLVS course licensing.	The Broward Virtual School Math Team PLC focus is to enhance student proficiency in Florida Standards (learning goals) through ongoing measurement via discussion-based assessments, and performance scales. Ongoing progress will be measured using local benchmark assessments.	

K-12 Comprehensive Reading Plan

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

It is important to note that as a School of Excellence (for the second year in a row) we are not required to follow any District plan for reading. As stated in the state wording, "A School of Excellence will have the following administrative flexibilities outlined in the law: • exemption from any law or rule that requires a minimum period of daily or weekly instruction in reading."
However, we do feel it is critical to provide additional remediation and that is why we will continue with our plan of action. Broward Virtual School utilizes FLVS courses, which are all accredited and aligned with grade level standards. Evidence is collected through formative and summative assessments and the classroom teachers employ these assessments to enrich or remediate as necessary.

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 addition to the District recommendations, Broward Virtual School has school wide eligibility requirements for overall acceptance into the school, which affects reading placement. This includes students not meeting continuation requirements to attend Broward Virtual School for Segment 2.

Level 2 students in all subgroups will be placed in a Reading class per the following plan (which includes specific PMD).

Plan of Action:
- School Counselors follow protocol for school wide admittance into Broward Virtual School.
- If a Full Time Student is deemed eligible for the Canvas Reading class (2019 Level 2 FSA scores or no scores previous year) they will be marked on *tentative* January Reading Roster of Ms. Pulitano and Ms. Lallouz.
- Parents will be informed that this placement is pending FAIR scores and English teacher input.
- After the October FTE, Ms. Lallouz will comb through all cumulative records of active students, and cross check list with Ms. Maldonado. A final FAIR testing list will be derived from this process.
- The mandatory FAIR test will be administered in the beginning of December.
- FAIR data will be disaggregated and shared with team based on District guidelines.
- Final placement for Reading class will be determined based on FSA and/or FAIR data as well as current English teacher's anecdotal input (Ms. Wasser, Ms. Pulitano, and Ms. Lallouz).
- Eligible students will begin single block in January.

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?

Plan of Action:
- School Counselors follow protocol for school wide admittance into Broward Virtual School.
- If a Full Time Student is deemed eligible for the Canvas Reading class (2019 Level 2 FSA scores or no scores previous year) they will be marked on *tentative* January Reading Roster of Ms. Pulitano and Ms. Lallouz.
- Parents will be informed that this placement is pending FAIR scores and English teacher input.
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- The mandatory FAIR test will be administered in the beginning of December.
- FAIR data will be disaggregated and shared with team based on District guidelines.
- Final placement for Reading class will be determined based on FSA and/or FAIR data as well as current English teacher's anecdotal input (Ms. Wasser, Ms. Pulitano, and Ms. Lallouz).
- Eligible students will begin single block in January.

*Grade 11-12 Variables:
- Eleventh Grade FT students who did not pass their 10th Grade FSA will take the Fall retake.
- If they do not pass the Fall retake and/or do not have SAT concordant, they will be placed into January roster. These students will not take the FAIR test.
- Senior retakes will work on earning their SAT Concordant and will not be rostered into a 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?

Ms. Lallouz (HS) and Ms. Pulitano (MS) facilitate the Intervention Reading Class. We are an online school and we have created our own online Reading class utilizing Canvas to provide online supplemental intervention to students. The teachers access district resources such as Newsela, Nearpod, Vocabulary.com, Edge materials, and Common Lit to target online intervention instruction as well as conducting collaborative Live Lessons through Blackboard Elluminate.

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)?

Firstly, Ms. Lallouz and Ms. Pulitano are reading endorsed teachers. Ms. Lallouz is a certitfied Newsela Teacher Trainer (the highest certiifcation currently available for District teachers) and Ms. Pulitano is a certified Newsela Educator. Additionally, both teachers have completed the District Nearpod and Vocabulary.com Canvas online certifications. Ms. Lallouz was a Literacy Coach for five years and during that time she received extensive PD from the district on using UDL for effective instructional design. Most importantly, both teachers understand how to instruct students online using UDL.

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

Our school is an online school, which could potentially be a barrier for English Language Learners. To target this barrier, we provide 7 face to face Academic Seminars in ELA, Math, and Science where students are given flexible ways to receive instruction. This includes hands on science labs, close reading and writing activities scaffolded by teachers, hands on math applications, and the opportunity to collaborate with their peers.

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	
CTSS, RFCS, SM	Wednesday	2nd	8/7/2019 - 5/13/2020	10:00 AM - 12:00 PM	7, 8, 9, 10, 11, 12	
DRIVERS ED	Wednesday	2nd	8/7/2019 - 5/13/2020	10:00 AM - 12:00 PM	6, 7, 8, 9, 10, 11, 12	
HOPE_PERSONAL FITNESS	Wednesday	2nd	8/7/2019 - 5/13/2020	10:00 AM - 12:00 PM	6, 7, 8, 9, 10, 11, 12	
ELA	Wednesday	2nd	8/7/2019 - 5/13/2020	10:00 AM - 12:00 PM	6, 7, 8, 9, 10, 11, 12	
SCIENCE	Wednesday	2nd	8/7/2019 - 5/13/2020	10:00 AM - 12:00 PM	6, 7, 8, 9, 10, 11, 12	
MATH	Wednesday	2nd	8/7/2019 - 5/13/2020	10:00 AM - 12:00 PM	6, 7, 8, 9, 10, 11, 12	
WORLD LANGUAGES	Wednesday	2nd	8/7/2019 - 5/13/2020	10:00 AM - 12:00 PM	6, 7, 8, 9, 10, 11, 12	
SOCIAL SCIENCE	Wednesday	2nd	8/7/2019 - 5/13/2020	10:00 AM - 12:00 PM	6, 7, 8, 9, 10, 11, 12	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
MTSS_BVS-RtI-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3921_09222019_MTSS_BVS-RtI-2019-2020.pdf)	Nadine Lallouz	9/22/2019
SAM-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3921_09222019_SAM-2019-2020.pdf)	Nadine Lallouz	9/22/2019
BVS_MTSS_Self-Assessment_2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3921_09222019_BVS_MTSS_Self-Assessment_2019-2020.pdf)	Nadine Lallouz	9/22/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 6/9/2020	1:00 PM - 2:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3921_09222019_SEL-Action-Plan-2019-2020.pdf)	Nadine Lallouz	9/22/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
SPBP-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3921_09102019_SPBP-.pdf)	Nadine Lallouz	9/10/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	362	351	96.96	3	0.83	3	0.83	5	1.38
2017 - 2018	348	343	98.56	0	0.00	2	0.57	3	0.86
2018 - 2019	406	368	90.64	27	6.65	8	1.97	3	0.74

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	30	28	93.33	2	6.67	0	0.00	0	0.00
2018 - 2019	07	28	28	100.00	0	0.00	0	0.00	0	0.00
2018 - 2019	08	40	36	90.00	0	0.00	3	7.50	1	2.50
2018 - 2019	09	45	42	93.33	2	4.44	0	0.00	1	2.22
2018 - 2019	10	67	61	91.04	6	8.96	0	0.00	0	0.00
2018 - 2019	11	72	62	86.11	8	11.11	1	1.39	1	1.39
2018 - 2019	12	124	111	89.52	9	7.26	4	3.23	0	0.00

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had **90.6**% 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 is among the lowest in the District with only **2.7**% of students in chronic absenteeism (District average was 17.7%). Our goal is to maintain excellent attendance and provide assistance to families in need of support regarding attendance throughout 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **0.7**% 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
BVS_Attendance_Plan_for_SIP---9-20-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3921_10152019_BVS_Attendance_Plan_for_SIP---9-20-19.pdf)	Nadine Lallouz	10/15/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
ASCP---2020---Signed.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3921_09192019_ASCP---2020---Signed.pdf)	Nadine Lallouz	9/19/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Broward-Virtual-School-19-20-SY-Equity-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3921_09042019_Broward-Virtual-School-19-20-SY-Equity-Action-Plan.pdf)	Nadine Lallouz	9/4/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3921_09042019_BPIE_2020.pdf)	Nadine Lallouz	9/4/2019

☆ **Effective Communication**   ⌃ ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Nov-6-Sign-In.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3921_11062019_Nov-6-Sign-In.pdf)	November	A+ Funds	11/6/2019
SAC_Agenda_November_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3921_11042019_SAC_Agenda_November_2019.pdf)	November	A+ Funds	11/4/2019
OCTOBER-MEETING-MINUTES.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3921_11042019_OCTOBER-MEETING-MINUTES.pdf)	October	Monitored	11/4/2019
September-SAC-Mins_final.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3921_10132019_September-SAC-Mins_final.pdf)	October	Developed	10/13/2019
Oct-Sign-In.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3921_10132019_Oct-Sign-In.pdf)	October	Monitored	10/13/2019
SAC_Agenda_October_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3921_10082019_SAC_Agenda_October_2019.pdf)	October	Monitored	10/8/2019
SAC-ByLaws-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3921_09242019_SAC-ByLaws-2019-2020.pdf)	October	SAC ByLaws	9/24/2019
SAC-Composition-2019_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3921_09082019_SAC-Composition-2019_20.pdf)	September	Developed	9/8/2019
2019-Meeting-Schedule.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3921_09052019_2019-Meeting-Schedule.pdf)	September	Developed	9/5/2019
SEPTEMBER-4-SIGN-IN.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3921_09042019_SEPTEMBER-4-SIGN-IN.pdf)	September	Developed	9/4/2019
SAC_Agenda_September_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3921_09042019_SAC_Agenda_September_2019.pdf)	September	Developed	9/4/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
parent_survey_data_201819.csv (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3921_09102019_parent_survey_data_201819.csv)	Nadine Lallouz	9/10/2019
staff_survey_201819.csv (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3921_09102019_staff_survey_201819.csv)	Nadine Lallouz	9/10/2019
student_surveys_201819.csv (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3921_09102019_student_surveys_201819.csv)	Nadine Lallouz	9/10/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-BVS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3921_09102019_Face-Plan-BVS.pdf)	Nadine Lallouz	9/10/2019
IFly-PPP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3921_09132019_IFly-PPP.pdf)	Nadine Lallouz	9/13/2019

File Name	File Uploaded By	Upload Date
Birding-Club.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3921_09132019_Birding-Club.pdf)	Nadine Lallouz	9/13/2019
Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3921_09162019_Customer-Service.pdf)	Nadine Lallouz	9/16/2019
HispanicCulturalActivityFlyer2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3921_09162019_HispanicCulturalActivityFlyer2019.pdf)	Nadine Lallouz	9/16/2019
Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3921_09162019_Cultural-Awareness.pdf)	Nadine Lallouz	9/16/2019
Programs-and-Services-Checklist.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3921_09162019_Programs-and-Services-Checklist.pdf)	Nadine Lallouz	9/16/2019
September-2019-Flyer.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3921_09162019_September-2019-Flyer.pdf)	Nadine Lallouz	9/16/2019
Save-The-Dates.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3921_09162019_Save-The-Dates.pdf)	Nadine Lallouz	9/16/2019
Catchthem-Being-Great.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3921_09162019_Catchthem-Being-Great.pdf)	Nadine Lallouz	9/16/2019
Student-Spotlight.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3921_09162019_Student-Spotlight.pdf)	Nadine Lallouz	9/16/2019
Student-of-the-Week.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3921_09162019_Student-of-the-Week.pdf)	Nadine Lallouz	9/16/2019
Birding-Club-On-A-Saturday-In-September.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3921_09242019_Birding-Club-On-A-Saturday-In-September.pdf)	Nadine Lallouz	9/24/2019
Science-Lab-Oct-30th-High-School--students-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3921_10062019_Science-Lab-Oct-30th-High-School--students-.pdf)	Nadine Lallouz	10/6/2019
October-2019-Flyer.png (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3921_10062019_October-2019-Flyer.png)	Nadine Lallouz	10/6/2019
Meet-and-Greet.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3921_10062019_Meet-and-Greet.pdf)	Nadine Lallouz	10/6/2019
SAC-Reminders-on-Website.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3921_10062019_SAC-Reminders-on-Website.pdf)	Nadine Lallouz	10/6/2019
Meet-Up.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3921_10072019_Meet-Up.pdf)	Nadine Lallouz	10/7/2019

☆ School Info   ⌃ ✕

School Name	College Academy (3851)	School Grade (2018 - 2019)		A
Title 1 School	No	Differentiated Accountability (DA)		No
School of Excellence	Yes	ESSA School		No
Executive Summary	⊕ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3851_10012019_Executive-Summary-19.20.docx)			

☆ High Quality Instruction   ⌃ ✕

Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
11	228	1	0	0	0	---	1	0	1	1
12	169	1	0	0	0	---	1	1	1	N/A

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
11	217	0	2	0	0	---	0	0	0	N/A
12	225	1	0	0	0	---	0	0	1	N/A

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

Broward College has an early warning system called Seahawk Support. Professors refer students through this system and it triggers an advising intervention. Broward College advisors will receive the student's name and will contact the student. When the student visits the Broward College adviser, the student reviews all available resources for help with the adviser. These FREE resources include: professor office hours for individual tutoring and support, Academic Resource Center - free individual tutoring in all subjects, BrainFuse- an online tutoring service.
In addition, the College Academy has established a peer tutoring and peer mentoring program to provide an extra layer of support for struggling or underprepared students.
If the student's cumulative college grade point average is below a 2.5 after the first term, the Collaborative Problem Solving Team meets with the student and parent/guardian to discuss options such as returning to the home high school where the student was more successful. If the student decides to stay at the College Academy, the student will be placed on Academic Probation and will be required to meet with the school counselor to review grade and progress during the semester. According to the state performance contract, the student must earn a 2.5 college grade point average at the end of spring term. If the student does not earn this gpa - they are withdrawn from the College Academy and return to high school.
If a student's unweighted high school gpa drops below a 3.0 - the student is no longer eligible for Dual Enrollment and must return to the home high school.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=3851&district=06)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
100% of College Academy Juniors will be prepared to take a college entrance exam (SAT or ACT) by June 20, 2020 and increase or Florida Academic Scholars percentage by 1% for Class of 2020.	Increase test preparation activities by integrating Khan Academy into CA102 classes and offering Saturday and afterschool test prep events.	Luis Ramos, Math chair, Jodie Weinstein, Guidance DIrector, Michelle Davis & Virginia Engestrom, BRACE Advisors	6/20/2020		$2,500.00		

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?

Due to the unique nature of our program, this section does not apply to us. All students at the College Academy at Broward College enroll full time as college students pursuing an Associate in Arts degree. All students in the College Academy are taking college level English Composition and Literature courses (ENC1101 - English Composition I, ENC1102 - English Composition II, LIT2000 Introduction to Literature). To be selected for the College Academy, student must meet college level entrance exam scores on the Post Education Readiness Test, SAT or ACT.
The content and curriculum for these courses are governed by the state college ie. Broward College.

All 11th grade students take an SAT or ACT and meet the college readiness benchmarks set by College Board or ACT.

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 guidance director and English instructors are responsible for monitoring the data from PSAT, SAT and ACT.

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?

Does not apply to the College Academy at Broward College.

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?

Does not apply to the College Academy at Broward College.

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)?

Instructors assigned to facilitate the College Academy classes attend the college professional development opportunities when offered.

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

We do not have any ELL students at the College Academy at Broward College.

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	
Student Mentoring	Thursday	3rd	8/14/2019 - 5/6/2020	2:00 PM - 4:00 PM	11, 12	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM19--College-Academy.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3851_08272019_Broward-SAM19--College-Academy.pdf)	Wanda Burns-Wright	8/27/2019
3851_10032019_MTSS-RtI-Action-Plan-CA@BC-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3851_10252019_3851_10032019_MTSS-RtI-Action-Plan-CA@BC-(1).pdf)	jodie weinstein	10/25/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	3rd	9/18/2019 - 6/22/2020	11:00 AM - 12:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
3851_10022019_SEL-Plan-20192020-CA@BC-(4).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3851_10252019_3851_10022019_SEL-Plan-20192020-CA@BC-(4).pdf)	jodie weinstein	10/25/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Behavior-Plan-CA-2019.2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3851_04242019_Behavior-Plan-CA-2019.2020.pdf)	jodie weinstein	4/24/2019
3851_CollegeAcademy_Review.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3851_05312019_3851_CollegeAcademy_Review.pdf)	Amber Boles	5/31/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	0	0	0	0	0	0	0	0	0
2017 - 2018	399	382	95.74	15	3.76	2	0.50	0	0.00
2018 - 2019	442	429	97.06	12	2.71	1	0.23	0	0.00

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	11	217	212	97.70	5	2.30	0	0.00	0	0.00
2018 - 2019	12	225	217	96.44	7	3.11	1	0.44	0	0.00

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had **97.1**% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school is among the lowest in the District with only **0.2**% 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 **0.0**% 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
attendance-plan-CABC.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3851_10142019_attendance-plan-CABC.pdf)	jodie weinstein	10/14/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
ASCP20192020CA.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3851_10012019_ASCP20192020CA.pdf)	jodie weinstein	10/1/2019

Equity Plan

File Name	File Uploaded By	Upload Date

File Name	File Uploaded By	Upload Date
3851_10022019_Equity-School-Action-Plan-2019_CA@BC.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3851_10252019_3851_10022019_Equity-School-Action-Plan-2019_CA@BC.pdf)	jodie weinstein	10/25/2019
3851_10022019_Equity-School-Action-Plan-2019_CA@BC.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3851_10252019_3851_10022019_Equity-School-Action-Plan-2019_CA@BC.pdf)	jodie weinstein	10/25/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_2018-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3851_10142019_BPIE_2018-(1).pdf)	jodie weinstein	10/14/2019

☆ **Effective Communication**   ⌃ ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
CA-SAC-Minutes-9-10-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3851_10252019_CA-SAC-Minutes-9-10-19.pdf)	September	Developed	10/25/2019
3851_10142019_College-Academy-at-Broward-College-School-Advisory-Council-Dates--2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3851_10252019_3851_10142019_College-Academy-at-Broward-College-School-Advisory-Council-Dates--2019.pdf)	October	None	10/25/2019
Committee-Membership-SAC-1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3851_10252019_Committee-Membership-SAC-1920.pdf)	October	None	10/25/2019
SAC-ByLaws-1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3851_10142019_SAC-ByLaws-1920.pdf)	October	SAC ByLaws	10/14/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
SurveysReport-CA-Parent-Bilingual.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3851_10162019_SurveysReport-CA-Parent-Bilingual.pdf)	jodie weinstein	10/16/2019
SurveysReport-CA-Student.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3851_10162019_SurveysReport-CA-Student.pdf)	jodie weinstein	10/16/2019
SurveysReportCA-Parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3851_10162019_SurveysReportCA-Parent-Survey.pdf)	jodie weinstein	10/16/2019
SurveysReportStaff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3851_10162019_SurveysReportStaff-Survey.pdf)	jodie weinstein	10/16/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
3851_10022019_Face-Plan-CA@BC-(2).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3851_10252019_3851_10022019_Face-Plan-CA@BC-(2).pdf)	jodie weinstein	10/25/2019
3851_10162019_Programs-and-Services-Checklist-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3851_10252019_3851_10162019_Programs-and-Services-Checklist-(1).pdf)	jodie weinstein	10/25/2019
3851_10162019_Catchthem-Being-Great-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3851_10252019_3851_10162019_Catchthem-Being-Great-(1).pdf)	jodie weinstein	10/25/2019
Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3851_10252019_Cultural-Awareness.pdf)	jodie weinstein	10/25/2019
Customer-Service-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3851_10252019_Customer-Service-(1).pdf)	jodie weinstein	10/25/2019

☆ School Info ⌃ ✖

School Name	Community Center North (3941)	School Grade (2018 - 2019)	
Title 1 School	No	Differentiated Accountability (DA)	No
School of Excellence	---	ESSA School	No
Executive Summary			

☆ High Quality Instruction ⌃ ✖

Early Warning Indicators

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

Broward College has an early warning system called Seahawk Support. Professors refer students through this system and it triggers an advising intervention. Broward College advisors will receive the student's name and will contact the student. When the student visits the Broward College adviser, the student reviews all available resources for help with the adviser. These FREE resources include: professor office hours for individual tutoring and support, Academic Resource Center - free individual tutoring in all subjects, BrainFuse- an online tutoring service.
In addition, the College Academy has established a peer tutoring and peer mentoring program to provide an extra layer of support for struggling or underprepared students.
If the student's cumulative college grade point average is below a 2.5 after the first term, the Collaborative Problem Solving Team meets with the student and parent/guardian to discuss options such as returning to the home high school where the student was more successful. If the student decides to stay at the College Academy, the student will be placed on Academic Probation and will be required to meet with the school counselor to review grade and progress during the semester. According to the state performance contract, the student must earn a 2.5 college grade point average at the end of spring term. If the student does not earn this gpa - they are withdrawn from the College Academy and return to high school.
If a student's unweighted high school gpa drops below a 3.0 - the student is no longer eligible for Dual Enrollment and must return to the home high school.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=3941&district=06)

K-12 Comprehensive Reading Plan

Resources

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

☆ Safe and Supportive Environment ⌃ ✖

Professional Learning Communities (PLC)

No Meeting Schedule

Response to Intervention (MTSS/RtI) Plan

No files have been uploaded.

RtI Team Meeting Schedule

No Meeting Schedule

Social Emotional Learning (SEL) Plan

No files have been uploaded.

School-wide Positive Behavior Plan (SPBP)

No files have been uploaded.

Attendance Plan

Total School AVG

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

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	%

Attendance Type	School Goal

No files have been uploaded.

School Counseling Plan

No files have been uploaded.

Equity Plan

No files have been uploaded.

Best Practices in Inclusive Education (BPIE)

No files have been uploaded.

☆ **Effective Communication**   ⌃ ✖

SAC Documentation

AdvancED eProve Survey Results

No files have been uploaded.

Family and Community Engagement (FACE) Plan

No files have been uploaded.

☆ School Info   ⌃ ✖

School Name	Community Schools South (3951)	School Grade (2018 - 2019)	
Title 1 School	No	Differentiated Accountability (DA)	No
School of Excellence	---	ESSA School	No
Executive Summary			

☆ High Quality Instruction   ⌃ ✖

Early Warning Indicators

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

Broward College has an early warning system called Seahawk Support. Professors refer students through this system and it triggers an advising intervention. Broward College advisors will receive the student's name and will contact the student. When the student visits the Broward College adviser, the student reviews all available resources for help with the adviser. These FREE resources include: professor office hours for individual tutoring and support, Academic Resource Center - free individual tutoring in all subjects, BrainFuse- an online tutoring service.
In addition, the College Academy has established a peer tutoring and peer mentoring program to provide an extra layer of support for struggling or underprepared students.
If the student's cumulative college grade point average is below a 2.5 after the first term, the Collaborative Problem Solving Team meets with the student and parent/guardian to discuss options such as returning to the home high school where the student was more successful. If the student decides to stay at the College Academy, the student will be placed on Academic Probation and will be required to meet with the school counselor to review grade and progress during the semester. According to the state performance contract, the student must earn a 2.5 college grade point average at the end of spring term. If the student does not earn this gpa - they are withdrawn from the College Academy and return to high school.
If a student's unweighted high school gpa drops below a 3.0 - the student is no longer eligible for Dual Enrollment and must return to the home high school.

School Report Card

⌦ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=3951&district=06)

K-12 Comprehensive Reading Plan

Resources

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

☆ Safe and Supportive Environment   ⌃ ✖

Professional Learning Communities (PLC)

No Meeting Schedule

Response to Intervention (MTSS/RtI) Plan

No files have been uploaded.

RtI Team Meeting Schedule

No Meeting Schedule

Social Emotional Learning (SEL) Plan

No files have been uploaded.

School-wide Positive Behavior Plan (SPBP)

No files have been uploaded.

Attendance Plan

Total School AVG

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

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	%

Attendance Type	School Goal

No files have been uploaded.

School Counseling Plan

No files have been uploaded.

Equity Plan

No files have been uploaded.

Best Practices in Inclusive Education (BPIE)

No files have been uploaded.
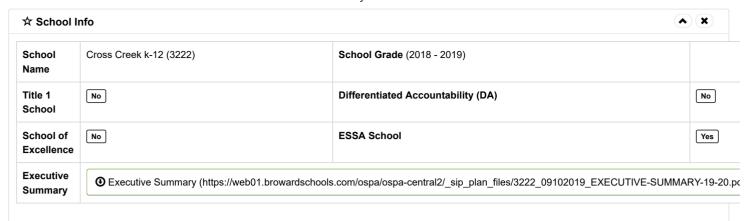
☆ **Effective Communication**   ⌃ ✖

SAC Documentation

AdvancED eProve Survey Results

No files have been uploaded.

Family and Community Engagement (FACE) Plan

No files have been uploaded.

AdvancED eProve Survey Results

☆ School Info   ⌃ ✖

School Name	Cross Creek k-12 (3222)	School Grade (2018 - 2019)	
Title 1 School	No	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/3222_09102019_EXECUTIVE-SUMMARY-19-20.pd		

☆ 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
01	6	1	4	0	---	0	2	3	0	N/A
02	1	1	0	0	---	N/A	1	1	0	N/A
03	1	0	0	0	1	---	0	0	0	1
04	7	4	5	0	5	---	6	6	5	6
05	12	6	9	0	10	---	12	11	11	11
06	12	8	6	7	10	---	6	0	4	11
07	15	10	8	4	10	---	9	0	4	10
08	15	8	5	1	8	---	7	5	6	11
09	18	13	12	13	11	---	16	0	6	13
10	25	15	8	11	14	---	15	0	6	19
11	19	14	4	5	5	---	10	0	2	9
12	25	15	5	5	2	---	13	9	9	3

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
01	5	3	2	0	---	0	2	0	0	N/A

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
02	2	0	2	0	---	0	0	0	0	N/A
03	4	0	3	0	4	---	3	3	0	4
04	2	0	1	0	1	---	1	0	0	2
05	12	4	5	0	9	---	7	2	7	9
06	15	7	9	7	8	---	15	0	10	10
07	22	15	11	9	13	---	17	1	5	15
08	16	11	5	9	12	---	12	10	3	12
09	21	13	11	7	4	---	15	0	6	7
10	16	12	8	10	8	---	15	0	5	8
11	21	10	5	7	0	---	9	0	3	N/A
12	29	18	8	4	0	---	11	10	6	N/A

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

1) . Response to Intervention (RTI): Provide struggling learners with interventions at increasing levels of intensity to accelerate their rate of learning.
2) . Development and implementation of Instructional Focus Calendars that specifically target each grade level and focus on reading across the curriculum
3) . Teachers monitor iReady data and assign individual tasks that match their skill level in class
4) . Recognize student progress with praise and symbolic recognition
5) . Identification of areas of weakness.
6) . Engage students in targeted feedback (data chats).

School Report Card

🖉 FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=3222&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?

Classroom teachers and administration are responsible to ensure classroom instruction is aligned to grade-level standards. Grade level standards are recorded in Lesson Plans, Instructional Focus Calendars and posted in classrooms. The Literacy Coach writes provides teachers be grade level customized Instructional Focus Calendars to the needs of our school.

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?

K-12 iReady Diagnostic Assessments are used to monitor progress. Elementary students also use BAS. Classroom teachers are monitoring progress through Chapter Tests and Quizzes. FSA Individual Reports/Scores are printed and reviewed to assess progress. The Literacy Coach reviews all data and informs the Academic Lesdership Team of school-wide needs.

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?

Cross Creek School ensures that students needing intervention are identified and provided one/one instruction. Teachers have data chats with studetns and share those with administration. Student work on specific skills to support their learning goals. Upon completion of the iReady Diagnostic Testing window, the Academic Leadership meets to review the data. In addition, Professional Learning Communities meet on a regular basis to review the data as it relates to the students' needs reflected in the CARE Cycle .

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?

Cross Creek School is an ESE Center School where 100% of all students are SWDs and are receiving instruction at the Tier 3 Level. All classrooms have a low student to teacher ratio and provide differentiated instruction based on student academic needs. All specially designed instruction is outlined within each students' Individualized Educational Plan.

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

Each Grade Level Team received UDL training which addressed how to ensure that all students can access their education. Best Practices were shared and strategies were modeled by teachers.

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

Currently, Cross Creek School has 3 ELL students enrolled, with 2 in the 4th year of monitoring. Picture dictionaries were provided in the student's home language for all subject areas.

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
1- MATH K-8 . 2-READING 9-12 . 3- POST SECONDARY SUCCESS . 4- TECHNOLOGY K-12 . 5- CLINICAL PATHOLOGY/DIAGNOSES	Friday		8/23/2019 - 5/29/2020	8:35 AM - 9:15 AM	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Response-to-Intervention-process.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3222_08262019_Response-to-Intervention-process.docx)	Margaret Lesch	8/26/2019
Broward-SAM19--Cross-Creek-School-Center.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3222_08272019_Broward-SAM19--Cross-Creek-School-Center.pdf)	Wanda Burns-Wright	8/27/2019
MTSS-RtI-Action-Plan-Cross-Creek-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3222_10142019_MTSS-RtI-Action-Plan-Cross-Creek-2019-20.pdf)	Margaret Lesch	10/14/2019

RtI Team Meeting Schedule

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

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-19-20-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3222_09102019_SEL-Action-Plan-19-20-.pdf)	Margaret Lesch	9/10/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
SPBP2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3222_04242019_SPBP2019-20.pdf)	Sally Judd	4/24/2019
Cross-Creek-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3222_05302019_Cross-Creek-Feedback-Form.pdf)	Tyyne Hogan	5/30/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	177	55	31.07	33	18.64	33	18.64	56	31.64
2017 - 2018	189	31	16.40	44	23.28	47	24.87	67	35.45
2018 - 2019	163	36	22.09	33	20.25	43	26.38	51	31.29

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	%

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	01	5	2	40.00	0	0.00	2	40.00	1	20.00
2018 - 2019	02	2	0	0.00	2	100.00	0	0.00	0	0.00
2018 - 2019	03	4	2	50.00	2	50.00	0	0.00	0	0.00
2018 - 2019	04	2	1	50.00	1	50.00	0	0.00	0	0.00
2018 - 2019	05	12	5	41.67	3	25.00	1	8.33	3	25.00
2018 - 2019	06	15	6	40.00	2	13.33	3	20.00	4	26.67
2018 - 2019	07	22	1	4.55	5	22.73	9	40.91	7	31.82
2018 - 2019	08	16	5	31.25	0	0.00	5	31.25	6	37.50
2018 - 2019	09	20	2	10.00	5	25.00	7	35.00	6	30.00
2018 - 2019	10	15	2	13.33	1	6.67	4	26.67	8	53.33
2018 - 2019	11	21	7	33.33	4	19.05	6	28.57	4	19.05
2018 - 2019	12	29	3	10.34	8	27.59	6	20.69	12	41.38

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 **22.1**% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had **57.7**% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **31.3**% of students were recorded as Severe Chronic Absenteeism, which was more than the District average of 5.26%. Our goal is to reverse this trend and decrease severe chronic absenteeism by at least 2% by the end of the 2019/20 school year.

File Name	File Uploaded By	Upload Date
Cross-Creek-Attendance-Plan-ES-MS-and-HS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3222_10152019_Cross-Creek-Attendance-Plan-ES-MS-and-HS.pdf)	Margaret Lesch	10/15/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
ASCP-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3222_08272019_ASCP-2019-2020.pdf)	Margaret Lesch	8/27/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Cross-Creek-19_20-Equity-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3222_09102019_Cross-Creek-19_20-Equity-Plan.pdf)	Margaret Lesch	9/10/2019

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/2020/3222_08262019_BPIE_2018.pdf)	Margaret Lesch	8/26/2019

☆ **Effective Communication**   ⌃ ✕

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
CROSS-CREEK-SCHOOL-SAC-MEETING-DATES-2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3222_10142019_CROSS-CREEK-SCHOOL-SAC-MEETING-DATES-2019.docx)	October	A+ Funds	10/14/2019
MTSS-ACTION-PLAN.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3222_10032019_MTSS-ACTION-PLAN.pdf)	October	A+ Funds	10/3/2019
SAF-AGENDA-and-MINUTES-9-5-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3222_09122019_SAF-AGENDA-and-MINUTES-9-5-19.pdf)	September	A+ Funds	9/12/2019
Cross-Creek-SAC-Sign-In-10-5-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3222_09122019_Cross-Creek-SAC-Sign-In-10-5-19.pdf)	September	A+ Funds	9/12/2019
SAC-and-SAF-Minutes-9-5-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3222_09122019_SAC-and-SAF-Minutes-9-5-19.pdf)	September	A+ Funds	9/12/2019
Committee-Membership-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3222_09102019_Committee-Membership-19-20.pdf)	September	Monitored	9/10/2019
SAC-ByLaws19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3222_09102019_SAC-ByLaws19-20.pdf)	September	SAC ByLaws	9/10/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
eProofSurveyReportParent-Bilingual.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3222_09122019_eProofSurveyReportParent-Bilingual.pdf)	Margaret Lesch	9/12/2019
eProofSurveyReportParent.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3222_09122019_eProofSurveyReportParent.pdf)	Margaret Lesch	9/12/2019
eProofSurveyReportStaff.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3222_09122019_eProofSurveyReportStaff.pdf)	Margaret Lesch	9/12/2019

File Name	File Uploaded By	Upload Date
eProofSurveyReportStudent-Middle-High.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3222_09122019_eProofSurveyReportStudent-Middle-High.pdf)	Margaret Lesch	9/12/2019

Family and Community Engagement (FACE) Plan

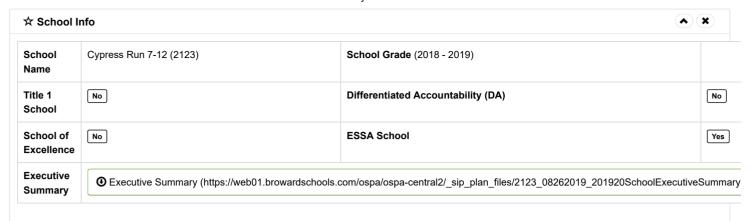| File Name	File Uploaded By	Upload Date
Cross-Creek-School-Face-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3222_10142019_Cross-Creek-School-Face-Plan-2019-20.pdf)	Margaret Lesch	10/14/2019

☆ School Info   ⌃ ✖

School Name	Cypress Run 7-12 (2123)	School Grade (2018 - 2019)	
Title 1 School	No	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/2123_08262019_201920SchoolExecutiveSummary		

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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
07	15	12	15	4	8	---	13	0	1	9
08	31	26	31	7	22	---	27	7	9	25
09	26	19	22	14	9	---	22	0	11	11
10	24	20	18	15	8	---	20	0	5	11
11	15	13	8	8	2	---	11	0	2	3
12	7	4	2	1	1	---	3	0	0	1

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
07	14	11	13	4	9	---	13	0	1	11
08	22	16	18	6	11	---	17	5	4	13
09	25	16	20	12	10	---	20	0	7	18
10	25	15	20	14	13	---	20	1	5	18
11	25	16	20	13	0	---	18	0	3	N/A
12	20	12	15	6	1	---	12	8	1	1

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

Reading and Math Pullouts
Reading and Math Pushins
Cycle Reteach Sessions
Student to Teacher Data Chats
Course Recovery
Competency Based Courses
Acceleration Academy

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=2123&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 responsible parties are the Team Leader, Literacy Coach, and Administration. The evidence collected to demonstrate instruction is aligned to grade-level standards are pre/post tests, quizzes, exit tickets, student artifacts, and portfolios.

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 progress monitoring data is collected by the teachers through FSA data and pre and post tests. Teachers review the data with administration at scheduled data chats.

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

RTI meetings (biweekly) - discuss and devise a plan for students referred from teachers
Support Team Meetings (weekly) - discuss the most fragile students and how resources will be provided for these students
Case Managers (monthly) - meet with students to review grades
Collaborative Team Meetings (biweekly) - support staff meet with grade level teachers to discuss teacher concerns to provide support

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?

Project-based learning is implemented school-wide
Newsela is used in the reading classes as an supplemental intervention
Vocabulary.com is used in ELA classes
Literacy Coach conducts weekly pullout groups to work with lower level students in reading and wiriting\
ESE faciliator and ESE teacher conducts daily pullout and pushin groups to work with SWDs who are struggling in math

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)?

Variety of teacher trainings offered by the district
Canvas Training
Monthly technology training offered by the district
Subject-area district support visits the school
Backward Design Training
Graudal Release

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

Pullouts and pushin groups conducted by ELL coordinator

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	
Instructional Focus Strategies	Tuesday	1st, 2nd, 3rd	8/20/2019 - 6/2/2020	8:15 AM - 9:15 AM	7, 8, 9, 10, 11, 12	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM-19-Cypress-Run-Education-Center.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2123_08272019_Broward-SAM-19-Cypress-Run-Education-Center.pdf)	Wanda Burns-Wright	8/27/2019
MTSS-RtI-Action-Plan-1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2123_10032019_MTSS-RtI-Action-Plan-1920.pdf)	Janet Jackson	10/3/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	3rd	8/19/2019 - 6/2/2020	8:30 AM - 3:30 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
2123-08-23-SELActionPlan2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2123_08262019_2123-08-23-SELActionPlan2019.pdf)	Dean Belter	8/26/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2123_04302019_19-20BehaviorPlan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2123_05152019_2123_04302019_19-20BehaviorPlan.docx)	Tyyne Hogan	5/15/2019
Cypress-Run-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2123_05302019_Cypress-Run-Feedback-Form.pdf)	Tyyne Hogan	5/30/2019

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	254	59	23.23	42	16.54	49	19.29	104	40.94
2017 - 2018	235	40	17.02	35	14.89	63	26.81	97	41.28
2018 - 2019	124	12	9.68	27	21.77	36	29.03	49	39.52

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	07	14	1	7.14	2	14.29	5	35.71	6	42.86
2018 - 2019	08	23	2	8.70	4	17.39	3	13.04	14	60.87
2018 - 2019	09	25	3	12.00	5	20.00	11	44.00	6	24.00
2018 - 2019	10	22	2	9.09	7	31.82	6	27.27	7	31.82
2018 - 2019	11	22	3	13.64	5	22.73	7	31.82	7	31.82
2018 - 2019	12	18	1	5.56	4	22.22	4	22.22	9	50.00

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had **9.7**% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had **68.5**% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **39.5**% of students were recorded as Severe Chronic Absenteeism, which was more than the District average of 5.26%. Our goal is to reverse this trend and decrease severe chronic absenteeism by at least 2% by the end of the 2019/20 school year.

File Name	File Uploaded By	Upload Date
Attendance-Plan-1920-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2123_11062019_Attendance-Plan-1920-(1).pdf)	Janet Jackson	11/6/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
2123-2019-2020-Counseling-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2123_08282019_2123-2019-2020-Counseling-Plan.pdf)	Dean Belter	8/28/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-School-Action-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2123_10022019_Equity-School-Action-Plan-2019.pdf)	Janet Jackson	10/2/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_201920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2123_10032019_BPIE_201920.pdf)	Janet Jackson	10/3/2019
BPIE-Plan-1920(2).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2123_10032019_BPIE-Plan-1920(2).pdf)	Janet Jackson	10/3/2019

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SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
2123-SAF-Minutes-and-Sign-In-Sheets-10-08-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2123_10192019_2123-SAF-Minutes-and-Sign-In-Sheets-10-08-2019.pdf)	October	Monitored	10/19/2019
2123-SAF-Agenda-10-08-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2123_10192019_2123-SAF-Agenda-10-08-2019.pdf)	October	Monitored	10/19/2019
2123-Minutes-and-Sign-In-Sheets-10-08-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2123_10192019_2123-Minutes-and-Sign-In-Sheets-10-08-2019.pdf)	October	Monitored	10/19/2019
2123-Agenda-10-08-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2123_10192019_2123-Agenda-10-08-2019.pdf)	October	Monitored	10/19/2019
19-20-SACdates.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2123_10142019_19-20-SACdates.pdf)	October	None	10/14/2019
2123-2019-2020-SAC-Composition-Report.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2123_09142019_2123-2019-2020-SAC-Composition-Report.pdf)	September	None	9/14/2019
2123-SAF-Minutes-and-Sign-In-Sheets-9-10-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2123_09142019_2123-SAF-Minutes-and-Sign-In-Sheets-9-10-2019.pdf)	September	Monitored	9/14/2019
2123-SAF-Agenda-9-10-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2123_09142019_2123-SAF-Agenda-9-10-2019.pdf)	September	Monitored	9/14/2019
2123-Minutes-and-Sign-In-Sheets-09-10-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2123_09142019_2123-Minutes-and-Sign-In-Sheets-09-10-2019.pdf)	September	Monitored	9/14/2019
2123-Agenda-09-10-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2123_09142019_2123-Agenda-09-10-2019.pdf)	September	Monitored	9/14/2019
SAF-Bylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2123_09142019_SAF-Bylaws.pdf)	September	SAF ByLaws	9/14/2019
SAC-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2123_09142019_SAC-ByLaws.pdf)	September	SAC ByLaws	9/14/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
SurveysReportStudent.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2123_09102019_SurveysReportStudent.pdf)	Janet Jackson	9/10/2019
SurveysReportParent.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2123_09102019_SurveysReportParent.pdf)	Janet Jackson	9/10/2019
SurveysReportStaff.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2123_09102019_SurveysReportStaff.pdf)	Janet Jackson	9/10/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2123_09102019_Face-Plan.pdf)	Janet Jackson	9/10/2019

☆ School Info   ⌃ ✖

School Name	Dave Thomas (3651)	School Grade	(2018 - 2019)	
Title 1 School	---	Differentiated Accountability (DA)		No
School of Excellence	---	ESSA School		Yes
Executive Summary	⊕ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3651_09052019_DTEC_Executive-Summary.pdf)			

☆ High Quality Instruction   ⌃ ✖

Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
07	2	2	1	1	1	---	2	0	1	1
08	105	25	8	0	88	---	19	6	36	103
09	11	10	2	2	4	---	4	0	1	5
10	48	34	12	5	26	---	21	0	10	27
11	164	136	21	5	78	---	62	0	17	81
12	402	336	49	11	97	---	177	116	87	115

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
07	2	2	0	0	1	---	2	0	1	1
08	74	24	9	2	57	---	46	32	12	70
09	32	23	7	0	20	---	21	0	13	24
10	73	57	31	8	39	---	49	0	15	44
11	154	122	34	10	0	---	50	0	22	N/A
12	415	334	45	3	0	---	158	84	83	N/A

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

We will use RtI process to address students with academic performance as identified by the early warning system. BASIS 3.0 will be the tool teachers will use to indicate strategies used in the classroom prior to an RtI referral. Teachers will use such strategies as calling parents and providing one on one remediation. Teachers will collaborate with coaches to conduct push in and pull outs. Teachers will identify students learning styles and provide differentiated instruction accordingly. Teachers will monitor student academic progress through the use of USA Test Prep, Khan Academy and other common formative assessments for progress monitoring.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=3651&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?

Teachers, instructional support staff and administration. Evidence is collected through observations, assessment data, feedback.

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?

Teacher made assessments/reviewed by teachers.
Formative and summative assessments/reviewed by instructional coaches.

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 implements remediation strategies and constant feedback through data chats.

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

Enrichment and remediation strategies by teachers. Pull out and push in by instructional coaches.

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

We have done PLCs on multiple intelligences, Depth of Knowledge questioning, differentiated instruction.

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

Burlington English, Implementation of ESOL strategies in classrooms, ESOL Peer Tutoring

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 7-12	Thursday	1st	9/12/2019 - 4/2/2020	12:00 PM - 2:30 PM	7, 8, 9, 10, 11, 12
Science 7-12	Thursday	1st	9/12/2019 - 4/2/2020	12:00 PM - 2:30 PM	7, 8, 9, 10, 11, 12
Social Studies 7-12	Thursday	1st	9/12/2019 - 4/2/2020	12:00 PM - 2:30 PM	7, 8, 9, 10, 11, 12
Math 7-12	Thursday	1st	9/12/2019 - 4/2/2020	12:00 PM - 2:30 PM	7, 8, 9, 10, 11, 12

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
DTEC-MTSS-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3651_10032019_DTEC-MTSS-Action-Plan.pdf)	Loida Perez	10/3/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st	9/4/2019 - 5/6/2020	8:45 AM - 9:30 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
DTEC-SEL-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3651_09162019_DTEC-SEL-Action-Plan.pdf)	Loida Perez	9/16/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
DTEC2019-2020behaviorplan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3651_05202019_DTEC2019-2020behaviorplan.docx)	Desiree Montalvo	5/20/2019
Dave-Thomas-Education-Ctr-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3651_05242019_Dave-Thomas-Education-Ctr-Feedback-Form-2019-20.pdf)	Georeane Nigro	5/24/2019

Attendance Plan

Total School AVG

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

School Year	Population	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	830	134	16.14	96	11.57	174	20.96	426	51.33
2017 - 2018	886	119	13.43	118	13.32	140	15.80	509	57.45
2018 - 2019	751	103	13.72	78	10.39	138	18.38	432	57.52

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	08	76	30	39.47	18	23.68	14	18.42	14	18.42
2018 - 2019	09	32	3	9.38	6	18.75	10	31.25	13	40.63
2018 - 2019	10	73	5	6.85	9	12.33	25	34.25	34	46.58
2018 - 2019	11	153	17	11.11	14	9.15	28	18.30	94	61.44
2018 - 2019	12	417	48	11.51	31	7.43	61	14.63	277	66.43

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 **13.7**% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had **75.9**% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **57.5**% of students were recorded as Severe Chronic Absenteeism, which was more than the District average of 5.26%. Our goal is to reverse this trend and decrease severe chronic absenteeism by at least 2% by the end of the 2019/20 school year.

File Name	File Uploaded By	Upload Date
Attendance-Plan-MS-and-HS-Template-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3651_10152019_Attendance-Plan-MS-and-HS-Template-(1).pdf)	Synithia Crawford	10/15/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
DTEC-School-Counseling-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3651_09272019_DTEC-School-Counseling-Plan.pdf)	Loida Perez	9/27/2019

Equity Plan

File Name	File Uploaded By	Upload Date
DTEC-Equity-Report.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3651_10032019_DTEC-Equity-Report.pdf)	Loida Perez	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
DTEC-BPIE-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3651_10032019_DTEC-BPIE-Plan.pdf)	Loida Perez	10/3/2019

☆ **Effective Communication** ⌃ ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
DTEC-SAC-Composition.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3651_10252019_DTEC-SAC-Composition.pdf)	October	None	10/25/2019
DTEC-SAC-Oct-Agenda-Min-Signin.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3651_10142019_DTEC-SAC-Oct-Agenda-Min-Signin.pdf)	October	None	10/14/2019
DTEC-SAF-Oct-Agenda-Min-Signin.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3651_10112019_DTEC-SAF-Oct-Agenda-Min-Signin.pdf)	October	None	10/11/2019
DTEC-SAF-Bylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3651_09162019_DTEC-SAF-Bylaws.pdf)	September	SAF ByLaws	9/16/2019
DTEC-SAC-Bylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3651_09162019_DTEC-SAC-Bylaws.pdf)	September	SAC ByLaws	9/16/2019
DTEC-SAF-Sept-Agenda-Min-Signin.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3651_09162019_DTEC-SAF-Sept-Agenda-Min-Signin.pdf)	September	None	9/16/2019
DTEC-SAC-Sept-Agenda-Min-Signin.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3651_09162019_DTEC-SAC-Sept-Agenda-Min-Signin.pdf)	September	Monitored	9/16/2019
DTEC_SAC_MEETING_DATES.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3651_09102019_DTEC_SAC_MEETING_DATES.pdf)	September	None	9/10/2019
DTEC_SAC_Welcome_Letter.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3651_09092019_DTEC_SAC_Welcome_Letter.pdf)	September	None	9/9/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
SurveysReportDaveThomas-Parent.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3651_10032019_SurveysReportDaveThomas-Parent.pdf)	Loida Perez	10/3/2019

File Name	File Uploaded By	Upload Date
SurveysReportDaveThomasBilingual.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3651_10032019_SurveysReportDaveThomasBilingual.pdf)	Loida Perez	10/3/2019
SurveysReportDaveThomasStudent.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3651_10032019_SurveysReportDaveThomasStudent.pdf)	Loida Perez	10/3/2019
SurveysReportStaff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3651_10032019_SurveysReportStaff-Survey.pdf)	Loida Perez	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
DTEC-Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3651_10032019_DTEC-Customer-Service.pdf)	Loida Perez	10/3/2019
DTEC-Programs-and-Services-Checklist-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3651_10032019_DTEC-Programs-and-Services-Checklist-.pdf)	Loida Perez	10/3/2019
DTEC-Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3651_10032019_DTEC-Cultural-Awareness.pdf)	Loida Perez	10/3/2019
DTEC-Catchthem-Being-Great.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3651_10032019_DTEC-Catchthem-Being-Great.pdf)	Loida Perez	10/3/2019

☆ School Info   ⌃ ✖

School Name	H.D. Perry Educational Center 7-12 (0592)	School Grade (2018 - 2019)	
Title 1 School	[---]	Differentiated Accountability (DA)	
School of Excellence	[---]	ESSA School	
Executive Summary	⊕ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0592_09102019_School_Executive_Summary_HD-		

☆ High Quality Instruction   ⌃ ✖

Early Warning Indicators

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

Upon entering classes, students are given a pretest to determine their current level, and teachers use the results of this test to drive instruction for the student. In addition, teachers conduct monthly progress monitoring with each student in their second period classes to ensure students understand where they are in terms of graduation requirements, testing, behavior, and socio-emotional needs. During the course of these conversations as well as daily conversations with students, teachers will choose to document RtI interventions for students, and choose to begin the RtI process. The RtI team meets biweekly to determine what progression is needed for each student.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=0592&district=06)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
As evident in the SES Band Data, the contents that will be of primary focus for improving student achievement will be in the areas of math and reading learning gains as well as contributing to increased overall mathematics and reading proficiency levels.	The BEST Practice that will be utilized to improve teaching and learning to increase performance within the SES Bands will be through our implementation of the CARE Process. The English Department has paired with the Reading Department to align instructional practices of the specific standards and assess students using the formative assessments provided by the district. The English Department will then focus on the open responses and the Reading Department will focus on the multiple-choice items. Together, the department will develop remediation and enrichment plans to address the individual student plans.	Literacy Coach and PLC Facilitators for Math, Reading and Language Arts	6/5/2019	School-Based PLCs and District Training that focus on areas in Math and Reading	Accountability Funds of $8000 will be spent on Test Preparations and ELL Enrichment Camp to improve Literacy in the classrooms and increasing student performance in Math and ELA State Assessments	The BEST Practice will be monitored through twice monthly department meetings. Teachers that have an EOC exam are scheduled to have the same meetings. The teachers within the core subject areas are to meet during PLC's to discuss common strategies and how they are implementing the CARE process, best practices, and ensuring common practices. Specifically, the English and Reading Departments will meet together on a monthly basis to implement the established CARE process for ELA.	

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 Administrator is responsible for ensuring that classroom instruction is aligned with the grade-level standards. Non-evaluative walk-throughs are conducted to assess implementation and teachers submit weekly lesson plans for review to ensure that activities and the standards are aligned.

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?

Florida Assessments in Reading-Florida Standards (FAIR-FS) data is collected to determine how students are progressing toward reading proficiency. Students are also assigned a pre and post when they begin a class to assess their reading proficiency and comprehension which is monitored throughout the school year. Additionally, Idea Proficiency Test (IPT) is administered to ELLs to monitor English Language proficiency. The Literacy Coach is responsible for collecting and reviewing the results from FAIR and the ESOL Coordinator monitors IPT results for re-evaluation.

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

Teachers conduct monthly data charts with students to identify those who are not progressing towards individual and grade level goals and create RTI referral for review by CPS team.

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

Teachers utilize differentiated instruction and provide small group and one-on-one support to students who have been identified through the RTI process. The Literacy Coach and Support Staff also provide academic support through pull-outs and push-ins to support students. Teachers collaborate and create assessments to fit the needs of the SWD 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 attend monthly school-based PLC workshops that focus on Lesson Planning, Student Engagement Activities and Differentiated Instruction and Best Practices. Additionally, they attend district specific Content Area workshops to scale-up their practices. The Literacy Coach also provide support through modelling and assistance in planning.

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

To increase the percentage of ELLs becoming proficient on ACCESS, students utilize Burlington and Achieve 3000 to improve proficiency in English. They also receive individual and small-group tutoring in the classroom and by attending Student Enrichment Camp to prepare them for State Assessments.

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	
CURRICULUM CONVERSATIONS			6/2/2020 - 6/20/2020	2:30 PM - 4:30 PM	7, 8, 9, 10, 11, 12	
CURRICULUM CONVERSATIONS			4/9/2020 - 4/9/2020	2:30 PM - 4:30 PM	7, 8, 9, 10, 11, 12	
CURRICULUM CONVERSATIONS			3/20/2020 - 3/20/2020	1:30 PM - 4:30 PM	7, 8, 9, 10, 11, 12	
CURRICULUM CONVERSATIONS			3/17/2020 - 3/17/2020	1:30 PM - 4:30 PM	7, 8, 9, 10, 11, 12	
CURRICULUM CONVERSATIONS			2/20/2020 - 2/2/2020	2:30 PM - 4:30 PM	7, 8, 9, 10, 11, 12	
CURRICULUM CONVERSATIONS			1/6/2020 - 1/6/2020	1:30 PM - 4:30 PM	7, 8, 9, 10, 11, 12	
CURRICULUM CONVERSATIONS			10/18/2019 - 10/18/2019	1:00 PM - 4:30 PM	7, 8, 9, 10, 11, 12	
6501 INSTRUCTIONAL LEADERS OF LEARNING 7-12	Thursday	1st	9/4/2019 - 5/7/2020	10:00 AM - 1:00 PM	7, 8, 9, 10, 11, 12	
CURRICULUM CONVERSATIONS	Wednesday	2nd, 4th	7/15/2019 - 6/3/2020	9:00 AM - 9:30 AM	7, 8, 9, 10, 11, 12	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM19-Henry-D.-Perry-Educational-Center.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0592_08272019_Broward-SAM19-Henry-D.-Perry-Educational-Center.pdf)	Wanda Burns-Wright	8/27/2019
MTSS-RtI-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0592_09262019_MTSS-RtI-Action-Plan.pdf)	Priyasha Jadoo	9/26/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	9/10/2019 - 4/21/2020	10:00 AM - 12:30 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019-2020-(HDPEC---6501).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0592_09262019_SEL-Action-Plan-2019-2020-(HDPEC---6501).pdf)	Priyasha Jadoo	9/26/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
HDPEC-2019-20-SPBP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0592_05172019_HDPEC-2019-20-SPBP.pdf)	Desiree Montalvo	5/17/2019
HD-Perry-Feedback-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0592_06182019_HD-Perry-Feedback-19-20.pdf)	Desiree Montalvo	6/18/2019

Attendance Plan

Total School AVG

		Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
School Year	Population	Number	%	Number	%	Number	%	Number	%
2016 - 2017	1254	132	10.53	121	9.65	203	16.19	798	63.64
2017 - 2018	0	0	0	0	0	0	0	0	0

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	%

Attendance Type	School Goal

File Name	File Uploaded By	Upload Date
HDPEC-Attendance-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0592_10022019_HDPEC-Attendance-Plan-2019-2020.pdf)	Priyasha Jadoo	10/2/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
School-Counseling-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0592_09152019_School-Counseling-Plan.pdf)	Priyasha Jadoo	9/15/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-_HDPEC19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0592_09202019_Equity-Diversity-Action-Plan-_HDPEC19.pdf)	Priyasha Jadoo	9/20/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
HDPEC-BPIE-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0592_10022019_HDPEC-BPIE-Plan-2019-2020.pdf)	Priyasha Jadoo	10/2/2019

☆ **Effective Communication** ⌃ ✕

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Composition-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0592_10252019_SAC-Composition-2019-2020.pdf)	October	Developed	10/25/2019
SAC-Meeting-Dates-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0592_10132019_SAC-Meeting-Dates-2019-2020.pdf)	October	Developed	10/13/2019
SAC-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0592_10132019_SAC-ByLaws.pdf)	October	SAC ByLaws	10/13/2019
SAF-Sign-in-Oct.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0592_10082019_SAF-Sign-in-Oct.pdf)	October	Developed	10/8/2019
SAC-Sign-in-Oct-8th.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0592_10082019_SAC-Sign-in-Oct-8th.pdf)	October	Developed	10/8/2019
Agenda-Oct-8th.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0592_10082019_Agenda-Oct-8th.pdf)	October	Developed	10/8/2019
SAC-Minutes-Sept.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0592_10082019_SAC-Minutes-Sept.pdf)	October	Developed	10/8/2019
SAC-Sign-in-Sheet-Sept.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0592_09262019_SAC-Sign-in-Sheet-Sept.pdf)	September	Developed	9/26/2019
SAC-Agenda-Sept.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0592_09262019_SAC-Agenda-Sept.pdf)	September	Developed	9/26/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0592_10142019_Staff-Survey.pdf)	Priyasha Jadoo	10/14/2019
Parent--Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0592_10142019_Parent--Survey.pdf)	Priyasha Jadoo	10/14/2019
Parent-Survey-Bilingual.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0592_10142019_Parent-Survey-Bilingual.pdf)	Priyasha Jadoo	10/14/2019
Student-Survey-Middle-&-High.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0592_10142019_Student-Survey-Middle-&-High.pdf)	Priyasha Jadoo	10/14/2019

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/2020/0592_09202019_Programs-and-Services-Checklist.pdf)	Priyasha Jadoo	9/20/2019
Catchthem-Being-Great.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0592_09262019_Catchthem-Being-Great.pdf)	Priyasha Jadoo	9/26/2019
Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0592_09262019_Cultural-Awareness.pdf)	Priyasha Jadoo	9/26/2019
Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0592_09262019_Customer-Service.pdf)	Priyasha Jadoo	9/26/2019

☆ School Info ⌃ ✖

School Name	Lanier-James Ed Center (0405)	School Grade (2018 - 2019)	
Title 1 School	---	Differentiated Accountability (DA)	No
School of Excellence	---	ESSA School	Yes
Executive Summary	⊕ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0405_10092019_Executive-Summary-.pdf)		

☆ High Quality Instruction ⌃ ✖

Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
07	11	8	10	4	5	---	9	0	2	6
08	23	19	22	13	15	---	21	10	6	16
09	11	10	7	5	3	---	9	0	3	4
10	21	15	20	17	8	---	18	0	3	9
11	13	12	12	7	3	---	12	0	2	5
12	10	7	7	1	2	---	7	2	0	3

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
07	10	7	7	3	5	---	7	2	2	6
08	20	13	19	11	11	---	16	6	1	17
09	26	21	23	22	8	---	25	0	4	13
10	24	17	20	18	7	---	20	0	1	13
11	16	8	15	12	0	---	13	0	1	N/A
12	18	13	15	7	0	---	12	5	1	N/A

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

When students are assigned to Lanier-James Education Center, they are assigned a mentor who is a member of the support staff. The mentor sees their mentees each day when they distribute their daily point sheets to them each morning. The mentor monitors the academic progress and the behavior of each of their mentees.

Academic interventions are provided by classroom teachers for students on an individual basis. The class size makes it possible for students to receive one-on-one instruction and support. Teachers work closely with parents as well as other staff members to provide the needed support. If additional support is needed, the student is referred to the RtI team which will meet and then monitor the student as well as provide additional interventions and/or support as needed by each student.

Individual student data is disaggregated. Student credits are monitored throughout the year. The guidance counselors enroll students who are in need of recovery in recovery courses. Students who are identified as ESE receive additional support via pull-outs and/or push-ins from the ESE specialist and the ESE support facilitators.

School Report Card

⌶ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=0405&district=06)

K-12 Comprehensive Reading Plan

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

All Teachers, Administrators, & Support Staff are responsible for ensuring that classroom instruction is aligned to NGSSS and grade-level standards. All lesson plans must reflect grade-level standards being addressed along with teaching objectives. Lesson plans will be periodically reviewed by the school administration and literacy coach in order to ensure fidelity.

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 is collected and monitored by the school's Literacy Coach in collaboration with the ELA teachers, Reading teachers, and the leadership team. All ELA and Reading Teachers are responsible for reviewing stduent progress to inform their practice. The literacy coach will collect school-wide literacy data as measured on standarized assessments to target subgroups that are not proficient and not moving towards proficiency.

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

Students that are not progressing towards individual and grade level goals are montiored and provided additional support by the support staff and literacy coach using pullout sessions to work with the students one on one periodically each quarter. In addition, students will participate in course recovery , in-school tutoring, and self-paced computer-based learning opportunities. Furthermore our school will use WIDA to continue to support the educational needs of all our ELL students in order to assess and develop their literacy skill set and improve proficiency.

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 employs of wide-range of instructional resources and strategies in order to target and address literacy deficiencies amoung our SWD population which includes pull out sessions, use of internet resources such as No Red Ink, Vocabulary.com, Newsela, iReady, and school wide literacy iniatiates that promote reading across all curricular areas. Classroom libraries, (SSRVL)-Silent Sustained Reading Video, and Listening, School-wide poetry contest -Truth 2 Dare, Skills lab- where students are referred by their classroom teacher to help them address a targeted skill at their own pace for further support.

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

Our teachers will be involved in professional development that specifically addresses our student population and promote school-wide literacy. Our teachers will be involve in periodic collaboration to review our student data, literacy standards, district updates, participate in cross curricular literacy lessons, and co-plan.

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

Our ELL students recieve support through differentiated instruction from their classroom teachers, as well support from our support staff. In addition, our students will be utilizing our writing lab in order to increase their Fab Four Skills- Reading, Writing, Speaking, & Listening. Our ELL student s will also participate in periodic pull-out sessions to assess, monitor,and fill gaps in their literacy using district approved assessments, textbooks, and interactive learning programs.

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	
0405ELA, 0405Math/Science, 0405Support Staff	Tuesday	1st, 3rd	9/17/2019 - 5/14/2020	8:45 AM - 9:15 AM	7, 8, 9, 10, 11, 12	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM19--Lanier-James-Education-Center-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0405_08272019_Broward-SAM19--Lanier-James-Education-Center-(1).pdf)	Wanda Burns-Wright	8/27/2019
MTSS-RtI-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0405_10032019_MTSS-RtI-Action-Plan.pdf)	Eddie Mitchell	10/3/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd, 4th	9/11/2019 - 5/20/2020	8:45 AM - 9:15 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0405_10132019_SEL-Action-Plan.pdf)	Eddie Mitchell	10/13/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
0405_04302019_School-wide-Positive-Behavior-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0405_05152019_0405_04302019_School-wide-Positive-Behavior-Plan.pdf)	Tyyne Hogan	5/15/2019
Lanier-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0405_05302019_Lanier-Feedback-Form.pdf)	Tyyne Hogan	5/30/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	197	38	19.29	34	17.26	30	15.23	95	48.22
2017 - 2018	187	32	17.11	34	18.18	35	18.72	86	45.99
2018 - 2019	108	7	6.48	22	20.37	28	25.93	51	47.22

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	07	9	1	11.11	1	11.11	2	22.22	5	55.56
2018 - 2019	08	21	3	14.29	4	19.05	6	28.57	8	38.10
2018 - 2019	09	24	2	8.33	3	12.50	7	29.17	12	50.00
2018 - 2019	10	24	1	4.17	6	25.00	6	25.00	11	45.83
2018 - 2019	11	12	0	0.00	4	33.33	2	16.67	6	50.00
2018 - 2019	12	18	0	0.00	4	22.22	5	27.78	9	50.00

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had **6.5**% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had **73.1**% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **47.2**% of students were recorded as Severe Chronic Absenteeism, which was more than the District average of 5.26%. Our goal is to reverse this trend and decrease severe chronic absenteeism by at least 2% by the end of the 2019/20 school year.

File Name	File Uploaded By	Upload Date

File Name	File Uploaded By	Upload Date
Attendance-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0405_10032019_Attendance-Plan.pdf)	Eddie Mitchell	10/3/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
AGP-20_Reyes_Williams.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0405_10012019_AGP-20_Reyes_Williams.pdf)	Eddie Mitchell	10/1/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0405_10102019_Equity-Diversity-Action-Plan.pdf)	Eddie Mitchell	10/10/2019

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/2020/0405_10032019_BPIE-Plan.pdf)	Eddie Mitchell	10/3/2019

☆ **Effective Communication**   ⌃   ✖
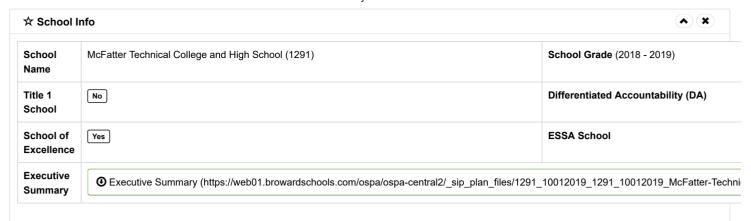
SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Composition-Membership-2019_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0405_10252019_SAC-Composition-Membership-2019_2020.pdf)	October	A+ Funds	10/25/2019
SAF-Bylaw.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0405_10142019_SAF-Bylaw.pdf)	October	SAF ByLaws	10/14/2019
SAC_SAF-Meeting-Dates-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0405_10132019_SAC_SAF-Meeting-Dates-2019-2020.pdf)	October	Monitored	10/13/2019
SAC-SAF-September-Sign-in-Sheet.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0405_10132019_SAC-SAF-September-Sign-in-Sheet.pdf)	October	A+ Funds	10/13/2019
School-Advisory-Council-Agenda-and-Minutes-September-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0405_10032019_School-Advisory-Council-Agenda-and-Minutes-September-.pdf)	October	A+ Funds	10/3/2019
SAC-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0405_10032019_SAC-ByLaws.pdf)	October	SAC ByLaws	10/3/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
SurveysReportLanierParentBilingual.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0405_10032019_SurveysReportLanierParentBilingual.pdf)	Eddie Mitchell	10/3/2019
SurveysReportPrint4988874518657828373LanierStaff.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0405_10042019_SurveysReportPrint4988874518657828373LanierStaff.pdf)	Eddie Mitchell	10/4/2019
SurveysReportPrint2393302906798562394LanierStudent.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0405_10042019_SurveysReportPrint2393302906798562394LanierStudent.pdf)	Eddie Mitchell	10/4/2019
SurveysReportPrint6325206958735945605LanierParent.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0405_10042019_SurveysReportPrint6325206958735945605LanierParent.pdf)	Eddie Mitchell	10/4/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0405_10032019_Face-Plan.pdf)	Eddie Mitchell	10/3/2019
Catchthem-Being-Great-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0405_10032019_Catchthem-Being-Great-.pdf)	Eddie Mitchell	10/3/2019
Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0405_10032019_Cultural-Awareness.pdf)	Eddie Mitchell	10/3/2019
Customer-Service-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0405_10032019_Customer-Service-.pdf)	Eddie Mitchell	10/3/2019

☆ School Info   ⌃ ✖

School Name	McFatter Technical College and High School (1291)	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/1291_10012019_1291_10012019_McFatter-Techni		

☆ 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
09	147	7	1	1	0	---	24	0	0	143
10	148	6	6	9	7	---	44	0	0	146
11	143	11	1	1	0	---	1	0	0	3
12	168	45	1	6	0	---	7	3	6	4

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
09	146	16	2	2	0	---	1	0	0	142
10	144	3	3	6	0	---	0	0	0	144
11	143	9	0	3	0	---	1	0	0	N/A
12	172	27	0	1	0	---	2	1	7	N/A

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

We will employ several interventions to improve the academic performance of all students that are identified with one or more of the early warning indicators.

- All 9th - 11th Grade Students that earned a level 1 or 2 based on the FSA/ELA scores will be placed in an Intensive Reading Class and/or provided additional one-on-one intervention/support
- Schoolwide PLCs with a focus on high-yield instructional strategies
- Provide FSA/ELA Tutoring Sessions before, during and after school
- All 9th -11th Grade Students that earned a level 1 or 2 based on the EOC for Algebra I & Geometry will by supported by using enhanced progress monitoring techniques that will include the use of USA Test Prep and additional one-on-one intervention/support
- F.A.S.T. Program (Fostering Academic Success Together), which is a whole child approach to increasing student achievement in all content areas by fostering a safe learning environment that will address study skills, effective time management, and tutoring.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=1291&district=06)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
ELA Tutoring & Support, F.A.S.T. Program (Fostering Academic Success Together), Professional Learning Communities	The Best Practices that we are scaling-up at our school to ensure that our school is the BEST Performing school in our SES band will include some of the initiatives listed below. * End of Course/Advancement Placement prep sessions in mathematics and other content areas - before, during and after school and select Saturday's * Implement Professional Learning Communities * F.A.S.T. Program (Fostering Academic Success Together) - after school tutoring program every Monday and Wednesday *Enhanced marketing techniques to increase the overall awareness and usage of the Khan Academy and College Board resources by students and parents. F.A.S.T. Program - F.A.S.T. Program (Fostering Academic Success Together), which is a whole child approach to increasing student achievement in all content areas by fostering a safe learning environment that will address study skills, effective time management, and tutoring. Professional Learning Communities - School-wide Professional Learning Communities will focus on Marzano's Hi	Darryl Harris	5/30/2020		$3500 Monthly	Darryl Harris, Lilly Henry (Magnet Coordinator), and David Wood (Reading Specialist)	

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?

- Individual teachers are responsible for aligning their curriculum to grade-level standards.
- Also, of course, teachers can work in vertical teams to align curriculum in certain subject areas.
- In addition, teachers participating in PLCs work on aligning curriculum to standards.
- Throughout the semester, teachers give standards-based assessments and grade them accordingly. Also, EOC assessments, FSA, and other assessments (PSAT, SAT, ACT) can track student progress as well.
- The Literacy Coach also has a role in supporting the alignment of grade-level instruction in a variety of ways.

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 Literacy Coach uses District dashboards, BASIS, and Virtual Counselor to initially track data for FSA ELA scores. The dashboards are specifically the most helpful because they facilitate the analysis of data by subgroup.
- The Literacy Coach shares this data with individual English teachers to talk about relevant findings that the data reveal.
- Throughout the year, the Literacy Coach tracks students who scored Level 1 or 2 on FSA ELA and administers test such as the FAIR test to track student progress.

There are other school stakeholders who use this data, in addition to EOC data, to make decisions about student placement and remediation, including grade-level guidance counselors and other guidance staff

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 responsibility – specifically with literacy – belongs to the Literacy Coach and grade-level guidance counselor.
- Because we have a such a low number of students who do not pass the FSA ELA test, each student gets individual attention. The LC has conversations with these students, provides structured opportunities for support, and also places students into Intensive Reading class as appropriate in 9th and 10th grade.
- Students who do not pass their 10th grade FSA ELA test are given individual attention; tutoring schedules are set up with students as the appropriate test approaches.

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?

- Because we have a relatively low population of SWD students (all of whom can thrive in mainstream honors classes), this kind of intervention is rarely necessary.
- However, when it is necessary, the school uses the RTI process to have extensive conversations about identified student needs and how to meet these.
- These RTI meetings involve the administrator, grade-level guidance counselor, Literacy Coach (as appropriate), and a host of other relevant stakeholders.
- Progress monitoring is especially effective because of the small environment of the school.

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)?

- One District initiative that has impacted teacher knowledge is the requirement to take a "Teaching Students With Disabilities" class. This course gives teachers insight into strategies that help deepen learning for ESE, ELL and all other students.
- Beyond this, teachers participate in PLCs that focus on meeting specific needs as identified by the teachers.
- At the end of the school year, teachers will take a Needs Assessment Survey that will be used to help plan PD activities for the 2020-2021 school year.

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

- Most of our ELL students do not require intervention.
- District dashboards show considerable success in closing the achievement gap for most subgroups.
- The more intimate nature of our school setting, with almost all classes under 25 students, lends itself to success.

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
Science and Math, Industrial Best Practices, Employment Services, Medical Tech, Nursing, ESOL, Best Practices Grades 9-12, ELA/SS, Culinary, Admissions.	Thursday	3rd	10/18/2019 - 4/9/2020	9:00 AM - 10:00 AM	9, 10, 11, 12

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM19--McFatter-Technical-College.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1291_08272019_Broward-SAM19--McFatter-Technical-College.pdf)	Wanda Burns-Wright	8/27/2019
MTSS-RtI-Action-Plan-McFatter-2009-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1291_10022019_MTSS-RtI-Action-Plan-McFatter-2009-20.pdf)	Darryl Harris	10/2/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	4th	9/19/2019 - 5/21/2020	9:00 AM - 11:00 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
1291_10.02.2019_McFatter-SEL-Action-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1291_10022019_1291_10.02.2019_McFatter-SEL-Action-Plan-2019-20.pdf)	Darryl Harris	10/2/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2019-20-SPBP-McFatter.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1291_04302019_2019-20-SPBP-McFatter.docx)	Cara Daniel	4/30/2019
McFatter-Technical-College-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1291_05242019_McFatter-Technical-College-Feedback-Form-2019-20.pdf)	Cortney Roberts	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	%

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	605	399	65.95	140	23.14	47	7.77	19	3.14
2017 - 2018	613	406	66.23	137	22.35	47	7.67	23	3.75
2018 - 2019	603	383	63.52	161	26.70	47	7.79	12	1.99

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	09	144	99	68.75	29	20.14	14	9.72	2	1.39
2018 - 2019	10	144	108	75.00	32	22.22	4	2.78	0	0.00
2018 - 2019	11	143	101	70.63	32	22.38	8	5.59	2	1.40
2018 - 2019	12	172	75	43.60	68	39.53	21	12.21	8	4.65

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had **63.5**% 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 **9.8**% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **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
Attendance-Plan-McFatter-2019-2020.10.01.2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1291_10012019_Attendance-Plan-McFatter-2019-2020.10.01.2019.pdf)	Darryl Harris	10/1/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
MTC-School-Counseling-Plan2019.20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1291_10012019_MTC-School-Counseling-Plan2019.20.pdf)	Darryl Harris	10/1/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-School-Action-Plan-2019_final-10.1.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1291_10012019_Equity-School-Action-Plan-2019_final-10.1.19.pdf)	Darryl Harris	10/1/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-McFatter.2019.20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1291_10142019_BPIE-Plan-McFatter.2019.20.pdf)	Darryl Harris	10/14/2019

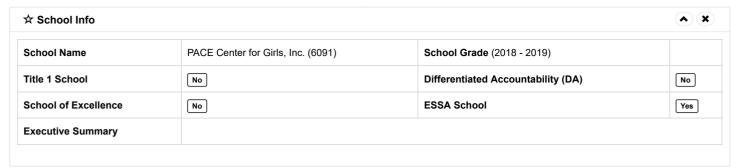☆ **Effective Communication**   ⌃ ✕

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/1291_10252019_SAC-Composition-Report.PDF)	October	None	10/25/2019
McFatter-Techncial-High-School-SAC-Compostion-Report.PDF (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1291_10142019_McFatter-Techncial-High-School-SAC-Compostion-Report.PDF)	October	None	10/14/2019
SAC-Meeting-Dates.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1291_10112019_SAC-Meeting-Dates.pdf)	October	A+ Funds	10/11/2019
1291_10082019_McFatter_SACSAF_Agenda_9-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1291_10112019_1291_10082019_McFatter_SACSAF_Agenda_9-2019.pdf)	October	A+ Funds	10/11/2019
SAC-9.12.19-docs-for-SIP.PDF (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1291_10082019_SAC-9.12.19-docs-for-SIP.PDF)	October	Monitored	10/8/2019
signed-Sign-in-sheet-9.12.19.PDF (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1291_10082019_signed-Sign-in-sheet-9.12.19.PDF)	October	None	10/8/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
SurveysReporStudents-2019.20-McFatter.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1291_10142019_SurveysReporStudents-2019.20-McFatter.pdf)	Darryl Harris	10/14/2019
SurveysReportParent-2019.20-McFatter.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1291_10142019_SurveysReportParent-2019.20-McFatter.pdf)	Darryl Harris	10/14/2019
SurveysReportStaff-2019.20-McFatter.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1291_10142019_SurveysReportStaff-2019.20-McFatter.pdf)	Darryl Harris	10/14/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
1291_10022019_McFatter-SIP-strategy3_CulturalAwareness-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1291_10022019_1291_10022019_McFatter-SIP-strategy3_CulturalAwareness-(1).pdf)	Darryl Harris	10/2/2019
1291_10022019_SIP-strategy4_CatchthemBeingGreat-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1291_10022019_1291_10022019_SIP-strategy4_CatchthemBeingGreat-(1).pdf)	Darryl Harris	10/2/2019
1291_10022019_SIP-strategy2ProgramsAndServicesChecklist.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1291_10022019_1291_10022019_SIP-strategy2ProgramsAndServicesChecklist.pdf)	Darryl Harris	10/2/2019
1291_10022019_SIP-strategy1_CustomerService.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1291_10032019_1291_10022019_SIP-strategy1_CustomerService.pdf)	Darryl Harris	10/3/2019
Face-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1291_10032019_Face-Plan-2019-2020.pdf)	Darryl Harris	10/3/2019

☆ **School Info**   ∧ ✖

School Name	PACE Center for Girls, Inc. (6091)	School Grade (2018 - 2019)	
Title 1 School	No	Differentiated Accountability (DA)	No
School of Excellence	No	ESSA School	Yes
Executive Summary			

☆ **High Quality Instruction**   ∧ ✖

Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
06	3	2	1	0	1	---	2	0	2	1
07	5	4	1	0	1	---	1	1	0	3
08	21	13	2	0	4	---	8	5	8	4
09	17	14	2	2	5	---	7	0	4	7
10	27	20	3	2	8	---	9	0	7	9
11	13	9	0	1	5	---	1	0	0	6
12	21	17	1	0	1	---	3	2	1	1

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	3	3	2	0	0	---	2	2	0	N/A
07	13	11	1	0	2	---	10	7	4	2
08	12	11	3	1	4	---	9	5	3	5
09	12	9	0	3	3	---	5	0	3	4
10	36	32	7	2	7	---	14	0	6	16
11	18	16	2	1	0	---	3	0	0	N/A
12	14	14	1	0	0	---	1	0	0	N/A

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

We will employ several interventions to improve the academic performance of all students that are identified with one or more of the early warning indicators.

- All 9th - 11th Grade Students that earned a level 1 or 2 based on the FSA/ELA scores will be placed in an Intensive Reading Class and/or provided additional one-on-one intervention/support
- Schoolwide PLCs with a focus on high-yield instructional strategies
- Provide FSA/ELA Tutoring Sessions before, during and after school
- All 9th -11th Grade Students that earned a level 1 or 2 based on the EOC for Algebra I & Geometry will by supported by using enhanced progress monitoring techniques that will include the use of USA Test Prep and additional one-on-one intervention/support
- F.A.S.T. Program (Fostering Academic Success Together), which is a whole child approach to increasing student achievement in all content areas by fostering a safe learning environment that will address study skills, effective time management, and tutoring.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=6091&district=06)

K-12 Comprehensive Reading Plan

Resources

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

☆ **Safe and Supportive Environment**   ⌃ ✖

Professional Learning Communities (PLC)

No Meeting Schedule

Response to Intervention (MTSS/RtI) Plan

No files have been uploaded.

RtI Team Meeting Schedule
No Meeting Schedule

Social Emotional Learning (SEL) Plan

No files have been uploaded.

School-wide Positive Behavior Plan (SPBP)

No files have been uploaded.

Attendance Plan

Total School AVG

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	%

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	%

Attendance Type	School Goal

No files have been uploaded.

School Counseling Plan

No files have been uploaded.

Equity Plan

No files have been uploaded.

Best Practices in Inclusive Education (BPIE)

No files have been uploaded.
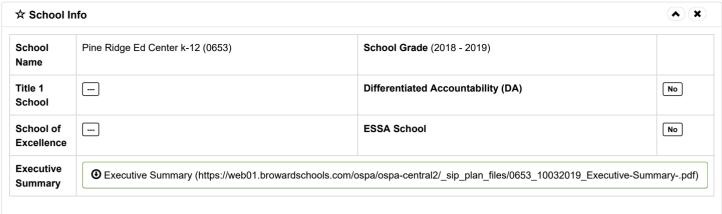

☆ Effective Communication   ⌃ ✕

SAC Documentation

AdvancED eProve Survey Results

No files have been uploaded.

Family and Community Engagement (FACE) Plan

No files have been uploaded.

☆ **School Info**   ⌃ ✖

School Name	Pine Ridge Ed Center k-12 (0653)	School Grade (2018 - 2019)	
Title 1 School	---	Differentiated Accountability (DA)	No
School of Excellence	---	ESSA School	No
Executive Summary	⊕ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0653_10032019_Executive-Summary-.pdf)		

☆ **High Quality Instruction**   ⌃ ✖

Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	1	0	1	0	---	N/A	0	0	0	N/A
01	11	7	2	0	---	0	2	0	0	N/A
02	8	5	1	0	---	0	1	0	0	N/A
03	8	3	3	0	6	---	3	2	0	8
04	14	12	5	0	12	---	6	1	2	12
05	33	11	4	0	30	---	5	0	11	31
06	7	5	4	0	4	---	3	0	1	5
07		N/A	N/A	N/A	N/A	---	N/A	N/A	N/A	N/A

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	1	0	0	0	---	0	0	0	0	N/A
01	4	3	1	0	---	0	1	0	0	N/A
02	7	5	3	0	---	0	2	0	1	N/A
03	10	6	4	0	8	---	7	2	0	9
04	7	3	4	0	5	---	5	4	0	5
05	29	11	10	0	25	---	19	9	7	27
06	12	5	9	0	8	---	10	0	2	10
07	1	0	0	0	0	---	0	0	0	N/A

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

Pine Ridge Education Center utilizes the following interventions to improve academic performance of the students: I-Reading, LLI Intervention Kit, Leveled Readers, Journeys Toolkit, I-Ready Math, Math Fluency Plan, Go Math (Reteach, Strategic Interventions, Intensive Interventions), Touch Math, Khan Academy, Personal Math Trainer and Prodigy. In addition, the students identified will receive addtional support during our after school program. Also, the students identified will be pulled for additional support 30 minutes each day. Our RISE students are provided additional support through in house study hall.

School Report Card

 FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=0653&district=06)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
To increase ELA learning gains compared to the previous year	LLI Intervention, pull outs, after school tutoring	Mrs. Zemira Thomas	6/4/2020	PLC's	$1,500.00	Classroom Walkthroughs, Lesson Plans, Collaborative Planning	

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 parties responsible for ensuring classroom instruction is aligned to grade-level standards are the classroom teachers. The Literacy Coach provides each teacher grades K-6 with a copy of the schoolwide Instructional ELA Focus Calendar which is aligned with the Florida State Standards for Reading. In addition, the grade level item specifications are used to align 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?

The progress monitoring data that is collected to determine that students are progressing toward reading proficiency is the Benchmark Assessment System (BAS Assessment) and the I-Ready Reading program. I-Ready Instruction delivers powerful online lessons that motivate students on their paths to proficiency and growth. Leveled Literacy Intervention System is also used to provide student with instructional support for Reading. Our school also implements the district K-5 Quarterly Progress Monitoring Plan, as well as components of the K-5 Reading Plan.

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?

Those students that are not progressing towards individual and grade level goals are placed on a progress monitoring plan and are provided with Leveled Literacy Reading intervention to increase comprehension foundational reading skills as well as support phonological awareness, phonics and word recognition, and vocabulary acquisition and use.

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 that are used at our school, including specially designed instruction for SWDs, to provide targeted supplemental intervention (Tier 2) and/or Intensive interventions (Tier 3) are Leveled Literacy Intervention and i-Ready Reading. The classroom teacher is responsible for implementing and ensuring that students receive adequate and effective support. The Fountas and Pinnell Literacy Continuum is also used to ensure that grade-level reading and writing skills are supported.

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

The professional learning that our teachers have had to ensure that all classroom instruction is accessible to the full range of learners using the UDL model is school-based professional development, district based professional development

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

The activities implemented at our school to increase the percentage of ELLs becoming proficient on the ACCESS for ELLs are to provide opportunities for all ELLs to access specific lessons in the ELLEVATION program, allowing ELLs to engage in higher-order thinking, Plan for language teaching and learning around discipline-specific topics, and the use of language-specific dictionaries.

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	
Pine PLC Meeting Schedule	Wednesday	1st, 3rd	8/28/2019 - 5/27/2020	8:30 AM - 9:30 AM	K, 1, 2, 3, 4, 5, 6	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM19--Pine-Ridge-Education-Center.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0653_08272019_Broward-SAM19--Pine-Ridge-Education-Center.pdf)	Wanda Burns-Wright	8/27/2019
MTSS-RtI-Action-Plan-2019-2020-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0653_10032019_MTSS-RtI-Action-Plan-2019-2020-(1).pdf)	gryssele Machicote	10/3/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday Thursday	1st	9/3/2019 - 5/26/2020	8:30 AM - 8:30 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL.PREC19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0653_09252019_SEL.PREC19-20.pdf)	Joynae Jones	9/25/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2019-20-SPBP-TEMPLATE.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0653_04292019_2019-20-SPBP-TEMPLATE.docx)	Henry L Brown	4/29/2019
Pine-Ridge-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0653_05302019_Pine-Ridge-Feedback-Form.pdf)	Tyyne Hogan	5/30/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	165	44	26.67	43	26.06	46	27.88	32	19.39
2017 - 2018	163	49	30.06	42	25.77	37	22.70	35	21.47
2018 - 2019	72	17	23.61	21	29.17	26	36.11	8	11.11

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	1	1	100.00	0	0.00	0	0.00	0	0.00
2018 - 2019	01	4	1	25.00	0	0.00	3	75.00	0	0.00
2018 - 2019	02	6	1	16.67	1	16.67	3	50.00	1	16.67
2018 - 2019	03	10	3	30.00	1	10.00	4	40.00	2	20.00
2018 - 2019	04	7	1	14.29	1	14.29	5	71.43	0	0.00
2018 - 2019	05	13	1	7.69	5	38.46	4	30.77	3	23.08
2018 - 2019	06	29	7	24.14	13	44.83	7	24.14	2	6.90
2018 - 2019	07	2	2	100.00	0	0.00	0	0.00	0	0.00

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had **23.6**% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had **47.2**% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **11.1**% of students were recorded as Severe Chronic Absenteeism, which was more than the District average of 5.26%. Our goal is to reverse this trend and decrease severe chronic absenteeism by at least 2% by the end of the 2019/20 school year.

File Name	File Uploaded By	Upload Date
Attendance_Plan_PREC_SIP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0653_09252019_Attendance_Plan_PREC_SIP.pdf)	Joynae Jones	9/25/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
agp19-2020---Copy.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0653_09242019_agp19-2020---Copy.pdf)	Joynae Jones	9/24/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-School-Action-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0653_06102019_Equity-School-Action-Plan-2019.pdf)	Henry L Brown	6/10/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
Pine-Ridge-Alternative-School-2017-18-BPIE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0653_09242019_Pine-Ridge-Alternative-School-2017-18-BPIE.pdf)	Kathleen Sylla-Wright	9/24/2019

☆ **Effective Communication**   ⌃ ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
OCT31SAC-SAFMINUTES.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0653_11072019_OCT31SAC-SAFMINUTES.pdf)	October	A+ Funds	11/7/2019
sac-comp-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0653_10252019_sac-comp-19-20.pdf)	September	A+ Funds	10/25/2019
SAC-SAF-Meeting-Notes-Sept.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0653_09272019_SAC-SAF-Meeting-Notes-Sept.pdf)	September	A+ Funds	9/27/2019
SAFBYLAW19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0653_09272019_SAFBYLAW19-20.pdf)	September	SAF ByLaws	9/27/2019
SACBYLAWS19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0653_09272019_SACBYLAWS19-20.pdf)	September	SAC ByLaws	9/27/2019
SAC-SAF-AGENDA-SEPT19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0653_09272019_SAC-SAF-AGENDA-SEPT19-20.pdf)	September	A+ Funds	9/27/2019
SACSAFSIGNINSEPT2.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0653_09272019_SACSAFSIGNINSEPT2.pdf)	September	A+ Funds	9/27/2019
SAFSIGNINSEPT.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0653_09272019_SAFSIGNINSEPT.pdf)	September	A+ Funds	9/27/2019
SACSIGNINSEPT1.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0653_09272019_SACSIGNINSEPT1.pdf)	September	A+ Funds	9/27/2019
SAC-SAF-dates-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0653_09242019_SAC-SAF-dates-19-20.pdf)	September	Developed	9/24/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Parent-Survey-021119-Bilingual.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0653_09242019_Parent-Survey-021119-Bilingual.pdf)	Joynae Jones	9/24/2019
Parent-Survey-021119PREC.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0653_09242019_Parent-Survey-021119PREC.pdf)	Joynae Jones	9/24/2019
Staff-Survey_021119PREC.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0653_09242019_Staff-Survey_021119PREC.pdf)	Joynae Jones	9/24/2019
Student-Survey-(Elementary)_021119.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0653_09242019_Student-Survey-(Elementary)_021119.pdf)	Joynae Jones	9/24/2019
Survey(Middle-and-High)PREC.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0653_09242019_Survey(Middle-and-High)PREC.pdf)	Joynae Jones	9/24/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face_Plan_PREC.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0653_09252019_Face_Plan_PREC.pdf)	Joynae Jones	9/25/2019
Catchthem-PREC-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0653_10032019_Catchthem-PREC-(1).pdf)	Henry L Brown	10/3/2019
Cultural-Awareness-PREC.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0653_10032019_Cultural-Awareness-PREC.pdf)	Henry L Brown	10/3/2019
Customer-Service--PREC.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0653_10032019_Customer-Service--PREC.pdf)	Henry L Brown	10/3/2019
Programs-and-Services-PREC.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0653_10032019_Programs-and-Services-PREC.pdf)	Henry L Brown	10/3/2019

☆ School Info   ︿ ✖

School Name	Seagull 7-12 (0601)	School Grade (2018 - 2019)	
Title 1 School	---	Differentiated Accountability (DA)	No
School of Excellence	---	ESSA School	Yes
Executive Summary	⊙ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0601_10142019_SAH-Executive-Summary-.pdf)		

☆ High Quality Instruction   ︿ ✖

Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
07	1	1	0	0	N/A	---	0	0	0	N/A
08	4	4	1	0	2	---	4	2	4	2
09	6	5	2	1	2	---	5	0	4	2
10	29	28	10	3	16	---	16	0	6	16
11	69	59	30	7	21	---	37	0	4	24
12	195	169	33	2	29	---	96	55	41	32

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
07	1	1	0	0	0	---	0	0	0	N/A
08	3	2	1	0	2	---	2	1	1	2
09	7	5	4	0	4	---	5	0	0	4
10	35	29	8	1	18	---	22	0	7	23
11	66	54	17	2	0	---	22	0	9	N/A
12	152	135	29	0	0	---	90	63	29	N/A

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

Seagull Alternative High School utilizes the following intervention strategies to improve the academic performance of students:
   - Research based mentoring programs (CARES mentoring, Women of Tomorrow and outside agencies)
   - One on one peer counseling with certified counselors
   - RTI Interventions
        *Individualized attendance intervention
        *Individualized behavior interventions (mentoring, reference to outside agency for behavior management)
        *Individualized academic interventions (peer tutoring, teacher and support staff, intensive reading remediation)
        *Recommended staff/peer mentoring
   - Collaboration with outside agencies including DJJ, community mental health centers, Healthy Start, and Zeta Phi Beta Stork's Nest.
   - Exam Prep
        *ACT
        *PERT
   - Adoption of researched based reading and mathematics program

   - Blended implementation of the curriculum using computer based support

   - Provide academic, behavior and attendance incentive

   - Community support through business partners providing student with basic necessities

   - On campus licensed child care and a full time nurse for students with babies.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=0601&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?

Teachers, Support Staff and Literacy Coach are responsible to ensure classroom instruction is aligned to grade level. Evidence- Lesson plans/Curriculum units, Observations, and feedback after visit.

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?

Specific progress monitoring date used to collect student progress are; Fair assessment, Newsela, Test/Quizzes, Post Test, and Benchmark Assessments. Teachers, Literacy Coach, and Support Staff i responsible for collecting and reviewing students 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?

RTI
Multi-Tiered System of Support
Data Chats

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

Provide Syllabus for instructional goal setting to ESE support person.
Additional support by Literacy Coach for extra instructional guidance.
Elicit support from ESE Stand to provide instruction which is guided by data, individualized and recursive.

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)?

Ongoing workshops offered by the District.
Professional Development.

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

1. Pull out for supplemental assistance in all all areas of content.
2. Schedule routine assessment checks to see if students need follow up.
3. Peer Interaction.
4. Parent Involvement.
5. Use explicit Reading Comprehension Strategies to increase comprehension.
6. Using writing strategies to improve efficient/accuracy to convey clear and concise messages.

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
Seagull Professional Learning	Thursday	1st	9/12/2019 - 3/5/2020	2:00 PM - 4:00 PM	7, 8, 9, 10, 11, 12

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM19--Seagull-Alternative-High-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0601_08272019_Broward-SAM19--Seagull-Alternative-High-School.pdf)	Wanda Burns-Wright	8/27/2019
MTSS-RtI-Action-Plan-Seagull-completed.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0601_10232019_MTSS-RtI-Action-Plan-Seagull-completed.pdf)	Tami Taylor Johnson	10/23/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 4th	9/23/2019 - 5/29/2020	9:00 AM - 12:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
Seagull-0601_09252018_SEL-Action-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0601_10032019_Seagull-0601_09252018_SEL-Action-Plan-2019.pdf)	Kelvin Lee	10/3/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
0601_04162019_2019-2020-Positive-Behavior-Plan---Seagull-Alternative-High-School-(4).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0601_05152019_0601_04162019_2019-2020-Positive-Behavior-Plan---Seagull-Alternative-High-School-(4).docx)	Desiree Montalvo	5/15/2019
Seagull-Center-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0601_05242019_Seagull-Center-Feedback-Form.pdf)	Desiree Montalvo	5/24/2019

Attendance Plan

Total School AVG

		Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
School Year	Population	Number	%	Number	%	Number	%	Number	%
2016 - 2017	379	48	12.66	31	8.18	64	16.89	236	62.27
2017 - 2018	360	26	7.22	19	5.28	34	9.44	281	78.06
2018 - 2019	266	19	7.14	19	7.14	43	16.17	185	69.55

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	07	1	0	0.00	0	0.00	0	0.00	1	100.00
2018 - 2019	08	3	0	0.00	1	33.33	1	33.33	1	33.33
2018 - 2019	09	7	1	14.29	1	14.29	1	14.29	4	57.14
2018 - 2019	10	35	4	11.43	2	5.71	11	31.43	18	51.43
2018 - 2019	11	66	4	6.06	8	12.12	10	15.15	44	66.67
2018 - 2019	12	154	10	6.49	7	4.55	20	12.99	117	75.97

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 **7.1**% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.

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 **85.7**% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **69.5**% of students were recorded as Severe Chronic Absenteeism, which was more than the District average of 5.26%. Our goal is to reverse this trend and decrease severe chronic absenteeism by at least 2% by the end of the 2019/20 school year.

File Name	File Uploaded By	Upload Date
Attendance-Plan-2018_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0601_10142019_Attendance-Plan-2018_2019.pdf)	Marcus Bodah	10/14/2019
Attendance-Plan-2018_2019-(2).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0601_11062019_Attendance-Plan-2018_2019-(2).pdf)	Marcus Bodah	11/6/2019
Attendance-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0601_11072019_Attendance-Plan-2019-20.pdf)	Marcus Bodah	11/7/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
ASCP-2019-2020-SIGNED.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0601_10142019_ASCP-2019-2020-SIGNED.pdf)	Tami Taylor Johnson	10/14/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Seagull-EQUITY-ACTION-PLAN-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0601_10252019_Seagull-EQUITY-ACTION-PLAN-2019-2020.pdf)	Tami Taylor Johnson	10/25/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
Seagull-BPIE-2018-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0601_10152019_Seagull-BPIE-2018-2019.pdf)	Tami Taylor Johnson	10/15/2019

☆ **Effective Communication**   ⌃ ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
0601_10252019_Seagull-SAC-By-Laws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0601_11072019_0601_10252019_Seagull-SAC-By-Laws.pdf)	November	SAC ByLaws	11/7/2019
2019-20-Meeting-Schedule.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0601_10182019_2019-20-Meeting-Schedule.pdf)	October	Monitored	10/18/2019
October-2019-Agenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0601_10182019_October-2019-Agenda.pdf)	October	Monitored	10/18/2019

AdvancED eProve Survey Results

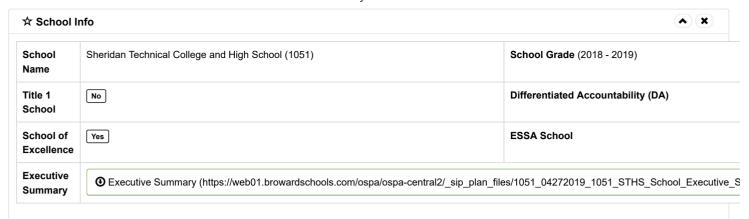| File Name	File Uploaded By	Upload Date
SurveysReport-Parent-Survey-Bilingual.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0601_10162019_SurveysReport-Parent-Survey-Bilingual.pdf)	Tami Taylor Johnson	10/16/2019
SurveysReport-Parent-Surveys-Seagull.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0601_10162019_SurveysReport-Parent-Surveys-Seagull.pdf)	Tami Taylor Johnson	10/16/2019
SurveysReport-Staff-Surveys-Seagull.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0601_10162019_SurveysReport-Staff-Surveys-Seagull.pdf)	Tami Taylor Johnson	10/16/2019
SurveysReport-Student-Surveys-Seagull-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0601_10162019_SurveysReport-Student-Surveys-Seagull-(1).pdf)	Tami Taylor Johnson	10/16/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Open-House-Agenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0601_10142019_Open-House-Agenda.pdf)	Tami Taylor Johnson	10/14/2019
SAH-Face-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0601_10142019_SAH-Face-Plan-19-20.pdf)	Tami Taylor Johnson	10/14/2019
Catchthem-Being-Great--Centifanti.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0601_10182019_Catchthem-Being-Great--Centifanti.pdf)	Tami Taylor Johnson	10/18/2019
Cultural-Awareness-(Hispanic-Heritiage).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0601_10182019_Cultural-Awareness-(Hispanic-Heritiage).pdf)	Tami Taylor Johnson	10/18/2019

☆ School Info   ⌃ ✖

School Name	Sheridan Technical College and High School (1051)	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/1051_04272019_1051_STHS_School_Executive_S		

☆ 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
09	147	16	4	32	1	---	40	0	0	141
10	134	22	2	4	1	---	25	0	0	132
11	119	17	0	10	2	---	4	0	3	7
12	144	23	0	16	0	---	22	18	27	N/A

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
09	152	9	2	22	0	---	3	0	0	146
10	138	15	1	2	0	---	0	0	0	137
11	117	11	4	6	0	---	2	0	0	N/A
12	158	30	4	3	0	---	8	6	15	N/A

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

Intervention strategies are based on a multi-tiered support system.

Guidance:

- Teachers identify and report academic concerns to grade level school counselors
- Teachers identify and report behavioral concerns including social skills, organizational skills, time management issues, conduct, acclimation to courses, and their overall health and well being.
- School counselors meet with struggling students and together create a plan to ensure progress towards course credit, credit recovery, raising their GPA, and fulfilling graduation requirements.
- Counselors schedule parent conferences to provide parents with the most current information regarding their child's academic and/or behavioral progress. They work with the parent to identify strategies that will provide the student the greatest success.
- Counselors work with teachers to facilitate small group learning in the Innovative Learning Center (ILC) to provide academic assistance.
- Counselors work with inside and outside agencies and other resources to assist STHS families (parents & students) with both academic and social needs.

RtI:
- Student history is reviewed to determine if their is a new or recurring issue.
- Attendance, discipline, academic history are discussed with guidance & teachers

Reading:Our school wide initiative is English Language Arts. As a school we would like to demonstrate learning gains in
- NoRedInk builds reading comprehension through leveled adaptive articles, real-time assessments and actionable insights, and the ability to self-monitor student progress. This program provides personalized leveled skill-building focused on writing skills.
- Vocabulary.com builds upon academic/SAT words. The program is adaptive and becomes more advanced as students progressively improve. It is cross-curricular and students have the ability to challenge themselves (self-monitor), their class, and the school on the district, state, and national level.
- MAP (Measures of Academic Progress) is given as a diagnostic assessment three times througout the year (fall, winter, spring) to monitor student progress. It is an adaptive assessment that focuses on reading comprehension and language usage. Teachers are able to provide differentiated instruction from the grouping that the assessment provides.
- S.E.L.A. (Success in English Language Arts) is our weekly tutoring session where 9th-11th grade students receive additional instruction and practice in reading comprehension, writing skills, and language usage. Twice a week, students receive an additional 90 minute block of ELA.
- Khan Academy for PSAT/SAT skill building, grades 9-12.

RIF (Reading Instructional Focus) the RIF was created to provide all teachers with a pacing guide that concentrates on specific skills aligned with the Florida State Standards.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=1051&district=06)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Increase students eligible for Bright Futures opportunities by 7% through increased SAT scores.	School-wide initiative to see, practice, and master SAT style questions throughout the course of the school year.	All classroom teachers	4/16/2020		$6,000.00	Mary Barba	
College, Career, Life Readiness	Working with Juniors and Seniors to prepare them for life after high school. Students work with teacher, mentors work with students.	Kenneth Rolle, Andie Segal, Barbara DiAlberto, Marisa Santana	5/15/2020			Mary Barba	
To increase student achievement in math across grade level by at least 5% in EOC Algebra and EOC Geometry.	Math teachers will work with entire faculty to create a comprehensive math program for students to see, practice, and master mathematics concepts. This includes after school math camp.	Ozkan Keskinkaya, Ruslan Tabachynsky, Joshua Lewis, Kyle Schroeder	5/20/2020		$4,800.00	Mary Barba	

K-12 Comprehensive Reading Plan

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

Administration, teachers, and the instructional coach work together to ensure that instruction is aligned to grade level standards. Evidence collected to demonstrate that classroom instruction is aligned to grade-level standards is: classwork, formative and summative assessments, and project-based artifacts. Teachers' lesson plans are on D2L, which is available for administration/ instructional coach to view and assist with grade-level standards alignment.

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

We utilize state and school progress monitoring tools. On the state level we utilize the Florida Standards Assessment and End of Course exams. Data from these two assessment tools are collected on a yearly basis. In addition, we utilize several tools on a schoolwide level. Our 9th grade and 10th grade students are utilizing a grammar program called No Red Ink. It is an adaptive and efficient program that focuses on improving grammar and writing skills. In addition, the 9th grade is utilizing Newsela to assist with proficiency in reading comprehension skills. We can track the progress of students on a weekly basis. Students receive a diagnostic assessment of the skill, time to practice throughout the week, and finally a growth quiz that will show student's progress and compare their initial knowledge from their diagnostic assessment at the beginning of the week. To continue, our 10th-12th grade students are also utilizing Khan Academy (linked with College Board). Khan Academy is also a personalized, adaptive tool that offers practice exercises and instructional videos in various subject areas. Students utilize this program to practice and master SAT skills in Reading and Mathematics. We receive a weekly report where we can assess the specific areas where students are deficient and provide some assistance. In addition, we give students the NWEA MAP test (Monitoring Academic Progress) as well. The instructional coach is responsible for collecting and reviewing students' 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?

Here at Sheridan Technical High School we work together as a team to ensure that all students work towards their individual goals. After analyzing state and school wide assessments, the Instructional Coach on campus has created a plan that allows time for students to work on these goals. During that time, teachers are monitoring students' work, and assisting students with questions and creating grade level appropriate lessons. Our guidance counselors work together with teachers and administration to provide weekly progress reports. Using classroom documentation, such as BASIS (RtI), we can monitor and capture any struggling student. We provide progress monitoring assessments 3-times per year. Finally, we partner with our parents and create goals for struggling students where we provide specific tutoring in subjects as an added block at the end of the day.

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 Collections series is utilized in grades 9-12 as the core material in the classroom. Supplemental interventions for all students include: Vocabulary.com, Newsela, Commonlit.org, No Red Ink, and the Edge series (tier 3 interventions). In addition, students have access to our Innovative Learning Center, where they can receive assistance from our media specialist. Our Media Specialist provides intensive/enrichment learning opportunities within the classroom to both teachers and students. We provide an additional 5th block of tutoring services provided by our faculty. Teachers instruct in core subject areas, including SAT prep, and come in on Saturdays to provide additional AP and EOC intensive sessions. Our RtI team, guidance counselors, and instructional coach work together with teachers to support all students needing tier 2 or 3 interventions.

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

Sheridan Technical High school has 21st Century trained teachers that provide technological support such as teaching students collaboration and communication skills. The use of technology also provides for flexible presentation of learning materials. Teachers partake in weekly PLC's (grade level, subject, and vertical) as well as district professional developments, such as Seasons of Learning. Department heads attend district and subject area meetings to bring back to their teams. Our instructional coach attends monthly district literacy meetings and ELA workshops in order to keep up to date with effective strategies. Students have the option to read or listen to information, watch videos, utilize text-to speech (when applicable) when learning topics. In addition, students are given a variety of learning opportunities. Classroom instructors provide hands-on, project-based activities as well as collaborative opportunities where instruction is student driven. All of which help to contribute to the Universal Designs for Learning

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

Our teachers are aware of our ELL population and provide appropriate accommodations for each student. We utilize the programs that are available such as, Collections and commonlit.org. Both programs provide students with the ability to listen to the reading passages as well as a built-in dictionary. Teachers use close reading strategies, smaller group settings, teacher-directed instruction, modeling, and visual representations to increase the percentage of ELLs becoming proficient on the ACCESS 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	
12 Grade Team	Wednesday	2nd, 3rd, 4th	9/25/2019 - 5/20/2020	2:15 PM - 3:15 PM	12	
11 Grade Team	Wednesday	2nd, 3rd, 4th	9/25/2019 - 5/20/2020	2:15 PM - 3:15 PM	11	
10 Grade Team	Wednesday	2nd, 3rd, 4th	9/25/2019 - 5/20/2020	2:15 PM - 3:15 PM	10	
9th Grade Team	Wednesday	2nd, 3rd, 4th	9/25/2019 - 5/20/2020	2:15 PM - 3:15 PM	9	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM19--Sheridan-Technical-College.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1051_08272019_Broward-SAM19--Sheridan-Technical-College.pdf)	Wanda Burns-Wright	8/27/2019
STHS_MTSS-RtI-Action-Plan_2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1051_10022019_STHS_MTSS-RtI-Action-Plan_2019-2020.docx)	Mary Barba	10/2/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd	9/12/2019 - 5/14/2020	9:00 AM - 10:00 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
STHS_SEL-Action-Plan_2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1051_10012019_STHS_SEL-Action-Plan_2019-20.pdf)	Mary Barba	10/1/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
STHS_1051_Behavior_Plan_2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1051_05172019_STHS_1051_Behavior_Plan_2019-2020.pdf)	Tyyne Hogan	5/17/2019
sheridan-technical-College.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1051_05242019_sheridan-technical-College.pdf)	Desiree Montalvo	5/24/2019

Attendance Plan

Total School AVG

		Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
School Year	Population	Number	%	Number	%	Number	%	Number	%
2016 - 2017	447	273	61.07	108	24.16	52	11.63	14	3.13
2017 - 2018	548	318	58.03	152	27.74	66	12.04	12	2.19
2018 - 2019	564	352	62.41	139	24.65	65	11.52	8	1.42

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	09	152	121	79.61	21	13.82	9	5.92	1	0.66
2018 - 2019	10	138	85	61.59	36	26.09	17	12.32	0	0.00
2018 - 2019	11	116	69	59.48	34	29.31	11	9.48	2	1.72
2018 - 2019	12	158	77	48.73	48	30.38	28	17.72	5	3.16

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had **62.4**% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had **12.9**% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **1.4**% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
STHS-Attendance-Plan_2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1051_10022019_STHS-Attendance-Plan_2019-2020.pdf)	Mary Barba	10/2/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
School-Improvement19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1051_09162019_School-Improvement19-20.pdf)	Kenneth Rolle	9/16/2019

Equity Plan

File Name	File Uploaded By	Upload Date
STHS_Equity-Diversity-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1051_10022019_STHS_Equity-Diversity-Action-Plan-2019-2020.pdf)	Mary Barba	10/2/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
STHS_BPIE-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1051_10022019_STHS_BPIE-Plan-2019-2020.pdf)	Mary Barba	10/2/2019

☆ Effective Communication   ⌃ ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
1051_SAC-Minutes-10.14.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1051_10302019_1051_SAC-Minutes-10.14.19.pdf)	October	Monitored	10/30/2019
Sheridan-Committee-Membership.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1051_10252019_Sheridan-Committee-Membership.pdf)	October	None	10/25/2019
STHS-SAC-Sign-In-Sheet-10-14-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1051_10152019_STHS-SAC-Sign-In-Sheet-10-14-19.pdf)	October	Approved	10/15/2019
STHS_SAC-Agenda-10-14-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1051_10152019_STHS_SAC-Agenda-10-14-19.pdf)	October	Approved	10/15/2019
SAC-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1051_10142019_SAC-ByLaws.pdf)	October	SAC ByLaws	10/14/2019
SAC-Meeting-Schedule.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1051_10142019_SAC-Meeting-Schedule.pdf)	October	Approved	10/14/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date

File Name	File Uploaded By	Upload Date
Student-Survey-(High).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1051_10142019_Student-Survey-(High).pdf)	Mary Barba	10/14/2019
Parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1051_10142019_Parent-Survey.pdf)	Mary Barba	10/14/2019
Parent-Survey-Bilingual.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1051_10142019_Parent-Survey-Bilingual.pdf)	Mary Barba	10/14/2019
Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1051_10142019_Staff-Survey.pdf)	Mary Barba	10/14/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
SELcompetencies.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1051_10142019_SELcompetencies.pdf)	Mary Barba	10/14/2019
STHS-Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1051_10152019_STHS-Cultural-Awareness.pdf)	Mary Barba	10/15/2019
STHS_Catch-them-Being-Great.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1051_10152019_STHS_Catch-them-Being-Great.pdf)	Mary Barba	10/15/2019
STHS_Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1051_10152019_STHS_Customer-Service.pdf)	Mary Barba	10/15/2019
STHS_Face-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1051_10162019_STHS_Face-Plan.pdf)	Mary Barba	10/16/2019
STHS_Programs-and-Services-Checklist.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1051_10162019_STHS_Programs-and-Services-Checklist.pdf)	Mary Barba	10/16/2019

☆ School Info   ⌃ ✕

School Name	The Quest (1021)	School Grade (2018 - 2019)	
Title 1 School	---	Differentiated Accountability (DA)	No
School of Excellence	---	ESSA School	Yes
Executive Summary	⊕ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/1021_09172019_The-Quest_Exec-Summary.pdf)		

☆ High Quality Instruction   ⌃ ✕

Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	1	0	0	0	---	N/A	0	0	0	N/A
01	1	0	0	0	---	0	0	0	0	N/A
02	2	0	0	0	---	0	0	0	0	N/A
03	6	2	0	0	4	---	0	0	0	6
04	5	2	0	0	4	---	0	0	0	5
05	7	3	0	0	6	---	0	0	0	7
06	8	3	0	1	7	---	1	0	0	8
07	6	3	0	0	6	---	0	0	0	6
08	13	3	0	0	9	---	0	0	2	12
09	6	1	0	0	6	---	0	0	1	6
10	7	2	0	0	6	---	0	0	0	6
11	12	5	0	0	0	---	0	0	1	N/A
12	51	12	0	0	1	---	0	0	2	1

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

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	1	0	0	0	---	0	0	0	0	N/A
01	2	0	0	0	---	0	0	0	0	N/A
02	3	2	0	0	---	0	0	0	0	N/A
03	2	2	0	0	0	---	0	0	0	N/A
04	6	2	0	0	0	---	0	0	0	N/A
05	9	7	0	0	0	---	0	0	0	N/A
06	10	1	0	0	0	---	0	0	1	N/A
07	8	2	0	0	0	---	0	0	0	N/A
08	10	2	0	0	0	---	0	0	0	N/A
09	12	0	0	0	0	---	0	0	2	N/A
10	8	2	0	0	0	---	0	0	1	N/A
11	8	1	0	0	0	---	0	0	0	N/A
12	51	10	0	0	0	---	1	0	4	N/A

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

The Quest Center will bridge the performance gap and increase the academic performance of students identified by the early warning system through the implementation of various intervention strategies. Identified students receive additional small group and one to one instruction in reading and math through pull-out provided by support personnel. Also, we offer academic specials that reinforce the ELA and Math on the Florida Standards – Access Points. Universal Design for Learning (UDL) framework implemented to improve and optimize learning for our students. Various Interventions and strategies utilized include multiple visual choices, vocabulary preview, visual-task schedules, gradual guidance, structured options, and teacher modeling academic task. Due to our students, severe cognitive impairment modified text is used to access the Florida Standards.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=1021&district=06)

K-12 Comprehensive Reading Plan

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

The Leadership Team is responsible for ensuring classroom instruction is aligned to grade-level Access Point 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?

Cycle Assesment Data on the Florida Standards-Access Point collected on a Monthly Basis. The Cycle Assessment is administered at the end lesson taught on Standards to progress monitor in order to identify students in need of additional modifications thus ensuring 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?

The Leadership Team and Support Staff meets monthly during Students Progression Chats to review student data, discuss modifications needed, additional resources needed for students to access the curriculum. The Student Progression Chats allows us to define the barriers/reason for students not progressing, identify interventions needed to assist the with progression monitoring of Standards-Access and develop a plan for implementing evidence-based strategies.

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 Quest Center collaborates with District Staff on Scaling-up BEST Practices to ensure that our students are afforded every opportunity to succeed. This collaborative working relationship has enabled this supplementary curriculum to focus on Mastery of the Florida Standards on Access Points. Throughout the year, staff will continue to participate in Professional Development and implementation of this specific curriculum. The Quest Center also utilizes the Unique Learning System, Boardmaker, CPALMS, and Weebly for instruction content.

Our Support Staff develops pre/post-test data for each Cycle Assesment for teachers to administer. Additionally, our identified Tier 2 and Tier 3 receive one-to-one instruction in a small group setting to work on bridging the gap.

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)?

To ensure every teacher has access, teachers attend Professional Learning Communities (PLCs) on continuous improvement within the areas of Curriculum and Instructional techniques.

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

All students that attend The Quest Center have significant cognitive disabilities and function well below grade level. The Florida State curriculum is enhanced with additional supplementary materials that align with the Florida Standards Alternate Assessment (FSAA). There are no ELL students enrolled.

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	
Staff Data Checkpoints	Wednesday		9/4/2019 - 5/6/2020	8:45 AM - 12:00 PM	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	
Leadership	Tuesday	1st, 2nd, 3rd, 4th, 5th	8/20/2019 - 5/26/2020	8:30 AM - 10:00 AM	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM19--The-Quest-Center.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1021_08272019_Broward-SAM19--The-Quest-Center.pdf)	Wanda Burns-Wright	8/27/2019
MTSS-RtI-Action-Plan-2019_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1021_10032019_MTSS-RtI-Action-Plan-2019_2020.pdf)	Chiantae Jones	10/3/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	3rd	10/15/2019 - 5/11/2020	9:30 AM - 12:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL_Action_Plan_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1021_09042019_SEL_Action_Plan_2019.pdf)	Chiantae Jones	9/4/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
19-20-School-wide-Positive-Behavior-Plan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1021_04302019_19-20-School-wide-Positive-Behavior-Plan.docx)	De Anna Nieves	4/30/2019
The-quest-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1021_05302019_The-quest-Feedback-Form.pdf)	Tyyne Hogan	5/30/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	138	64	46.38	31	22.46	24	17.39	19	13.77
2017 - 2018	133	69	51.88	27	20.30	20	15.04	17	12.78
2018 - 2019	130	86	66.15	12	9.23	17	13.08	15	11.54

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	%

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	1	0	0.00	1	100.00	0	0.00	0	0.00
2018 - 2019	01	2	1	50.00	0	0.00	1	50.00	0	0.00
2018 - 2019	02	3	0	0.00	1	33.33	1	33.33	1	33.33
2018 - 2019	03	2	0	0.00	0	0.00	1	50.00	1	50.00
2018 - 2019	04	6	4	66.67	0	0.00	0	0.00	2	33.33
2018 - 2019	05	9	0	0.00	2	22.22	4	44.44	3	33.33
2018 - 2019	06	10	9	90.00	0	0.00	0	0.00	1	10.00
2018 - 2019	07	8	6	75.00	0	0.00	1	12.50	1	12.50
2018 - 2019	08	10	7	70.00	1	10.00	2	20.00	0	0.00
2018 - 2019	09	12	12	100.00	0	0.00	0	0.00	0	0.00
2018 - 2019	10	8	6	75.00	0	0.00	2	25.00	0	0.00
2018 - 2019	11	8	6	75.00	1	12.50	1	12.50	0	0.00
2018 - 2019	12	51	35	68.63	6	11.76	4	7.84	6	11.76

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 **66.2**% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had **24.6**% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **11.5**% of students were recorded as Severe Chronic Absenteeism, which was more than the District average of 5.26%. Our goal is to reverse this trend and decrease severe chronic absenteeism by at least 2% by the end of the 2019/20 school year.

File Name	File Uploaded By	Upload Date
Attendance_Plan_SIP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1021_10032019_Attendance_Plan_SIP.pdf)	Chiantae Jones	10/3/2019

School Counseling Plan

No files have been uploaded.

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-School-Action-Plan-2019_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1021_10032019_Equity-School-Action-Plan-2019_2020.pdf)	Chiantae Jones	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
The-Quest-Center_BPIE_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1021_09042019_The-Quest-Center_BPIE_2019.pdf)	Chiantae Jones	9/4/2019

☆ **Effective Communication**   ⌃ ✕
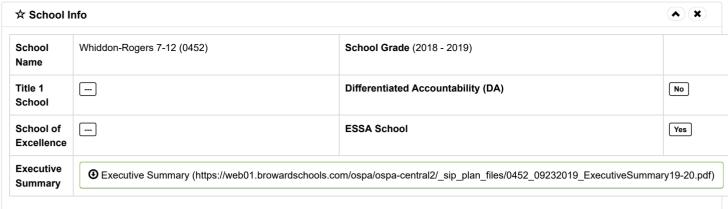
SAC Documentation

SAC Upload Center

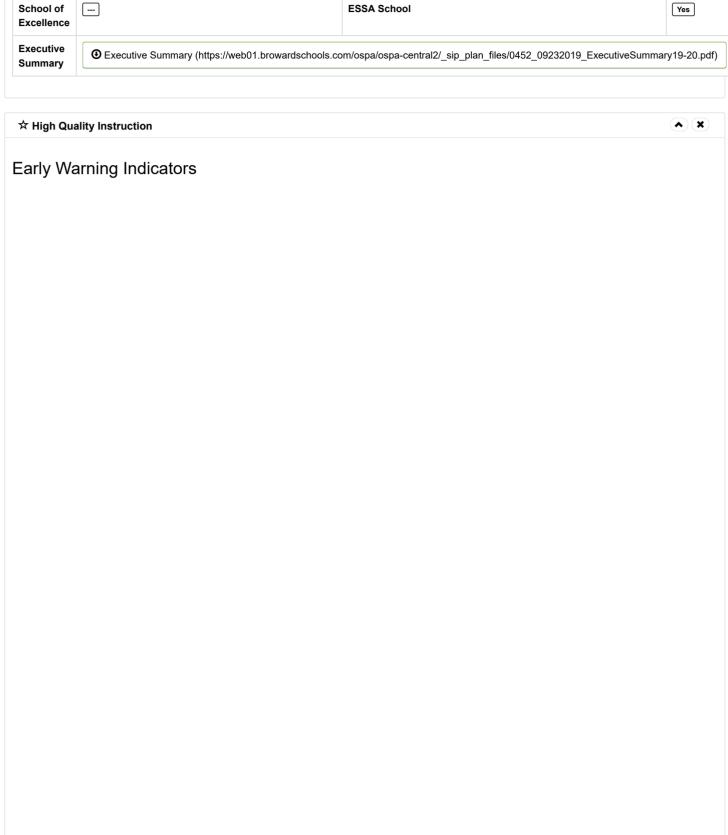| File Name	Meeting Month	Document Type	Uploaded Date
The-Quest-Committee-Membership.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1021_10252019_The-Quest-Committee-Membership.pdf)	October	None	10/25/2019
Steptember_SAC-Meeting.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1021_10202019_Steptember_SAC-Meeting.pdf)	October	None	10/20/2019
SAC-Dates_19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1021_10112019_SAC-Dates_19_20.pdf)	October	None	10/11/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
The-Quest-Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1021_10202019_The-Quest-Staff-Survey.pdf)	Chiantae Jones	10/20/2019
The-Quest-Parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1021_10202019_The-Quest-Parent-Survey.pdf)	Chiantae Jones	10/20/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-Template.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1021_10032019_Face-Plan-Template.pdf)	Chiantae Jones	10/3/2019
Catchthem-Being-Great-3.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1021_10202019_Catchthem-Being-Great-3.pdf)	Chiantae Jones	10/20/2019
Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1021_10202019_Cultural-Awareness.pdf)	Chiantae Jones	10/20/2019
Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1021_10202019_Customer-Service.pdf)	Chiantae Jones	10/20/2019

☆ School Info ∧ ✖

School Name	Whiddon-Rogers 7-12 (0452)	School Grade (2018 - 2019)	
Title 1 School	---	Differentiated Accountability (DA)	No
School of Excellence	---	ESSA School	Yes
Executive Summary	⊕ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0452_09232019_ExecutiveSummary19-20.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		N/A	N/A	N/A	N/A	---	N/A	N/A	N/A	N/A
07	10	6	6	4	6	---	7	4	7	7
08	100	46	52	28	77	---	61	26	64	83
09	51	38	26	2	17	---	36	0	30	20
10	85	75	43	5	16	---	54	1	27	17
11	240	197	108	4	56	---	120	0	33	64
12	546	448	111	5	87	---	346	239	214	94

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
06	1	0	0	1	0	---	0	0	0	N/A
07	14	11	9	9	7	---	13	8	9	7
08	72	37	41	41	49	---	61	16	31	56
09	98	65	45	4	33	---	59	0	44	34
10	150	104	72	3	54	---	91	0	45	62
11	286	229	137	9	0	---	138	0	39	N/A
12	595	409	142	6	0	---	265	164	156	N/A

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

At Whiddon-Rogers Education Center we use the following intervention strategies to help our student successfully acquire new academic skills. Instructional Match. Ensure that students are being taught at the optimal instructional level, one that challenges them but provides enough success to keep these students confident and invested in learning. Scaffolding. Provide 'scaffolding' support to students as necessary to help them to master a new task. Step-by-Step Strategies. For complex or multi-step academic operations, the teachers break down the operations into simple steps. Modeling & Demonstration. Model and demonstrate explicit strategies to students for learning academic material or completing assignments. Performance Feedback. Teachers monitor and give immediate corrective feedback and encouragement. Periodic Review. Once students have mastered a particular academic skill, the instructor will quickly move them on to a more advanced learning objective. However, the teacher will make sure that students retain previously mastered academic skills by periodically reviewing that material. Progress Monitoring. Teachers verify that students are making appropriate learning progress through our data chats, curriculum-based assessments, accuracy and completeness of student assignments, and demonstrations of problem-solving

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=0452&district=06)

K-12 Comprehensive Reading Plan

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

The administrative personnel Literacy Coach and classroom teachers are responsible to ensure classroom instruction is aligned to grade level standards. The following tools are used as evidence that teachers are demonstrating instruction at grade-level.
- School wide Instructional Focus Calendar
- Lesson Plans
- Student Assignment Calendars or Syllabus
- Computer Resources (Newsela, Commonlit, USA Testprep)
- iObservation
- Rubrics
- Data chats
- CPalm lessons

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?

Currently Achieve 3000 is being used to progress monitor students lexile levels. There are three assessments that are administered (Pre, Mid, Post) and students' complete activities that are differentiated at their reading level to improve their literacy skills. In addition, teachers will give monthly unit test to monitor comprehension and vocabulary using the Collection series and Newsela. Students that are classified as ESOL will use the Keystone Program levels D/E with monthly unit and fluency assessments. The FSA (Florida Standards Assessment) is the summative assessment used to monitor student growth in all subgroups. The administrative personnel, Literacy Coach and teachers, are responsible for collecting and reviewing student progress through reports from Achieve 3000, Newsela, Collection assessments and quarterly data chats with teachers and students.

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

Students that are not progressing towards individual and grade level goals are monitored through English classes using Achieve 3000, Midterms, Final Exams, teacher/student data chats, progress reports, report cards and RTI interventions.

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 that have IEP's or 504 plans receive accommodations and instructional practices that include: direct instruction, explicit teaching, modeling, guided practice, scaffolding, small group instruction, read alouds, fluency drills and blended learning. The following supplemental resources are also used to support learning: Achieve 3000, Rewards program, Newsela, CPALMS, fluency text and Vocabulary.com. Interventions are implemented from two to three times per week and provided by the classroom teacher and ESE support facilitators.

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

Teachers have attended the following professional learning workshops: Canvas to implement blending learning with representation of digital materials, Newsela to provide rigorous informational text to increase reading comprehension, school based PLC's have been used to share best practices for sustaining student engagement with corrective feedback, Vocabulary.com is utilized to give multiple examples and non-examples to emphasize critical features, the Decoding and Fluency professional development gave strategies on how to become a fluent reader and Stations in the ELA Classroom gave examples of how to create student centered environment using differentiation.

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

Whiddon-Rogers uses several different online assessments and programs such as Burlington English and Newsela. Burlington English assesses the students' lexile level and adjusts the reading as the student progresses in the class. Students that are classified as ESOL will use the Keystone Program levels D/E with monthly unit and fluency assessments

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	
Professional Study Day	Thursday	1st	4/2/2020 - 4/2/2020	11:20 AM - 2:20 PM	7, 8, 9, 10, 11, 12	
Professional Study Day	Thursday	1st	3/5/2020 - 3/5/2020	11:20 AM - 2:20 PM	7, 8, 9, 10, 11, 12	
Professional Study Day	Thursday	1st	2/6/2020 - 2/6/2020	11:20 AM - 2:20 PM	7, 8, 9, 10, 11, 12	
Professional Study Day	Thursday	1st	1/16/2020 - 1/16/2020	11:20 AM - 2:20 PM	7, 8, 9, 10, 11, 12	
Professional Study Day	Thursday	1st	12/5/2019 - 12/5/2019	11:20 AM - 2:20 PM	7, 8, 9, 10, 11, 12	
Professional Study Day	Thursday	1st	11/7/2019 - 11/7/2019	11:20 AM - 2:20 PM	7, 8, 9, 10, 11, 12	
Professional Study Day	Thursday	1st	10/3/2019 - 10/3/2019	11:20 AM - 2:20 PM	7, 8, 9, 10, 11, 12	
Professional Study Day	Thursday	2nd	9/12/2019 - 9/12/2019	11:20 AM - 2:20 PM	7, 8, 9, 10, 11, 12	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM19-Whiddon-Rogers-Center-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0452_08272019_Broward-SAM19-Whiddon-Rogers-Center-(1).pdf)	Wanda Burns-Wright	8/27/2019
RTI-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0452_09232019_RTI-Plan-2019-2020.pdf)	Tashua Allman	9/23/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	2nd, 4th	9/4/2019 - 5/28/2020	9:00 AM - 10:30 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0452_09112019_SEL-Action-Plan-.pdf)	Tashua Allman	9/11/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
WREC-behavior-plan-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0452_05012019_WREC-behavior-plan-2019-20.docx)	Stacey Ross	5/1/2019
Whiddon-Rogers-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0452_05302019_Whiddon-Rogers-Feedback-Form.pdf)	Tyyne Hogan	5/30/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	1395	350	25.09	156	11.18	236	16.92	653	46.81
2017 - 2018	1206	135	11.19	116	9.62	182	15.09	773	64.10
2018 - 2019	1212	222	18.32	128	10.56	225	18.56	637	52.56

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	1	1	100.00	0	0.00	0	0.00	0	0.00
2018 - 2019	07	8	1	12.50	0	0.00	2	25.00	5	62.50
2018 - 2019	08	77	14	18.18	23	29.87	16	20.78	24	31.17
2018 - 2019	09	99	17	17.17	15	15.15	18	18.18	49	49.49
2018 - 2019	10	143	18	12.59	23	16.08	27	18.88	75	52.45
2018 - 2019	11	284	25	8.80	28	9.86	77	27.11	154	54.23
2018 - 2019	12	600	146	24.33	39	6.50	85	14.17	330	55.00

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had **18.3**% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had **71.1**% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **52.6**% of students were recorded as Severe Chronic Absenteeism, which was more than the District average of 5.26%. Our goal is to reverse this trend and decrease severe chronic absenteeism by at least 2% by the end of the 2019/20 school year.

File Name	File Uploaded By	Upload Date
Attendance-Plan-2019-20-WREC.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0452_09272019_Attendance-Plan-2019-20-WREC.pdf)	Tashua Allman	9/27/2019
1Attendance-Plan-Whiddon-Rogers-19-20-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0452_10162019_1Attendance-Plan-Whiddon-Rogers-19-20-.pdf)	Stacey Ross	10/16/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
19-20CounselingPlan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0452_09232019_19-20CounselingPlan.pdf)	Tashua Allman	9/23/2019

Equity Plan

File Name	File Uploaded By	Upload Date
19-20Equity-Diversity-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0452_10142019_19-20Equity-Diversity-Action-Plan.pdf)	Tashua Allman	10/14/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-Template-2019-20.docx.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0452_10032019_BPIE-Plan-Template-2019-20.docx.pdf)	Stacey Ross	10/3/2019

☆ **Effective Communication**   ⌃   ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
1920Composition.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0452_10252019_1920Composition.pdf)	October	None	10/25/2019
SAF-Meeting-Minutes-10-16-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0452_10162019_SAF-Meeting-Minutes-10-16-19.pdf)	October	Monitored	10/16/2019
SAC-Meeting-Minutes-10-16-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0452_10162019_SAC-Meeting-Minutes-10-16-19.pdf)	October	Monitored	10/16/2019
10.16.19SAC.SAF.GUESTS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0452_10162019_10.16.19SAC.SAF.GUESTS.pdf)	October	Monitored	10/16/2019
10.16.19SACSIGNIN.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0452_10162019_10.16.19SACSIGNIN.pdf)	October	Monitored	10/16/2019
10.16.19-SAF-Agenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0452_10162019_10.16.19-SAF-Agenda.pdf)	October	Monitored	10/16/2019
10.16.19-SAC-AGENDA.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0452_10162019_10.16.19-SAC-AGENDA.pdf)	October	Monitored	10/16/2019
SAC-2019-20-Bylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0452_10152019_SAC-2019-20-Bylaws.pdf)	October	SAC ByLaws	10/15/2019
2019-20-psd-and-sac-dates.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0452_10142019_2019-20-psd-and-sac-dates.pdf)	October	None	10/14/2019
SAC.SAF.Guests9.18.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0452_09182019_SAC.SAF.Guests9.18.19.pdf)	September	Monitored	9/18/2019
SAF-Meeting-Minutes-9-18-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0452_09182019_SAF-Meeting-Minutes-9-18-19.pdf)	September	Monitored	9/18/2019
SAC-Meeting-Minutes-9-18-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0452_09182019_SAC-Meeting-Minutes-9-18-19.pdf)	September	SAC ByLaws	9/18/2019
9.18.19-SAF-Agenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0452_09182019_9.18.19-SAF-Agenda.pdf)	September	Monitored	9/18/2019
9.18.19-SAC-AGENDA.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0452_09182019_9.18.19-SAC-AGENDA.pdf)	September	SAC ByLaws	9/18/2019
SAFGUESTS.9.18.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0452_09182019_SAFGUESTS.9.18.19.pdf)	September	Monitored	9/18/2019
SAF.SIGNIN.9.18.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0452_09182019_SAF.SIGNIN.9.18.19.pdf)	September	Monitored	9/18/2019
SAC.SIGNIN.9.18.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0452_09182019_SAC.SIGNIN.9.18.19.pdf)	September	SAC ByLaws	9/18/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Student-Survey-2018-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0452_09272019_Student-Survey-2018-19.pdf)	Wylie Howard	9/27/2019
Staff-Survey-2018-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0452_09272019_Staff-Survey-2018-19.pdf)	Wylie Howard	9/27/2019

File Name	File Uploaded By	Upload Date
Parent-Survey-2018-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0452_10152019_Parent-Survey-2018-19.pdf)	Wylie Howard	10/15/2019

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/2020/0452_09182019_Programs-and-Services-Checklist.pdf)	Tashua Allman	9/18/2019
FACESpace.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0452_09182019_FACESpace.pdf)	Tashua Allman	9/18/2019
PSD-Agenda-9.12.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0452_09182019_PSD-Agenda-9.12.19.pdf)	Tashua Allman	9/18/2019
Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0452_09272019_Cultural-Awareness.pdf)	Tashua Allman	9/27/2019
Catchthem-Being-Great.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0452_09272019_Catchthem-Being-Great.pdf)	Tashua Allman	9/27/2019

☆ School Info   ⌃ ✕

School Name	Whispering Pines 1-12 (1752)	**School Grade** (2018 - 2019)		
Title 1 School	---	**Differentiated Accountability (DA)**		No
School of Excellence	---	**ESSA School**		Yes
Executive Summary	⊕ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/1752_10042019_Executive-Summary_WPS.pdf)			

☆ High Quality Instruction   ⌃ ✕

Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	2	0	0	0	---	N/A	0	0	0	N/A
01	6	3	0	0	---	0	1	1	0	N/A
02	17	4	1	0	---	0	1	1	0	N/A
03	16	3	0	0	8	---	0	2	0	9
04	13	1	0	0	5	---	1	5	1	5
05	22	10	2	0	10	---	2	3	1	11
06	32	8	6	6	15	---	8	2	2	21
07	43	15	6	10	17	---	11	3	6	23
08	42	14	2	7	14	---	10	9	6	18
09	37	18	5	14	10	---	12	0	5	15
10	25	8	2	9	8	---	6	0	4	15
11	35	19	1	9	6	---	15	0	3	9
12	38	29	2	3	3	---	16	9	14	3

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

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	2	1	0	0	---	0	0	0	0	N/A
01	8	3	1	0	---	0	0	1	0	N/A
02	11	4	2	0	---	0	1	1	1	N/A
03	19	4	0	0	10	---	4	3	0	12
04	18	1	0	0	10	---	6	7	0	11
05	21	3	3	0	10	---	8	6	0	11
06	29	10	4	2	12	---	7	3	1	18
07	46	17	8	7	23	---	18	4	3	30
08	35	10	4	3	18	---	11	6	3	21
09	25	13	3	9	6	---	10	0	4	13
10	30	9	4	0	10	---	7	0	4	17
11	20	7	4	2	0	---	5	0	4	N/A
12	36	26	1	2	0	---	10	2	8	N/A

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

Historical assessment data indicates that our students tend to struggle with demonstrating mastery of concepts via standardized assessments. To improve the academic performance of students identified by the early warning system, Whispering Pines School staff will use intervention strategies that address academic, behavioral/emotional, and therapeutic concerns.

Weekly grade level staff meetings will address student academic and behavioral concerns, and the team leaders will report those areas of concern to the Response to Intervention (RtI) team. Research-based strategy solutions will be developed by the RtI team and the generated solutions will be implemented by classroom teachers and support staff. Students will be progressed monitored monthly through data chats, iReady assessment data, IEP goal tracking data, as well as consultation and collaboration with the school's therapeutic team. Teachers will also document Tier 1 strategies and monitor implementation of strategies utilizing Basis 3.0.

Teachers, therapists and support staff will participate in year-long authentic Professional Learning Community (PLC) groups. PLC groups will work to develop and implement improved instructional strategies and positive approaches to encourage on-task behaviors within the classroom that will also lead to improved academic performance. PLC groups will also focus on specific reading and math intervention programs to address the needs of students who require assistance in reading. New teachers will be assigned a mentor to support their learning throughout the year and all new teachers will meet monthly as a group to increase collaboration and advanced learning.

Social Emotional Learning (SEL) instills greater motivation to learn, a deeper commitment to school, increased time devoted to schoolwork, better classroom behavior, and improved attendance and graduation rates. Students will demonstrate skills related to achieving personal and academic goals, and an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. Implementation of district resources such as Leaps curriculum, utilization of Suite360, and weekly therapeutic sessions with assigned therapists.

Attendance is also a concern at Whispering Pines and attendance will be closely monitored. Students with lower attendance will meet with therapeutic staff/School Social Worker (SSW) and incentive programming will be incorporated as a means to increase student attendance and decrease the negative impact on academic performance.

School Report Card

⌖ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=1752&district=06)

K-12 Comprehensive Reading Plan

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

Administration, Team Leaders, the Reading Coach, and the Curriculum Specialist will work in collaboration with district support staff to ensure alignment of grade level standard expectations. Instructional staff will follow district curriculum scope and sequence and pacing guides for each respective grade level. Administration will have quarterly data chats with instructional staff to analyze classroom data, ensuring 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?

iReady, BAS, FAIR, FSA and DAR/GMade (as needed) data will be used to determine deficiencies in specific competencies. Administration and the Reading Coach will be responsible for collecting and reviewing student progress monitoring data. Upon analyzing data the results will be disseminated to the appropriate grade-level instructional staff to assist in instructional delivery.

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?

Individualized interventions are put in to place to help students achieve both individualized education plan goals and grade level standards. Fidelity is monitored by recoding the student response to various interventions, classroom quizzes, and participation in academics. Through RtI, quarterly data chats and weekly grade-level staff meetings students will be monitored and provided with the appropriate interventions.

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 majority of students who are enrolled are SWDs. On a daily basis students at the school are provided a variety of instructional resources and practices necessary to achieve success. This includes utilization of Differentiated Instruction and the Gradual Release Model as well as providing IEP accommodations. Interactive learning tools such as Nearpod and Canvas are utilized to increase student engagement, recognizing the 21st Century learner. Therapeutic components are provided by in-house therapist, as well as the implementation of Suite360 and Leaps to facilitate SEL in the classroom. The RtI team, instructional staff and therapists will ensure implementation of all interventions.

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

A focused and authentic PLC, will serve as a way to review student data and assist in making informed academic decisions. Data will be disaggregated and presented to the leadership and the literacy team as a means for targeting specific patterns and trends within our population. In addition to presenting discussion and data, instructional staff will present remediation and enrichment plans for students, including what supplemental materials and resources are needed to determine student readiness and improve achievement. Teachers are encouraged to attend professional development opportunities and teacher trainings to improve teacher practices. Teachers will be asked to share their learning experiences with their colleagues and disseminate the information to all stakeholders. Administration will work with district personnel to provide support and school-wide trainings directly with instructional staff.

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

The ESOL Coordinator will provide support for instructional staff utilizing the "Can Do Indicators" and ensure ESOL accommodations are provided. Data from yearly the Idea Proficiency Test (IPT) will be analyzed to help determine specific student needs and interventions required to help them reach proficiency. The Reading Coach and ESOL Coordinator will utilize "push-ins" and "pullouts" to provide academic support.

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	
Elementary/Middle PLC	Thursday	1st, 3rd	10/17/2019 - 5/21/2020	8:35 AM - 9:10 AM	K, 1, 2, 3, 4, 5, 6, 7, 8	
Specials PLC	Thursday	1st, 3rd	10/17/2019 - 5/21/2020	8:35 AM - 9:10 AM	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	
Off-Campus PLC	Thursday	1st, 3rd	10/17/2019 - 5/21/2020	8:35 AM - 9:10 AM	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	
Therapeutic PLC	Thursday	1st, 3rd	10/17/2019 - 5/21/2020	8:35 AM - 9:10 AM	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	
High School PLC	Thursday	1st, 3rd	10/17/2019 - 5/21/2020	8:35 AM - 9:10 AM	9, 10, 11, 12	
Support PLC	Thursday	1st, 3rd	10/17/2019 - 5/21/2020	8:35 AM - 9:10 AM	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM19--Whispering-Pines-Center.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1752_08272019_Broward-SAM19--Whispering-Pines-Center.pdf)	Wanda Burns-Wright	8/27/2019
MTSS-RtI-Action-Plan-Template.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1752_09262019_MTSS-RtI-Action-Plan-Template.pdf)	Catherine Henderson	9/26/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday		9/24/2019 - 5/12/2020	9:00 AM - 1:00 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/2020/1752_09262019_SEL-Action-Plan-Template.pdf)	Catherine Henderson	9/26/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
SPBP-WPS-2019-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1752_05152019_SPBP-WPS-2019-.pdf)	Tyyne Hogan	5/15/2019
WPS-Review-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1752_08162019_WPS-Review-Form.pdf)	Tyyne Hogan	8/16/2019

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	437	256	58.58	62	14.19	48	10.98	71	16.25
2017 - 2018	386	177	45.85	50	12.95	68	17.62	91	23.58
2018 - 2019	300	154	51.33	35	11.67	53	17.67	58	19.33

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	2	1	50.00	0	0.00	1	50.00	0	0.00
2018 - 2019	01	8	4	50.00	1	12.50	3	37.50	0	0.00
2018 - 2019	02	11	3	27.27	4	36.36	4	36.36	0	0.00
2018 - 2019	03	19	12	63.16	3	15.79	2	10.53	2	10.53
2018 - 2019	04	18	16	88.89	0	0.00	2	11.11	0	0.00
2018 - 2019	05	21	16	76.19	2	9.52	2	9.52	1	4.76
2018 - 2019	06	29	14	48.28	5	17.24	3	10.34	7	24.14
2018 - 2019	07	46	24	52.17	5	10.87	9	19.57	8	17.39
2018 - 2019	08	34	22	64.71	2	5.88	4	11.76	6	17.65
2018 - 2019	09	25	9	36.00	3	12.00	4	16.00	9	36.00
2018 - 2019	10	30	19	63.33	2	6.67	4	13.33	5	16.67
2018 - 2019	11	21	7	33.33	6	28.57	3	14.29	5	23.81
2018 - 2019	12	36	7	19.44	2	5.56	12	33.33	15	41.67

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had **51.3**% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had **37.0**% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **19.3**% of students were recorded as Severe Chronic Absenteeism, which was more than the District average of 5.26%. Our goal is to reverse this trend and decrease severe chronic absenteeism by at least 2% by the end of the 2019/20 school year.

File Name	File Uploaded By	Upload Date
Whispering-Pines-Attendance-Plan-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1752_10172019_Whispering-Pines-Attendance-Plan-.pdf)	Catherine Henderson	10/17/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
GuidancePlan_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1752_10022019_GuidancePlan_20.pdf)	Catherine Henderson	10/2/2019

Equity Plan

File Name	File Uploaded By	Upload Date
1752_10032019_Equity-Diversity-Action-Plan-WPS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1752_10032019_1752_10032019_Equity-Diversity-Action-Plan-WPS.pdf)	Catherine Henderson	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-WPS-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1752_10032019_BPIE-Plan-WPS-(1).pdf)	Catherine Henderson	10/3/2019

☆ **Effective Communication** ⌃ ✖

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
WPS-SAC-Meeting-Dates.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1752_10252019_WPS-SAC-Meeting-Dates.pdf)	October	A+ Funds	10/25/2019
WPS-2019-2020-SAF-bylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1752_10252019_WPS-2019-2020-SAF-bylaws.pdf)	October	SAF ByLaws	10/25/2019
Whispering-Pines-Committee-Membership.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1752_10252019_Whispering-Pines-Committee-Membership.pdf)	October	None	10/25/2019
SAC-sign-in-sheet-10-16-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1752_10182019_SAC-sign-in-sheet-10-16-19.pdf)	October	A+ Funds	10/18/2019
SAC-minutes-10-16-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1752_10182019_SAC-minutes-10-16-19.pdf)	October	A+ Funds	10/18/2019
SAC-agenda-10-16-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1752_10182019_SAC-agenda-10-16-19.pdf)	October	A+ Funds	10/18/2019
WPS_SAC_ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1752_10142019_WPS_SAC_ByLaws.pdf)	October	SAC ByLaws	10/14/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
SurveysReport_Parent.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1752_10042019_SurveysReport_Parent.pdf)	Catherine Henderson	10/4/2019
SurveysReportPrint_Staff.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1752_10042019_SurveysReportPrint_Staff.pdf)	Catherine Henderson	10/4/2019
SurveysReportPrint_Student_Elem.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1752_10042019_SurveysReportPrint_Student_Elem.pdf)	Catherine Henderson	10/4/2019
SurveysReportPrint_Student_Middle_High.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1752_10042019_SurveysReportPrint_Student_Middle_High.pdf)	Catherine Henderson	10/4/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-WPS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1752_10032019_Face-Plan-WPS.pdf)	Catherine Henderson	10/3/2019
Programs-and-Services-Checklist_WPS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1752_10142019_Programs-and-Services-Checklist_WPS.pdf)	Catherine Henderson	10/14/2019
Customer-Service_WPS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1752_10142019_Customer-Service_WPS.pdf)	Catherine Henderson	10/14/2019
Catchthem-Being-Great_WPS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1752_10142019_Catchthem-Being-Great_WPS.pdf)	Catherine Henderson	10/14/2019
Cultural-Awareness_WPS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1752_10142019_Cultural-Awareness_WPS.pdf)	Catherine Henderson	10/14/2019

☆ School Info ⌃ ✖

School Name	Wingate Oaks k-12 (0991)	School Grade (2018 - 2019)	
Title 1 School	---	Differentiated Accountability (DA)	No
School of Excellence	---	ESSA School	Yes
Executive Summary	⊕ Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0991_09102019_Executive-Summary.pdf)		

☆ High Quality Instruction ⌃ ✖

Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
05	3	0	0	0	2	---	0	0	0	3
06	3	2	0	0	0	---	0	0	0	1
07	1	1	0	0	0	---	0	0	0	N/A
08	1	0	0	0	0	---	0	0	0	1
11	1	0	0	0	0	---	0	0	0	1
12	18	7	0	0	0	---	5	3	6	N/A

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
05	1	0	0	0	0	---	0	0	0	N/A
06	3	1	0	0	0	---	0	0	0	N/A
07	3	3	0	0	0	---	0	0	0	N/A
08	1	1	0	0	0	---	0	0	0	N/A
11	5	0	0	0	0	---	0	0	0	N/A
12	13	4	0	0	0	---	0	0	4	N/A

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

Wingate Oaks Center (WOC) is a specialized day school which provides unique and individual services for children experiencing intellectual challenges. The early warning system for our students is in place at the school sites which refer our children. WOC is where they are placed after early warning indicators, data collection, referrals and staffings occur.

School Report Card

☑ FLDOE: Edudata (https://edudata.fldoe.org/ReportCards/Schools.html?school=0991&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?

Celeste Humphrey, the Assistant Principal and Rachel Dewing, the Autism Coach are responsible to ensure classroom instruction is aligned to grade-level standards. Lesson Plans and classroom walkthrough demonstrate in iObservation are 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?

For K-12 learner Pre and Post test are administered using the Functional Communication Checklist and the Unique curriculum to monitor progress toward reading proficiency.

For PreK learners the Battelle Developmental Inventory 2 is completed when learners enter the program and when they exit the program to monitor progress toward reading proficiency.

For K-12 Frank Zagari is responsible for collecting and reviewing student progress data. For PreK, Rachel Dewing is responsible for collecting and reviewing student progress 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?

All learners' progress is tracked through IEP data and IEP annual meetings. In addition our K-12 population is administered the Florida Standards Alternate Assessment.

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

Due to our current population of ESE/PreK learners Tier 2 and Tier 3 interventions are not used at our school. Specialized instruction is addressed through learners' individualized education plans.

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)?

PLCs, Curriculum Data Chats, and Behavior Data Chats are held monthly to ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design and delivery.

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

Our learners do not particpate in the ACCESS for ELLs assessment.

Resources

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

- Supplemental Title III Materials List (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Supplemental-Title-III-Materials-List.doc)
- Tier I Core Instructional Factors for ELLs (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Tier-1-Core-Instructional-Factors-for-ELLs.pdf)

☆ Safe and Supportive Environment   ⌃ ✕

Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade	
K-12 Team	Thursday	3rd	9/19/2019 - 5/21/2020	8:00 AM - 9:00 AM	6, 7, 8, 9, 10, 11, 12	
Pre K Team	Thursday	3rd	9/19/2019 - 5/21/2020	8:00 AM - 9:00 AM	Pre K	

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
MTSS-RtI-Action-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0991_10022019_MTSS-RtI-Action-Plan-19-20.pdf)	Samantha Seeburger	10/2/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday Tuesday Wednesday Thursday	1st, 2nd, 3rd	9/12/2019 - 5/21/2020	8:00 AM - 9:00 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0991_09102019_SEL-Action-Plan-19-20.pdf)	Samantha Seeburger	9/10/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Wingagte-Oaks-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0991_05302019_Wingagte-Oaks-Feedback-Form.pdf)	Tyyne Hogan	5/30/2019
Behavior-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0991_09102019_Behavior-Plan-19-20.pdf)	Samantha Seeburger	9/10/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	40	16	40.00	8	20.00	9	22.50	7	17.50
2017 - 2018	33	17	51.52	6	18.18	6	18.18	4	12.12
2018 - 2019	26	12	46.15	5	19.23	4	15.38	5	19.23

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	05	1	0	0.00	1	100.00	0	0.00	0	0.00
2018 - 2019	06	3	1	33.33	1	33.33	1	33.33	0	0.00
2018 - 2019	07	3	0	0.00	0	0.00	1	33.33	2	66.67
2018 - 2019	08	1	0	0.00	0	0.00	1	100.00	0	0.00
2018 - 2019	11	5	3	60.00	2	40.00	0	0.00	0	0.00
2018 - 2019	12	13	8	61.54	1	7.69	1	7.69	3	23.08

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 **46.2**% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had **34.6**% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school **19.2**% of students were recorded as Severe Chronic Absenteeism, which was more than the District average of 5.26%. Our goal is to reverse this trend and decrease severe chronic absenteeism by at least 2% by the end of the 2019/20 school year.

File Name	File Uploaded By	Upload Date
Attendance-Plan-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0991_10212019_Attendance-Plan-.pdf)	Samantha Seeburger	10/21/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
School-Counseling-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0991_09102019_School-Counseling-Plan-19-20.pdf)	Samantha Seeburger	9/10/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0991_09102019_Equity-Plan-2019-2020.pdf)	Samantha Seeburger	9/10/2019

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/2020/0991_09092019_BPIE-2019.pdf)	Samantha Seeburger	9/9/2019

☆ **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/0991_10252019_SAC-Composition-Report.pdf)	October	Monitored	10/25/2019
SAC-SAF-Minutes-October-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0991_10232019_SAC-SAF-Minutes-October-.pdf)	October	Monitored	10/23/2019
SAC-October-Sign-In.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0991_10232019_SAC-October-Sign-In.pdf)	October	Monitored	10/23/2019
SAC-SAF-October-Agenda-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0991_10232019_SAC-SAF-October-Agenda-.pdf)	October	SAC ByLaws	10/23/2019
SAC-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0991_10142019_SAC-ByLaws.pdf)	October	SAC ByLaws	10/14/2019
SAC-SAF-AllDates19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0991_10092019_SAC-SAF-AllDates19-20.pdf)	October	Developed	10/9/2019
SAC_SAF-September-Minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0991_10092019_SAC_SAF-September-Minutes.pdf)	October	Monitored	10/9/2019
SAC_SAF-Sign-In-September.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0991_10072019_SAC_SAF-Sign-In-September.pdf)	October	Monitored	10/7/2019
SAC-SAF-Agenda-9.25.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0991_09302019_SAC-SAF-Agenda-9.25.19.pdf)	September	Monitored	9/30/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
EproveStaffResults.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0991_09182019_EproveStaffResults.pdf)	Samantha Seeburger	9/18/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
FACE-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0991_09102019_FACE-19-20.pdf)	Samantha Seeburger	9/10/2019
Cultural-Awareness-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0991_10212019_Cultural-Awareness-.pdf)	Samantha Seeburger	10/21/2019
Catch-Them-Being-Great-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0991_10212019_Catch-Them-Being-Great-.pdf)	Samantha Seeburger	10/21/2019
Customer-Service-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0991_10232019_Customer-Service-.pdf)	Samantha Seeburger	10/23/2019
Programs-and-Services-Checklist-(3).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0991_10232019_Programs-and-Services-Checklist-(3).pdf)	Samantha Seeburger	10/23/2019