

☆ School Info			
School Name	Banyan ES (2001)	School Grade (2018 - 2019)	B
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> N
School of Excellence	<input type="checkbox"/> ---	ESSA School	<input type="checkbox"/> Y
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2001_09122019_BANYAN-EXECUTIVE-SUMMAR)		

☆ High Quality Instruction										
Early Warning Indicators										
Data for: 2017-2018										
Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	90	13	3	0	---	N/A	1	0	0	N/A
01	85	12	0	0	---	0	1	5	0	N/A
02	100	15	0	0	---	0	0	2	0	N/A
03	110	11	2	0	33	---	4	15	0	108
04	128	9	0	0	52	---	1	1	0	125
05	114	19	0	0	33	---	1	0	4	111
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	84	16	0	0	---	0	0	0	0	N/A
01	94	11	0	0	---	0	2	2	0	N/A
02	86	17	0	0	---	0	0	0	0	N/A
03	110	13	1	0	28	---	24	25	0	105
04	89	4	0	0	19	---	17	17	0	83
05	122	8	0	0	29	---	28	28	0	117

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

Data points used to guide intervention strategies are: Benchmark Assessment Systems for Grades K-5, School City Assessments Grades 2-5 for ELA/Math, and i-Ready Diagnostic Assessments for K-5.

The intervention strategies employed by the school to improve the academic performance of students identified by the early warning system are included within the following resources: i-Ready Online Teacher Toolbox for Grades K-5, Leveled Literacy Intervention (LLI), Journey's Literacy Toolkit, Journey's Reading Toolkit, Foundations, Phonics for Reading, Great Leaps, and Journey's Write-In Readers. These resources will be used to address the needs of students in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The Collaborative Problem-Solving Team (CPST) meets on a weekly basis to monitor all students in Response to Intervention (RtI). The focus is to monitor students' progress towards their individual goals. When students are not progressing, their interventions are adjusted or intensified.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=2001&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?

School administration and the literacy coach ensures classroom instruction alignment to the Florida Standards by conducting administrative classroom walk-throughs, collecting Professional Learning Community minutes and lesson plans as well as obtaining data from quarterly School City Assessments and i-Ready data reports that align to the Florida 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 following data is collected for progress monitoring students' Reading proficiency by subgroups: Quarterly School City Assessments, Benchmark Assessment Systems (BAS), and i-Ready Diagnostic Assessments. This data is collected and monitored by the homeroom teacher, Principal, Assistant Principal, Literacy Coach, ESE Specialist, and Guidance Counselor.

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 use of data-based problem-solving to make educational decisions is a critical element of our Multi-Tier Support System (MTSS) implementation. This included the use of data-based problem-solving for student outcomes across content areas, grade levels, and tiers, as well as the use of problem-solving to address Reading barriers. Our Collaborative Problem Solving Team (*e.g., teacher of student, guidance counselor, administrator, literacy coach, ESE Specialist, School Psychologist, School Social Worker and parent of student*) meets every Monday to address the needs of students that are not making progress on a 4 to 6 weeks schedule. While several models for data-based problem-solving exist, our four-step problem-solving approach includes: 1) defining the goals and objectives to be attained, 2) identifying possible reasons why the desired goals are not being attained, 3) developing a plan for and implementing evidence-based strategies to attain specified reading goals, and 4) evaluating the effectiveness of the plan every 4 to 6 weeks to see if any adjustments are needed.

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

We conduct weekly Professional Learning Communities with a laser focus on guided reading. In PLC's we analyze students' data, collaboratively developing differentiated lesson plans utilizing the Continuum as a guide, work collaboratively to unwrap the Florida State Standards, and monitor the progress of all students with special attention given to our SWD group. This planning includes step by step instructions, research-based remediation and enrichment components, small group instruction; strategies, websites information that will enhance student achievement, and various teaching materials (*e.g., Leveled Literacy Intervention (Grades 1-5) Tier 2/3; Write in Reader (Grades 1-5) Tier 2; Journey's Reading Toolkit (Grades 1-2) Tier 3; Journeys Literacy Toolkit (Grades 3-5) Tier 3; Foundations (Grades 1-2) Tier 2/3; i-Ready -Tier 2/3; Phonics for Reading (Levels 1-3) Tier 2/3; Words Their Way (Grade K) Tier 2; Great Leaps (Grades 3-5) Tier2/3; Foundations (Grades 1-2) Tier 2/3; Great Leaps (Grades 3-5) Tier 2/3; Super QAR (Grades 1-5) Tier 2/3; i-Ready (All Grades) - Tier 2/3 and Saxon Phonics (Grade 2) Tier 2/3 used by the classroom teachers, support paras and ESE Support teacher as identified in the students' IEP. In addition, administration and the Literacy Coach monitors students' progress through weekly walkthroughs and quarterly standards-based assessments.*

Quarterly data chats with individual teachers focuses on analyzing assessment data, identifying best teaching practices/strategies, enhancing instructional plans, and monitoring the academic progress of all students with special attention given to our SWD group. Finally, the Literacy Coach conducts monthly PD; model Guided Reading Lessons on an as needed basis; identify a time to meet with teachers to ensure rigor and complexity is embedded in centers; provide teachers with a framework for the literacy block; and identify what the teachers and students should be doing differently at each stage of instruction.

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

Universal Design for Learning (UDL) is a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed. This approach offers flexibility in the way students access material, engage with it and show what they know. The type of professional learning that our teachers have 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) have included the following: Equity Training, Canvas Professional Development (with an assigned Instructional Technology Facilitator), Recordex Professional Development, and Balanced Literacy Approach Professional Development (on site and off site). Our Professional Learning Communities (PLC's) are held bi-weekly and they are standards-based and data-driven. The teachers participate in Data Chats to disaggregate and plan instruction centered around the data results. The PLC's and Data Chats ensure that effective instructional design (planning) and delivery (teaching) are occurring at Banyan Elementary School.

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

One activity that is implemented at our school to increase the percentage of ELLs becoming proficient on the ACCESS for ELLs is Imagine Language & Literacy. Imagine Language & Literacy is research-based instruction that helps students in grades K-5 who are classified as A1/Level 1 ELL students: to develop grade-level reading and language skills—no matter where they are on their path to acquiring English. Imagine Language & Literacy is used as an Intergrated Language System (ILS) in lieu of i-Ready to provide A1/Level 1 ELL students with enhanced first language support as well as additional scaffolds and accommodations. Another activity implemented at our school to increase the percentage of ELLs becoming proficient on the ACCESS for ELLs is Pull-Out Support for A1 and A2 students. This pull-out support provides students with instruction in both English and their home language. The goal is to develop English language proficiency as soon as possible. The use of a bilingual dictionary is also provided to assist with language support. Teachers in Grades K-5 will also be attending a professional development on Nearpod, which is a solution for scaffolding access to rigorous grade-level learning experiences and language instruction. The end goal is to reach our ELLs with immersive and relevant instruction.

Resources

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

☆ **Safe and Supportive Environment**



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Math PLC Primary	Wednesday	1st, 3rd	8/7/2019 - 5/15/2020	2:15 PM - 2:50 PM	3, 4, 5
Math PLC Intermediate	Wednesday	2nd, 4th	8/7/2019 - 5/15/2020	2:15 PM - 2:50 PM	K, 1, 2
Reading PLC Primary	Wednesday	2nd, 4th	8/7/2019 - 5/15/2020	2:15 PM - 2:50 PM	Pre K, K, 1, 2
Reading PLC Intermediate	Wednesday	1st, 3rd	8/7/2019 - 5/15/2020	2:15 PM - 2:50 PM	3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Banyan_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2001_08302019_Banyan_SAM_19.pdf)	Rowena Thomas	8/30/2019
MTSS-Rtl-Action-Plan-Banyan-Elementary-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2001_09262019_MTSS-Rtl-Action-Plan-Banyan-Elementary-2019-2020.docx)	Daughn White	9/26/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd, 4th	9/9/2019 - 5/18/2020	8:00 AM - 1:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-Template---Banyan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2001_09092019_SEL-Action-Plan-Template---Banyan-2019-20.pdf)	Carol King-Roberts	9/9/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Banyan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2001_06042019_Banyan.docx)	Desiree Montalvo	6/4/2019
2019-20-Banyan-feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2001_06052019_2019-20-Banyan-feedback-Form.pdf)	Desiree Montalvo	6/5/2019

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	650	427	65.69	138	21.23	72	11.08	13	2.00
2017 - 2018	644	402	62.42	156	24.22	68	10.56	18	2.80
2018 - 2019	585	373	63.76	139	23.76	58	9.91	15	2.56

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	KG	84	47	55.95	20	23.81	16	19.05	1	1.19

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	94	57	60.64	26	27.66	8	8.51	3	3.19
2018 - 2019	02	86	53	61.63	15	17.44	16	18.60	2	2.33
2018 - 2019	03	110	69	62.73	26	23.64	12	10.91	3	2.73
2018 - 2019	04	89	62	69.66	23	25.84	2	2.25	2	2.25
2018 - 2019	05	122	85	69.67	29	23.77	4	3.28	4	3.28

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 63.8% 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 12.5% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 2.6% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Elementary-Banyan-2001.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2001_11072019_Attendance-Plan-Elementary-Banyan-2001.pdf)	Eric T Miller	11/7/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
GuidancePlan1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2001_09302019_GuidancePlan1920.pdf)	Daughn White	9/30/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Plan-Banyan-Elementary-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2001_09262019_Equity-Diversity-Plan-Banyan-Elementary-2019-2020.docx)	Daughn White	9/26/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
2001_10232018_Banyan-BPIE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2001_04302019_2001_10232018_Banyan-BPIE.pdf)	Daughn White	4/30/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Agenda_091819.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2001_10112019_SAC-Agenda_091819.pdf)	September	A+ Funds	10/11/2019
SAC-ByLaws-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2001_10112019_SAC-ByLaws-2019-20.pdf)	October	SAC ByLaws	10/11/2019
SACCommittee-Membership.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2001_10042019_SACCommittee-Membership.pdf)	October	None	10/4/2019
SAC-Meeting-Sept.-18--2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2001_10022019_SAC-Meeting-Sept.-18--2019.pdf)	September	A+ Funds	10/2/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
BanyanParentSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2001_09232019_BanyanParentSurvey2019.pdf)	Armelle Johnson	9/23/2019
BanyanStaffSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2001_09232019_BanyanStaffSurvey2019.pdf)	Armelle Johnson	9/23/2019
BanyanStudentSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2001_09232019_BanyanStudentSurvey2019.pdf)	Armelle Johnson	9/23/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
BanyanFacePlan1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2001_09302019_BanyanFacePlan1920.pdf)	Daughn White	9/30/2019
Banyanccustomerplan1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2001_09302019_Banyanccustomerplan1920.pdf)	Daughn White	9/30/2019
BanyanCulturalAwareness1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2001_09302019_BanyanCulturalAwareness1920.pdf)	Daughn White	9/30/2019

☆ School Info



School Name	Central Park ES (2641)	School Grade (2018 - 2019)	A
Title 1 School	<input type="button" value="No"/>	Differentiated Accountability (DA)	<input type="button" value="No"/>
School of Excellence	<input type="button" value="Yes"/>	ESSA School	<input type="button" value="No"/>
Executive Summary	<input type="button" value="🔍"/> Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2641_09112019_Executive-Summary-19-20--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
KG	163	14	0	0	---	N/A	1	1	0	N/A
01	176	16	0	0	---	0	3	7	0	N/A
02	175	15	2	0	---	0	0	5	0	N/A
03	157	12	1	0	17	---	1	3	0	147
04	178	14	1	0	25	---	0	3	0	165
05	173	21	0	0	22	---	1	1	0	162

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	119	9	0	0	---	0	1	3	0	N/A
01	168	18	1	0	---	0	2	5	0	N/A
02	162	10	0	0	---	0	0	1	0	N/A
03	145	9	0	0	19	---	2	0	0	143
04	140	9	0	0	10	---	1	1	0	135
05	163	9	0	0	21	---	3	0	0	159

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

All students are initially screened in all content areas to determine preliminary abilities and levels for instruction. Explicit teacher modeling and direct teaching are part of daily instruction. Classroom instructional plans and implementation reflect the accommodations for those ESE children on IEP plans, children needing 504 accommodations, and those requiring ESOL strategies. Differentiated instruction is embedded in daily direct instruction, the gradual release model is implemented leading to differentiated learning centers and cooperative learning. Organizational supports are embedded in instruction including, but not limited to, graphic organizers and note taking. Small group instruction is also part of the instructional routine to further differentiate and address those students requiring remediation to ensure proficiency of grade level Standards. Data chats with administration and teachers, as well as data chats with teachers and students, assist in monitoring and planning for continued instructional differentiation. Starting at the end of the first quarter marking period, children that continue to exhibit difficulty with grade level Standards, as evidenced through their data, are placed on a Progress Monitoring Plan (PMP) in reading and/or mathematics. They are more frequently progress monitored, with double dose of instruction in small group settings. Those continuing to exhibit difficulties in student learning gains are considered for a higher level of support through the Response to Intervention model. Programs currently utilized in grades K-5 include: Leveled Literacy Intervention, Go Math Strategic Intervention (Tier 2), and Tier 3 Go Math Intensive Intervention (Tier 3). Additional early warning indicators including excessive absences and habitual tardiness are addressed by the classroom teacher with both parents and administration.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=2641&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June 2020, 46% of the Students With Disabilities subgroup, will make a learning gain on the English Language Arts Florida Standards Assessment.	Implementation of IReady LAFS Resource and Online Instruction, and Leveled Literacy Intervention (LLI) for students working below level.	Classroom Teachers, Administration, and Support Staff	5/15/2020	Training for new teachers for LLI, IReady Data Staff Development for Tier 1 Instruction	\$0.00	IReady Reading Standards Based Assessments, Benchmark Assessment System (BAS - 3 times a year), Leveled Literacy Intervention (LLI) Assessments every even day as aligned in the program.	
By June 2020, 60% of the lowest 25% in grades 3-5 will make a learning gain on the English Language Arts Florida Standards Assessment.	Implementation of IReady LAFS Resource and Online Instruction, and Leveled Literacy Intervention (LLI) for students working below level.	Classroom Teachers, Administration, and Support Staff	5/15/2020	Training for new teachers for LLI, IReady Data Staff Development for Tier 1 Instruction	\$300.00	IReady Reading Standards Based Assessments, Benchmark Assessment System (BAS - 3 times a year), Leveled Literacy Intervention (LLI) Assessments every even day as aligned in the program.	

K-12 Comprehensive Reading Plan

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

Administration, Literacy Coach, Guidance Counselor, Exceptional Student Education (ESE) Specialist, and Support Facilitator is responsible to ensure classroom instruction is aligned to grade level standards. Teacher led instructional daily Tier 1 lesson plans are collected and reviewed to ensure they align with our school-wide Instructional Focus Calendar.

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?

Administration, Literacy Coach, Guidance Counselor, Exceptional Student Education (ESE) Specialist, Support Facilitator, and Classroom Teachers are responsible for reviewing student progress monitoring data. Evidence collected includes: IReady Reading Standards Mastery Assessments, Benchmark Assessment System (BAS), and Leveled Literacy Intervention (LLI) Assessments. We meet monthly with all grade levels to discuss student progress and make necessary adjustments for instruction and individual students' differentiated groupings.

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 not progressing toward grade level goals are identified at the monthly data chat meetings. These students are then placed in the Leveled Literacy Intervention (LLI) appropriate to their level of deficiency (level based on Benchmark Assessment System [BAS]) and instructed daily in designated small group instruction.

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

Students not progressing toward grade level goals are identified at the monthly data chat meetings. These students are then placed in the Leveled Literacy Intervention (LLI) appropriate to their level of deficiency (level based on Benchmark Assessment System [BAS]) and instructed daily in designated small group instruction. Our Support Facilitator who works directly with our Students With Disabilities (SWDs) instructs in daily intervention programs including: Leveled Literacy Intervention (LLI) and Phonics for Reading.

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

Teachers have attended professional development in Guided Reading instruction, Calibration of instruction based on Benchmark Assessment System (BAS) results, Level Literacy Intervention (LLI), Balanced Literacy, Standards Based Planning for Reading K-5, IReady Reading Diagnostic alignment for lesson pathway, and Intro to Standards Based Science Grades K-5 aligned to Reading Standards.

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

Newly identified ELL students who are identified as level 1 and 2 based on their IPT assessment are assigned to utilize the Imagine Language and Literacy Program. Also, our ELL Paraprofessional pulls small groups of ELL students for targeted instruction to improve their proficiency. All classroom teachers have access to the ELLEVATION platform, which provides additional resources to support the ELL students in their classroom.

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
Addressing Tier One instruction through data analysis and rigor of Florida English Language Arts Standards	Monday	3rd	8/7/2019 - 4/13/2020	2:00 PM - 3:00 PM	K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Central-Park_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2641_08302019_Central-Park_SAM_19.pdf)	Rowena Thomas	8/30/2019
CPE-MTSS-Rtl-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2641_10022019_CPE-MTSS-Rtl-Action-Plan-2019-2020.pdf)	Cherise Coleman	10/2/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd, 4th, 5th	8/19/2019 - 5/18/2020	9:00 AM - 1:30 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
CPE-SEL-19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2641_09112019_CPE-SEL-19_20.pdf)	Cherise Coleman	9/11/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
CPK-SPBP-2019_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2641_05172019_CPK-SPBP-2019_2020.pdf)	Desiree Montalvo	5/17/2019
Central-Park_ES-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2641_05242019_Central-Park_ES-Feedback-Form-2019-20.pdf)	Carmello Mousignac	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	1049	644	61.39	292	27.84	101	9.63	12	1.14
2017 - 2018	1043	675	64.72	271	25.98	88	8.44	9	0.86
2018 - 2019	897	586	65.33	245	27.31	56	6.24	10	1.11

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	119	71	59.66	37	31.09	9	7.56	2	1.68

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	168	105	62.50	44	26.19	17	10.12	2	1.19
2018 - 2019	02	163	108	66.26	45	27.61	8	4.91	2	1.23
2018 - 2019	03	145	100	68.97	35	24.14	9	6.21	1	0.69
2018 - 2019	04	139	96	69.06	35	25.18	6	4.32	2	1.44
2018 - 2019	05	163	106	65.03	49	30.06	7	4.29	1	0.61

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 65.3% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school is among the lowest in the District with only 7.4% 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 1.1% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
CPE-Attendance-Plan-19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2641_09112019_CPE-Attendance-Plan-19_20.pdf)	Cherise Coleman	9/11/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Annual-Guidance-Plan-19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2641_09112019_Annual-Guidance-Plan-19_20.pdf)	Cherise Coleman	9/11/2019

Equity Plan

File Name	File Uploaded By	Upload Date
CPE-Equity-Diversity-Plan-19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2641_10022019_CPE-Equity-Diversity-Plan-19_20.pdf)	Cherise Coleman	10/2/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date

File Name	File Uploaded By	Upload Date
Central-Park-ES-BPIE-2018-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2641_04282019_Central-Park-ES-BPIE-2018-2019.pdf)	Cherise Coleman	4/28/2019
CPE-BPIE-Plan-19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2641_09112019_CPE-BPIE-Plan-19_20.pdf)	Cherise Coleman	9/11/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
2641_SAC-Composition_09252019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2641_10022019_2641_SAC-Composition_09252019.pdf)	September	None	10/2/2019
2641_SAF-Mtg_9252019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2641_10022019_2641_SAF-Mtg_9252019.pdf)	September	None	10/2/2019
2641_SAF-Bylaws_09252019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2641_10022019_2641_SAF-Bylaws_09252019.pdf)	September	SAF ByLaws	10/2/2019
2641_SAC-Bylaws_09252019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2641_10022019_2641_SAC-Bylaws_09252019.pdf)	September	SAC ByLaws	10/2/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
CentralParkParentSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2641_09232019_CentralParkParentSurvey2019.pdf)	Armelle Johnson	9/23/2019
CentralParkStaffSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2641_09232019_CentralParkStaffSurvey2019.pdf)	Armelle Johnson	9/23/2019
CentralParkStudentSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2641_09232019_CentralParkStudentSurvey2019.pdf)	Armelle Johnson	9/23/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
CPE-Customer-Service-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2641_10022019_CPE-Customer-Service-Plan.pdf)	Cherise Coleman	10/2/2019
CPE-Programs-Services-Checklist.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2641_10022019_CPE-Programs-Services-Checklist.pdf)	Cherise Coleman	10/2/2019
CPE-Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2641_10022019_CPE-Cultural-Awareness.pdf)	Cherise Coleman	10/2/2019

File Name	File Uploaded By	Upload Date
CPE-Catch-them-Being-Great.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2641_10022019_CPE-Catch-them-Being-Great.pdf)	Cherise Coleman	10/2/2019
Kindness-Awareness.JPG (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2641_10022019_Kindness-Awareness.JPG)	Cherise Coleman	10/2/2019
Parent-Corner.JPG (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2641_10022019_Parent-Corner.JPG)	Cherise Coleman	10/2/2019
Caught-Being-Good-Bulletin-Board.JPG (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2641_10022019_Caught-Being-Good-Bulletin-Board.JPG)	Cherise Coleman	10/2/2019

☆ School Info



School Name	Discovery ES (3962)	School Grade (2018 - 2019)	B
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> Yes	ESSA School	<input type="checkbox"/> Yes
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3962_09102019_Executive-Summary-19-20.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
KG	153	24	0	0	---	N/A	0	0	0	N/A
01	152	20	0	0	---	0	2	4	1	N/A
02	150	15	0	0	---	0	1	8	0	N/A
03	189	16	3	0	32	---	3	6	3	178
04	182	16	0	0	42	---	0	0	0	179
05	175	10	0	0	24	---	1	0	1	169

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	136	12	0	0	---	0	0	1	0	N/A
01	167	20	0	0	---	0	2	5	0	N/A
02	169	9	0	0	---	0	0	9	0	N/A
03	139	11	0	0	22	---	4	3	0	134
04	190	13	1	0	41	---	41	41	1	186
05	190	9	0	0	49	---	50	50	1	186

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

The interventions that are being employed at Discovery Elementary to improve the academic performance of the students identified by the early warning system are as follows: First, we investigate what indicators they are exhibiting and establish the correct intervention/plan. Then, depending what the outcome is we provide a mentor, complete home visits, create rewards, involve service providers, create special activities to increase participation and/ or interest, use a push/ pull-out model to assist in working to close the gaps of standards that students are not proficient in (Case by Case Basis). We also create positive relationships with the students and set high expectations for homework, attendance, behavior, and academic excellence.

The interventions are put in place on a case by case basis through the use of various research based reading programs such as: the Journey's Write-in Reader, Sight Word Fluency, Oral Reading Fluency (ORF), Benchmark Assessment (BAS), Super QAR, Wilson's Foundations, Element of Vocabulary, i-Ready, Reflex Math, Quick Reads, Fountas and Pinnell Phonics, Spelling, and Word Study System, Leveled Literacy Intervention (LLI), and the Reading Intervention Program.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3962&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 and curriculum specialists are responsible to ensure classroom instruction is aligned to grade-level standards. The evidence that will be collected by administration to demonstrate that classroom instruction is aligned to grade-level standards will be lesson plans, iObservations, and monitoring data.

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

STAR Early Literacy assessment is administered to all kindergarten students to identify early literacy skills. Kindergarten students are administered Sight Words, Letter Names, Letter Sounds, and Concepts of Print assessments for additional progress monitoring. Teachers administer the Benchmark Assessment System (BAS) to diagnose and monitor students' progress towards meeting grade-level reading proficiency in grades K-3 and for struggling readers (scoring a level 1 or 2 on FSA-ELA) in grades 4-5. I-Ready Diagnostic tests will also be given to assess growth and mastery from fall to spring.

Idea Proficiency Test (IPT) is administered to ELLs to monitor English Language proficiency. The majority of SWDs are progress monitored using the same tools referenced above. Quarterly progress monitoring of reading goals is mandatory for all students with disabilities SWDs. The data is updated into the EasyIEP and communicated to parents via the quarterly progress report card the teacher. The Collaborative Problem Solving Team is responsible for collecting and reviewing student progress monitoring data.

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

Once the BAS assessment is completed the Reading Decision Chart is used to determine specific reading instructional needs and interventions for students. The CPST facilitates the development and implementation or continuation of evidence-based interventions and determines the extent to which student responds to them through continuous progress monitoring. If the student does not respond to the initial intensity (time and group size), the CPS team reconvenes to determine next steps. A student who exhibits a substantial deficiency in reading must be provided intensive, explicit, systematic, and multisensory reading instruction.

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

Some of the instructional practices and resources used at our school to provide targeted supplemental intervention (tier 2) and intensive interventions (tier 3) to students are put in place on a case by case basis through the use of various research-based reading programs such as: the Journey's Write-in Reader, Journey's Tool Kit, Sight Word Fluency, Oral Reading Fluency (ORF), Benchmark Assessment (BAS), Super QAR, Wilson's Foundations, Element of Vocabulary, i-Ready, Reflex Math, Quick Reads, Fountas and Pinnell Phonics, Spelling, and Word Study System, Leveled Literacy Intervention (LLI), and the Reading Intervention Program (teacher resource) and Imagine Learning. We use a push/ pull-out model to assist in working closely with these students to close the gaps of standards that students are not proficient in. We also create positive relationships with the students and set high expectations for homework, attendance, behavior, and academic excellence.

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)?

There are many ways teachers receive professional learning to ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning for effective planning and delivery of instruction. The district offers a variety of professional development through online or face to face workshops. On planning days throughout the school year, the Literacy Coaches at Discovery Elementary provide professional development to the staff on how to optimize teaching to effectively instruct a diverse group of learners and how to be flexible in how the students access and engage with material to show what they know.

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

This year we are implementing the district's initiative, Imagine Learning. We also have ELL Saturday Enrichment Camp that begins in February and lasts for 6 weeks. Some other resources that are available to assist in them becoming more proficient is a phonological awareness kit that has passages for reading comprehension. Teachers are provided with Can Do Descriptors, Ellevation Strategies, supports, and scaffolds. Teachers also have access to ELLlevation in order to use the data to plan for instruction that meets the needs of their children.

Resources

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

☆ **Safe and Supportive Environment**



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
PLC 19-20 3962 ELA	Wednesday	2nd, 4th	8/7/2019 - 5/15/2020	2:15 PM - 3:00 PM	K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Discovery_SAM_.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3962_08302019_Discovery_SAM_.pdf)	Rowena Thomas	8/30/2019
2019MTSS-Rtl-Action-Plan-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3962_09232019_2019MTSS-Rtl-Action-Plan-.pdf)	Dannyelle deVarona	9/23/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday Thursday Friday	1st, 2nd, 3rd, 4th, 5th	9/25/2019 - 5/29/2020	10:00 AM - 12:30 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019-DISCOVERY-3962-copy.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3962_10022019_SEL-Action-Plan-2019-DISCOVERY-3962-copy.pdf)	Dannyelle deVarona	10/2/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2019-20-SPBP-Discovery-Elementary-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3962_04292019_2019-20-SPBP-Discovery-Elementary-(1).pdf)	Raylene Thomas	4/29/2019
Discovery-ES-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3962_05242019_Discovery-ES-Feedback-Form-2019-20.pdf)	Valerie Blackwell	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	1051	720	68.51	233	22.17	79	7.52	19	1.81
2017 - 2018	1022	713	69.77	198	19.37	97	9.49	14	1.37
2018 - 2019	990	692	69.90	216	21.82	64	6.46	18	1.82

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	136	88	64.71	35	25.74	11	8.09	2	1.47
2018 - 2019	01	166	111	66.87	36	21.69	14	8.43	5	3.01
2018 - 2019	02	169	124	73.37	36	21.30	7	4.14	2	1.18
2018 - 2019	03	139	96	69.06	31	22.30	7	5.04	5	3.60
2018 - 2019	04	190	138	72.63	36	18.95	15	7.89	1	0.53

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	190	135	71.05	42	22.11	10	5.26	3	1.58

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 69.9% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 8.3% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 1.8% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-2019-SIP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3962_09232019_Attendance-Plan-2019-SIP.pdf)	Dannyelle deVarona	9/23/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
SchoolCounselingPlan1920s.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3962_10022019_SchoolCounselingPlan1920s.pdf)	Dannyelle deVarona	10/2/2019

Equity Plan

File Name	File Uploaded By	Upload Date
EquityActionPlan1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3962_10022019_EquityActionPlan1920.pdf)	Dannyelle deVarona	10/2/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
Discovery-Elementary---School-BPIE-Plan-for-SIP-2019-revised-4.11.2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3962_08192019_Discovery-Elementary---School-BPIE-Plan-for-SIP-2019-revised-4.11.2019.pdf)	Dannyelle deVarona	8/19/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Minutes-9.18.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3962_10142019_SAC-Minutes-9.18.19.pdf)	October	Developed	10/14/2019
SAC-Composition-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3962_10022019_SAC-Composition-19-20.pdf)	September	None	10/2/2019
SAF_Sign-in-_9-18-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3962_09272019_SAF_Sign-in-_9-18-19.pdf)	September	None	9/27/2019
SAC_Agenda_9-18-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3962_09272019_SAC_Agenda_9-18-19.pdf)	September	Developed	9/27/2019
SAC-Signin_9-18-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3962_09272019_SAC-Signin_9-18-19.pdf)	September	Developed	9/27/2019
DES-2019-2020SAC-Bylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3962_09272019_DES-2019-2020SAC-Bylaws.pdf)	September	SAC ByLaws	9/27/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
DiscoveryParentSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3962_09232019_DiscoveryParentSurvey2019.pdf)	Armelle Johnson	9/23/2019
DiscoveryBilingualParentSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3962_09232019_DiscoveryBilingualParentSurvey2019.pdf)	Armelle Johnson	9/23/2019
DiscoveryStaffSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3962_09232019_DiscoveryStaffSurvey2019.pdf)	Armelle Johnson	9/23/2019
DiscoveryStudentSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3962_09232019_DiscoveryStudentSurvey2019.pdf)	Armelle Johnson	9/23/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Discovery-Elementary-Face-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3962_09232019_Discovery-Elementary-Face-Plan-2019.pdf)	Dannyelle deVarona	9/23/2019
strategy2_ProgramsAndServicesChecklist-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3962_09242019_strategy2_ProgramsAndServicesChecklist-.pdf)	Dannyelle deVarona	9/24/2019
Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3962_09252019_Customer-Service.pdf)	Dannyelle deVarona	9/25/2019
Catchthem-Being-Great.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3962_09252019_Catchthem-Being-Great.pdf)	Dannyelle deVarona	9/25/2019
Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3962_09262019_Cultural-Awareness.pdf)	Dannyelle deVarona	9/26/2019

☆ School Info



School Name	Horizon ES (2531)	School Grade (2018 - 2019)	C
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> No	ESSA School	<input type="checkbox"/> Yes
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2531_10012019_2019-2020-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	85	18	0	0	---	N/A	1	3	0	N/A
01	103	11	2	0	---	0	1	7	0	N/A
02	88	14	4	0	---	0	1	3	0	N/A
03	111	15	3	0	13	---	3	4	0	106
04	107	13	3	0	32	---	0	0	3	97
05	97	14	2	0	31	---	3	2	3	90

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	79	12	1	0	---	0	1	3	0	N/A
01	84	14	0	0	---	0	1	4	0	N/A
02	95	15	1	0	---	0	1	3	0	N/A
03	82	13	1	0	20	---	10	8	0	75
04	107	14	1	0	15	---	14	14	0	96
05	97	9	2	0	36	---	36	34	3	89

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

Early academic screening to identify students with difficulties and low performance scores to determine placement of students (ELA and Math) into the RTI process is done during the school year by classroom teachers, support staff, and administration. The school employs a reading teacher (who works a 53% week) who pulls small groups of struggling readers in grades 3-5. The school also has three additional staff members that teach LLI to grades K-4 along with a resource teacher who pulls small groups in grades 1-5. We have volunteers from the American Reads Program and America Counts Program who work with critically low students on a one-to-one basis. The school is using i-ready remediation computer programs to assist in targeting low performance students.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=2531&district=06>)

K-12 Comprehensive Reading Plan

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

Literacy Coach and Administration: I-ready standards mastery

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 collect data by the following:
 BAS every quarter and every new student to Horizon
 I-ready reading standards mastery
 Easy CBM monitoring for the RTI process
 Teacher made assessments and projects
 LLI monitoring

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

After students are given the BAS, if they score below grade level expectations and continue to struggle in small group then they are referred to the RTI process where interventions are put into place to meet the students needs.

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 with significant reading deficiencies are placed in LLI pull out small groups. An ESE support facilitator provides services to them SWD. They use the following resources: Wilson, Foundations, Reaching for the New Reading Standards, and LAFS. LLI groups and SWD are pulled daily.

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

Teachers attend workshops and conferences to ensure that all classroom instruction is accessible to the full range of learners. For example Jan Richardson training, BAS training, and I-ready workshops.

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

Imagine learning literacy is used for entering English Language proficient ELL students. LLI and i-Ready are used for all other active ELL students.

Resources

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

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Jan Richardson (ELA) Grades 3-5 (grade levels meet on different days and times during the week) Math grades K-5 (Meetings will be on Tuesdays)	Monday Tuesday Wednesday Thursday Friday	1st, 2nd, 3rd, 4th, 5th	8/19/2019 - 5/15/2020	2:00 PM - 3:00 PM	K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Horizon_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2531_08302019_Horizon_SAM_19.pdf)	Rowena Thomas	8/30/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/4/2019 - 5/15/2020	9:30 AM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
2531_09202019_SEL-Action-Plan-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2531_09202019_2531_09202019_SEL-Action-Plan-2020.pdf)	Craig Guy	9/20/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2019-20-SPBP-Horizon.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2531_05022019_2019-20-SPBP-Horizon.docx)	Craig Guy	5/2/2019
Horizon-Elementary-SPBP-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2531_05242019_Horizon-Elementary-SPBP-Feedback-Form.pdf)	Monique Pernell	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	615	348	56.59	174	28.29	77	12.52	16	2.60
2017 - 2018	621	343	55.23	182	29.31	77	12.40	19	3.06
2018 - 2019	544	307	56.43	156	28.68	70	12.87	11	2.02

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	79	40	50.63	25	31.65	14	17.72	0	0.00
2018 - 2019	01	84	39	46.43	31	36.90	10	11.90	4	4.76
2018 - 2019	02	94	54	57.45	26	27.66	12	12.77	2	2.13
2018 - 2019	03	83	51	61.45	18	21.69	10	12.05	4	4.82
2018 - 2019	04	107	66	61.68	25	23.36	16	14.95	0	0.00
2018 - 2019	05	97	57	58.76	31	31.96	8	8.25	1	1.03

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 56.4% of students in this category, which was within 2% of the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 14.9% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 2.0% 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-Elementary-2019_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2531_09272019_Attendance-Plan-Elementary-2019_20.pdf)	Craig Guy	9/27/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
revised-2020-ASCP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2531_09202019_revised-2020-ASCP.pdf)	Craig Guy	9/20/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2531_09202019_Equity-Plan-2019-2020.pdf)	Craig Guy	9/20/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_2017.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2531_09202019_BPIE_2017.pdf)	Craig Guy	9/20/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-10_24_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2531_10302019_SAC-10_24_19.pdf)	October	Monitored	10/30/2019
SAC-09_12_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2531_09242019_SAC-09_12_19.pdf)	September	Monitored	9/24/2019
2531_SAC_Bylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2531_09182019_2531_SAC_Bylaws.pdf)	September	SAC ByLaws	9/18/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
HorizonParent.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2531_09232019_HorizonParent.pdf)	Armelle Johnson	9/23/2019
HorizonStaff.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2531_09232019_HorizonStaff.pdf)	Armelle Johnson	9/23/2019
HorizonStudent.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2531_09232019_HorizonStudent.pdf)	Armelle Johnson	9/23/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Catchthem-Being-Great-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2531_09272019_Catchthem-Being-Great-(1).pdf)	Craig Guy	9/27/2019

File Name	File Uploaded By	Upload Date
Cultural-Awareness-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2531_09272019_Cultural-Awareness-(1).pdf)	Craig Guy	9/27/2019
Customer-Service-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2531_09272019_Customer-Service-(1).pdf)	Craig Guy	9/27/2019
Programs-and-Services-Checklist-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2531_09272019_Programs-and-Services-Checklist-(1).pdf)	Craig Guy	9/27/2019

☆ School Info



School Name	Meadowbrook ES (0761)	School Grade (2018 - 2019)	
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	
School of Excellence	<input type="checkbox"/> No	ESSA School	
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0761_10282019_Executive-Summary-Meadowbrook)		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	118	32	0	0	---	N/A	0	0	0	N/A
01	120	26	0	0	---	0	0	0	0	N/A
02	116	23	0	0	---	0	0	0	0	N/A
03	120	27	1	0	36	---	14	30	6	113
04	126	20	1	0	40	---	5	5	3	123
05	102	19	0	0	31	---	2	1	5	99

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	98	18	1	0	---	0	1	1	0	N/A
01	124	17	0	0	---	0	0	0	0	N/A
02	122	33	3	0	---	0	1	1	0	N/A
03	124	28	1	0	42	---	34	34	0	117
04	109	20	0	0	35	---	35	35	2	100
05	129	17	1	0	48	---	48	48	3	118

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

Early academic screening to identify students with difficulties and low performance scores to determine placement of students (ELA and Math) into the RTI process is done during the school year by classroom teachers, support staff, and administration. The school employs a reading teacher (who works a 53% week) who pulls small groups of struggling readers in grades 3-5. The school also has three additional staff members that teach LLI to grades K-4 along with a resource teacher who pulls small groups in grades 1-5. We have volunteers from the American Reads Program and America Counts Program who work with critically low students on a one-to-one basis. The school is using i-ready remediation computer programs to assist in targeting low performance students.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0761&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?

Jennifer Liberatore, Literacy Coach

To ensure that instruction is aligned to grade level standards, teachers are provided with an instructional focus calendar that provides teachers with specific standards to teach. Assessments are created to align directly to these standards on a three week BASIS. Teachers are provided with instructional materials that directly align to the standards. Classroom walk throughs are conducted to ensure proper materials are being used. If students do not show proficiency on standards aligned tests teachers are provided with standard aligned remediation material. Administration also conducts quarterly data chats in which teachers provide work samples to review. Work is also analyzed through PLCs.

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

A diagnostic test is given 3 times a year through iReady for all K-5 students for reading and math. Additional growth monitoring assessments are given monthly in ELA. Subgroup reports have been created in order to be thoroughly monitored. Administration and the literacy coach monitor all data. The ESE specialist monitors the ESE subgroup.

School City Assessments are used and data is collected for both reading and math. Administration and the instructional coaches monitor all data.

Monthly Writing Assessments are given to all students. Administration and instructional coaches monitor all data.

All data is entered into a data chart for each teacher on One Drive. Students are separated into subgroups for ESSA, lowest 30, and bubble 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 go through the RtI process. The literacy coach meets with each teacher to determine what assessments are needed for each student to determine their specific weakness. The correct intervention is then determined based on assessment data and a student's weakness. The reading decision chart is used to help in this process. Each teacher also attends a class consult with the literacy coach. The class consult is to review data of all students in the class and look for any students that may not already be identified for RtI but are showing little or no progress.

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

SWD: Reading Mastery, LLI, Touch Math , Phonics for Reading

Tier 2/Tier 3 Reading Interventions: LLI, Phonics For Reading, iReady , Teacher Toolbox

Tier 2/Tier 3 Math Interventions: Touch 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)?

Monthly Half Day PD Sessions focusing on Guided Reading, Math standards, science/stemscopes standards and integration

PLCs- All PLCs are focused on Guided Reading planning and delivery

District support is being provided for ELA, Science, and Math

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

Imagine Learning has been implemented for all A1 students. Differentiated centers have been created for A1 students. Teachers have been provided professional development for Elevation and how to use Can Do Descriptors. Title III ELL camp is offered to ESOL students after school.

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/urll/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 PK-5	Wednesday	2nd, 4th	9/1/2019 - 5/20/2019	2:00 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Meadowbrook-MTSS-Plan-.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0761_09262019_Meadowbrook-MTSS-Plan-.docx)	Jennifer Liberatore	9/26/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	8/22/2019 - 5/28/2019	7:30 AM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Plan-Meadowbrook.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0761_10282019_SEL-Plan-Meadowbrook.docx)	Jennifer Liberatore	10/28/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Meadowbrook_BehaviorPlan1920.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0761_05202019_Meadowbrook_BehaviorPlan1920.docx)	Desiree Montalvo	5/20/2019
Meadowbrook-Feddback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0761_05242019_Meadowbrook-Feddback-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	%
2016 - 2017	750	350	46.67	223	29.73	141	18.80	36	4.80
2017 - 2018	716	329	45.95	230	32.12	124	17.32	33	4.61
2018 - 2019	705	312	44.26	241	34.18	137	19.43	15	2.13

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	98	38	38.78	36	36.73	21	21.43	3	3.06
2018 - 2019	01	123	51	41.46	51	41.46	20	16.26	1	0.81
2018 - 2019	02	122	43	35.25	44	36.07	31	25.41	4	3.28
2018 - 2019	03	124	56	45.16	38	30.65	25	20.16	5	4.03
2018 - 2019	04	109	57	52.29	31	28.44	20	18.35	1	0.92
2018 - 2019	05	129	67	51.94	41	31.78	20	15.50	1	0.78

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 44.3% 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 21.6% 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 2.1% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
Attendance-Plan-Meadowbrook-Elementary-.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0761_10282019_Attendance-Plan-Meadowbrook-Elementary-.docx)	Jennifer Liberatore	10/28/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
School-Counseling-Plan-Meadowbrook.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0761_10282019_School-Counseling-Plan-Meadowbrook.pdf)	Jennifer Liberatore	10/28/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-School-Action-Plan-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0761_09272019_Equity-School-Action-Plan-2019-20.docx)	Jennifer Liberatore	9/27/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
Meadowbrook-BPIE_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0761_09242019_Meadowbrook-BPIE_2019.pdf)	Jennifer Liberatore	9/24/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-9-24-19.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0761_10282019_SAC-9-24-19.docx)	October	Monitored	10/28/2019
sac-mt-8-29-19.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0761_10282019_sac-mt-8-29-19.docx)	October	Monitored	10/28/2019
SAC-Composition-1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0761_10282019_SAC-Composition-1920.pdf)	October	None	10/28/2019
SAC-ByLaws-1920.html (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0761_10282019_SAC-ByLaws-1920.html)	October	SAC ByLaws	10/28/2019
SAC-agenda-9-24.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0761_10282019_SAC-agenda-9-24.docx)	October	Monitored	10/28/2019
SAC-agenda-8-29.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0761_10282019_SAC-agenda-8-29.docx)	October	Monitored	10/28/2019

Advanced eProve Survey Results

File Name	File Uploaded By	Upload Date
MeadowbrookStaffSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0761_09232019_MeadowbrookStaffSurvey2019.pdf)	Armelle Johnson	9/23/2019
MeadowbrookStudentSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0761_09232019_MeadowbrookStudentSurvey2019.pdf)	Armelle Johnson	9/23/2019
MeadowParentSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0761_09232019_MeadowParentSurvey2019.pdf)	Armelle Johnson	9/23/2019
MeadowbrookBilingualParentSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0761_09232019_MeadowbrookBilingualParentSurvey2019.pdf)	Armelle Johnson	9/23/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Meadowbrook-Face-Plan-1920-.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0761_09272019_Meadowbrook-Face-Plan-1920-.docx)	Jennifer Liberatore	9/27/2019

☆ School Info



School Name	Mirror Lake ES (1841)	School Grade (2018 - 2019)	B
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> No	ESSA School	<input type="checkbox"/> No
Executive Summary	 Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/1841_10142019_Executive-Summary-2019.pdf) 		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	117	22	0	0	---	N/A	1	1	0	N/A
01	98	17	0	0	---	0	1	4	0	N/A
02	116	22	0	0	---	0	1	8	0	N/A
03	109	17	0	0	33	---	3	7	2	107
04	104	7	0	0	37	---	2	5	2	98
05	93	18	0	0	24	---	3	4	1	88

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	99	15	0	0	---	0	0	0	0	N/A
01	126	12	1	0	---	0	0	6	0	N/A
02	102	16	0	0	---	0	1	5	0	N/A
03	110	17	0	0	38	---	21	15	1	96
04	105	17	0	0	21	---	12	11	2	90
05	100	11	1	0	28	---	17	13	4	88

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

1. Start with Hello Program
2. Refresh Welcoming Schools Initiative
3. I-Ready for Reading and Math
4. Focused Support Staff assigned to grade level teams
5. Performance Tasks for Reading, Math and Science
6. AR for all grade levels
7. Science and Math Resource Teachers
8. ELOPE enrichment clubs after school
9. Morning and Afternoon FSA camps
10. Utilize Dolphin Dollars to promote positive behavior

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1841&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Increase ELA proficiency level from 55% to 65% by the end of 2019-2020 school year.	Tier 1 Core Instruction, i-Ready Online Program, Scholastic News, Science Spin, Storyworks, Scholastic Guided Leveled Readers	Classroom Teachers, Administration, and Support Staff	5/20/2020	Training for new teachers for LLI, IReady Data Staff Development for Tier 1 Instruction	NA	Student progress will be closely monitored through i-Ready and via classroom observations and monthly data collections.	Students will make significant learning gains in ELA and in proficiency levels.
Increase ELA learning gains of the lowest 30% students from 58% to 70 % by the end of 2019-2020 school year.	Implementation of IReady LAFS Resource and Online Instruction, and Leveled Literacy Intervention (LLI) for students working below level.	Classroom Teachers, Pull-out/Push-in Teachers, Administration, and Support Staff	5/15/2020	Training for new teachers for LLI, IReady Data Staff Development for Tier 1 Instruction	NA	Student progress will be closely monitored through iReady and via classroom observations and monthly data collections.	Students will make significant learning gains in ELA and in proficiency levels.

K-12 Comprehensive Reading Plan

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

Administration, Literacy Coach, Guidance Counselor, Exceptional Student Education (ESE) Specialist, and Support Facilitator is responsible to ensure classroom instruction is aligned to grade level standards. Teacher led instructional daily Tier 1 lesson plans are collected and reviewed to ensure they align with our school-wide Instructional Focus Calendar.

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?

Administration, Literacy Coach, Guidance Counselor, Exceptional Student Education (ESE) Specialist, Support Facilitator, and Classroom Teachers are responsible for reviewing student progress monitoring data. Evidence collected includes: IReady Reading Standards Mastery Assessments, Benchmark Assessment System (BAS), and Leveled Literacy Intervention (LLI) Assessments. We meet monthly with all grade levels to discuss student progress and make necessary adjustments for instruction and individual students' differentiated groupings.

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 not progressing toward grade level goals are identified at the data chat meetings. These students are then placed in the Leveled Literacy Intervention (LLI) appropriate to their level of deficiency (level based on Benchmark Assessment System [BAS]) and instructed daily in designated small group instruction.

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

Students not progressing toward grade level goals are identified at the monthly data chat meetings. These students are then placed in the Leveled Literacy Intervention (LLI) appropriate to their level of deficiency (level based on Benchmark Assessment System [BAS]) and instructed daily in designated small group instruction. Our Support Facilitator who works directly with our Students With Disabilities (SWDs) instructs in daily intervention programs including: Leveled Literacy Intervention (LLI) and Phonics for Reading.

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

Teachers have attended professional development in Guided Reading instruction, Calibration of instruction based on Benchmark Assessment System (BAS) results, Level Literacy Intervention (LLI), Balanced Literacy, Standards Based Planning for Reading K-5, IReady Reading Diagnostic alignment for lesson pathway, and Intro to Standards Based Science Grades K-5 aligned to Reading Standards.

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

Newly identified ELL students who are identified as level 1 and 2 based on their IPT assessment are assigned to utilize the Imagine Language and Literacy Program. Also, our ELL Paraprofessional pulls small groups of ELL students for targeted instruction to improve their proficiency. All classroom teachers have access to the ELLEVATION platform, which provides additional resources to support the ELL students in their classroom.

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/urll/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
MLE 1841	Tuesday	2nd, 4th	8/14/2019 - 6/2/2020	2:00 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Mirror-Lake_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1841_08302019_Mirror-Lake_SAM_19.pdf)	Rowena Thomas	8/30/2019
19-20--MTSS-Rtl-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1841_09302019_19-20--MTSS-Rtl-Action-Plan.pdf)	Andrea Cutrone	9/30/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Friday	4th	9/6/2019 - 5/22/2020	8:05 AM - 2:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
19-20-SEL-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1841_09302019_19-20-SEL-Action-Plan.pdf)	Andrea Cutrone	9/30/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2019_20-SPBP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1841_04262019_2019_20-SPBP.pdf)	Hend Hafez	4/26/2019
Mirror-Lake-Elementary-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1841_05312019_Mirror-Lake-Elementary-Feedback-Form-2019-20.pdf)	Beatrice Baptiste	5/31/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	619	344	55.57	175	28.27	82	13.25	18	2.91
2017 - 2018	667	398	59.67	162	24.29	83	12.44	24	3.60
2018 - 2019	642	367	57.17	179	27.88	73	11.37	23	3.58

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	99	49	49.49	32	32.32	14	14.14	4	4.04

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	126	77	61.11	34	26.98	14	11.11	1	0.79
2018 - 2019	02	102	57	55.88	29	28.43	13	12.75	3	2.94
2018 - 2019	03	110	60	54.55	32	29.09	11	10.00	7	6.36
2018 - 2019	04	105	64	60.95	24	22.86	13	12.38	4	3.81
2018 - 2019	05	100	60	60.00	28	28.00	8	8.00	4	4.00

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 57.2% of students in this category, which was within 2% of the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 15.0% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 3.6% of students were recorded as Severe Chronic Absenteeism, which was less than the District average of 5.26%. Our goal is to maintain an average below 5% and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-MIRROR-LAKE-ELEMENTARY.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1841_10062019_Attendance-Plan-MIRROR-LAKE-ELEMENTARY.pdf)	Hend Hafez	10/6/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
School-Counseling-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1841_09112019_School-Counseling-Plan-19-20.pdf)	Hend Hafez	9/11/2019

Equity Plan

File Name	File Uploaded By	Upload Date
MLE_Equity_School_Action_Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1841_10012019_MLE_Equity_School_Action_Plan.pdf)	Andrea Cutrone	10/1/2019
MLE-Equity-Plan-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1841_10012019_MLE-Equity-Plan-(1).pdf)	Andrea Cutrone	10/1/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
1841_05152019_BPIE_2018_Mirror-Lake-elementary.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1841_06122019_1841_05152019_BPIE_2018_Mirror-Lake-elementary.pdf)	Hend Hafez	6/12/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-ByLaws-9-20-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1841_10172019_SAC-ByLaws-9-20-19.pdf)	October	SAC ByLaws	10/17/2019
SAF-Bylaw-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1841_10172019_SAF-Bylaw-2020.pdf)	October	SAF ByLaws	10/17/2019
SAC-Sign-in-9-20-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1841_10172019_SAC-Sign-in-9-20-19.pdf)	October	Monitored	10/17/2019
SAF-Sign-in-9-20-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1841_10172019_SAF-Sign-in-9-20-19.pdf)	October	Monitored	10/17/2019
SAF-Minutes-9-20-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1841_10172019_SAF-Minutes-9-20-19.pdf)	October	None	10/17/2019
SAF-September-Agenda--09-20-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1841_10172019_SAF-September-Agenda--09-20-2019.pdf)	October	Developed	10/17/2019
SAC-Minutes-9-20-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1841_10172019_SAC-Minutes-9-20-19.pdf)	October	SAC ByLaws	10/17/2019
SAC-Composition.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1841_10082019_SAC-Composition.pdf)	October	None	10/8/2019
September-Agenda--09-20-2019-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1841_10012019_September-Agenda--09-20-2019-(1).pdf)	October	SAC ByLaws	10/1/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Parent-Surveys-Report-18-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1841_06122019_Parent-Surveys-Report-18-19.pdf)	Hend Hafez	6/12/2019
Student-Survey-Report-18-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1841_06122019_Student-Survey-Report-18-19.pdf)	Hend Hafez	6/12/2019
Staff-Survey_02-11-19-Report.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1841_06122019_Staff-Survey_02-11-19-Report.pdf)	Hend Hafez	6/12/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
FACE--Cultural-Awareness-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1841_10022019_FACE--Cultural-Awareness-(1).pdf)	Andrea Cutrone	10/2/2019
FACE--Customer-Service-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1841_10022019_FACE--Customer-Service-(1).pdf)	Andrea Cutrone	10/2/2019
FACE-Catchthem-Being-Great-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1841_10022019_FACE-Catchthem-Being-Great-(1).pdf)	Andrea Cutrone	10/2/2019
FACE--Programs-and-Services-Checklist-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1841_10022019_FACE--Programs-and-Services-Checklist-(1).pdf)	Andrea Cutrone	10/2/2019

☆ School Info



School Name	Nob Hill ES (2671)	School Grade (2018 - 2019)	C
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> No	ESSA School	<input type="checkbox"/> Yes
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2671_10022019_Nob-Hill-Executive-Summary-2019)		

☆ 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	115	12	0	0	---	0	1	3	0	N/A
01	91	19	0	0	---	0	1	3	0	N/A
02	100	11	0	0	---	0	0	2	0	N/A
03	123	22	0	0	32	---	5	15	0	115
04	124	21	1	0	20	---	8	12	8	117
05	98	16	0	0	22	---	4	5	11	93

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	100	14	1	0	---	0	0	0	0	N/A
01	112	8	0	0	---	0	0	0	0	N/A
02	102	18	1	0	---	0	0	0	0	N/A
03	103	15	0	0	23	---	20	27	0	91
04	107	11	6	0	34	---	35	33	1	98
05	114	14	1	0	21	---	20	18	7	105

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

1. Start with Hello Program
2. Refresh Welcoming Schools Initiative
3. I-Ready for Reading and Math
4. Focused Support Staff assigned to grade level teams
5. Performance Tasks for Reading, Math and Science
6. AR for all grade levels
7. Science and Math Resource Teachers
8. ELOPE enrichment clubs after school
9. Morning and Afternoon FSA camps
10. Utilize Dolphin Dollars to promote positive behavior

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=2671&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?

Each month in the team leaders meet with the administrators and literacy coach to discuss classroom instruction as it pertains to the grade level standards. The team (admin, literacy coach and team leaders) conduct "focus walks" in classrooms K-5 and discuss the observations from the walk and any changes that need to be made by each team or individual teachers.

Each team leader is responsible to guide their team in planning curriculum that meets the grade level standards. The literacy coach is responsible for working with teachers who require additional support to align their instruction to the standards.

The administrators conduct walk through, informal and formal observations on all teachers to collect data ensuring teachers are aligning their instruction 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?

Students in K-3 are administered the Benchmark Assessment 3 times a year to monitor their progress toward reading proficiency.

Level 1 and 2 students (from 2019 FSA) in grades 4 and 5 are administered the Benchmark Assessment 3 times a year to monitor their progress toward reading proficiency.

All 3rd grade retentions, lowest quartile and ESE students in 3rd through 5th grade are pulled out 4 times a week to receive reading interventions to increase their reading proficiency. Those student's progress is monitored by iReady Growth Monitoring assessment given every other week.

All students in 3rd through 5th grade are given the iReady standards mastery assessment as the standards are being taught.

The classroom teachers work with the literacy resource teachers and the ESE Support facilitator to administer and collect the data for the assessments.

All students K-5 take the iReady Diagnostic assessment 3 times a year.

ALL teachers K-5 meet with the Assistant Principal and Literacy coach every 5-6 weeks during portfolio meetings (data chats) to discuss student's progress toward reading proficiency.

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

ALL teachers K-5 meet with the Assistant Principal and Literacy coach every 5-6 weeks during portfolio meetings (data chats) to discuss student's progress toward reading proficiency. If a student is NOT making adequate progress based on the progress monitoring data, they are brought to the CPST meeting. Students are given alternate assessments from the intervention reading decision chart, it is then determined why the desired reading performance is not being attained.

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?

Classroom teachers provide students with tier II interventions in their classroom using a variety of resources during their literacy block. Our school uses the scholastic leveled resource room and teachers pull students in small reading groups to provide instruction on

Our school has a primary literacy resource teacher that provides a tier III intervention using the Leveled Literacy Intervention (LLI) program 5 days a week. Student's progress is monitored by weekly running records. We also have an intermediate literacy resource teacher that uses the Focus on reading, iReady growth monitoring and cold reads to monitor the progress of the SWD and Low 30 in grades 3-5.

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 are provided substitutes 3 times a year to have a team planning day. At that time the grade level of teachers discuss their units of study for the quarter and the standards that will be taught. The teachers also plan for the different subgroups of students in their classroom and the grade level. Each grade level has instructional focus calendars and set assessment periods to monitor the student's progress based on instruction. Additionally, teachers meet on a weekly basis as a grade level team to plan their instruction and analyze student work from the prior week. That data is used to drive their instruction for the upcoming week.

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

The WIDA Access for ELL report is used to group students for services with our ELL Para. The para works on the student's area of weakness to increase proficiency for the current school year.

Resources

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

☆ **Safe and Supportive Environment**



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Pre-K	Tuesday	2nd	10/18/2019 - 5/12/2020	2:20 PM - 3:00 PM	Pre K
IND Special Program	Tuesday	2nd	10/18/2019 - 5/12/2020	2:20 PM - 3:00 PM	K, 1, 2, 3, 4, 5
Intermediate Math	Tuesday	2nd	10/18/2019 - 5/12/2020	2:20 PM - 3:00 PM	3, 4, 5
Primary Math	Tuesday	2nd	10/18/2019 - 5/12/2020	2:20 PM - 3:00 PM	K, 1, 2
Intermediate ELA/Science	Tuesday	2nd	10/18/2019 - 5/12/2020	2:20 PM - 3:00 PM	3, 4, 5
Primary ELA/Science	Tuesday	2nd	10/18/2019 - 5/12/2020	2:20 PM - 3:00 PM	K, 1, 2

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Nob-Hill_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2671_08302019_Nob-Hill_SAM_19.pdf)	Rowena Thomas	8/30/2019

Rtl Team Meeting Schedule

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

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
Nob-Hill-SEL-2019-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2671_10012019_Nob-Hill-SEL-2019-Action-Plan.pdf)	Heather Most	10/1/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2019_20-SPBP-NOB-HILL.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2671_05032019_2019_20-SPBP-NOB-HILL.pdf)	David Suarez	5/3/2019
Nob-ES_Feedback-Form-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2671_06032019_Nob-ES_Feedback-Form-2019-2020.pdf)	Shavonda Mitchum	6/3/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	589	317	53.82	175	29.71	74	12.56	23	3.90
2017 - 2018	674	402	59.64	165	24.48	94	13.95	13	1.93
2018 - 2019	638	351	55.02	196	30.72	76	11.91	15	2.35

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	100	55	55.00	26	26.00	15	15.00	4	4.00
2018 - 2019	01	112	64	57.14	38	33.93	8	7.14	2	1.79

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	02	102	54	52.94	29	28.43	16	15.69	3	2.94
2018 - 2019	03	103	55	53.40	33	32.04	14	13.59	1	0.97
2018 - 2019	04	107	57	53.27	38	35.51	10	9.35	2	1.87
2018 - 2019	05	114	66	57.89	32	28.07	13	11.40	3	2.63

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 55.0% of students in this category, which was within 2% of the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 14.3% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 2.4% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Nob-Hill-Attendance-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2671_10212019_Nob-Hill-Attendance-Plan-19-20.pdf)	Heather Most	10/21/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Nob-Hill-ASCP-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2671_10032019_Nob-Hill-ASCP-19-20.pdf)	Heather Most	10/3/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-School-Action-Plan-2018_final.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2671_10012019_Equity-School-Action-Plan-2018_final.pdf)	Heather Most	10/1/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
2671_11192018_2671_10292017_Nob-Hill-ES-BPIE-2015-16-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2671_09262019_2671_11192018_2671_10292017_Nob-Hill-ES-BPIE-2015-16-(1).pdf)	Heather Most	9/26/2019
Nob-Hill-BPIE-2019-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2671_10012019_Nob-Hill-BPIE-2019-.pdf)	Heather Most	10/1/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
OCT-SAC-agenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2671_10212019_OCT-SAC-agenda.pdf)	October	Monitored	10/21/2019
SAC-Comp-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2671_10212019_SAC-Comp-19-20.pdf)	October	Monitored	10/21/2019
Oct-SAC-Sign-in-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2671_10212019_Oct-SAC-Sign-in-.pdf)	October	Monitored	10/21/2019
OCT-SAF-Meeting-Minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2671_10212019_OCT-SAF-Meeting-Minutes.pdf)	October	ByLaws	10/21/2019
OCT-SAF-Agenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2671_10212019_OCT-SAF-Agenda.pdf)	October	SAF ByLaws	10/21/2019
SAF-OCT-Meeting-Sign-In.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2671_10162019_SAF-OCT-Meeting-Sign-In.pdf)	October	SAF ByLaws	10/16/2019
SAC-ByLaws-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2671_10162019_SAC-ByLaws-19-20.pdf)	October	SAC ByLaws	10/16/2019
Sept-SAC-Minutes-.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2671_10112019_Sept-SAC-Minutes-.docx)	September	Developed	10/11/2019
Sept-SAC-Agenda.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2671_10112019_Sept-SAC-Agenda.docx)	September	Developed	10/11/2019
Sept-SAC-Sign-in.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2671_10102019_Sept-SAC-Sign-in.pdf)	September	Developed	10/10/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
NobHillParentSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2671_09252019_NobHillParentSurvey2019.pdf)	Armelle Johnson	9/25/2019
NobHillStudentSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2671_09252019_NobHillStudentSurvey2019.pdf)	Armelle Johnson	9/25/2019
NobHillStaffSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2671_09252019_NobHillStaffSurvey2019.pdf)	Armelle Johnson	9/25/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Nob-Hill-2019-Face-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2671_10022019_Nob-Hill-2019-Face-Plan.pdf)	Heather Most	10/2/2019

☆ School Info



School Name	Peters ES (0931)	School Grade (2018 - 2019)	C
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> No	ESSA School	<input type="checkbox"/> Yes
Executive Summary	<input type="checkbox"/> Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0931_09252019_Executive-Summary-Peters_Elem)		

☆ 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	84	11	0	0	---	N/A	1	2	0	N/A
01	127	31	0	0	---	0	2	11	0	N/A
02	101	17	0	0	---	0	0	7	0	N/A
03	100	6	0	0	26	---	1	8	1	92
04	125	26	3	0	46	---	11	16	8	116
05	97	11	1	0	15	---	0	1	0	88

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	130	21	0	0	---	0	2	3	0	N/A
01	106	13	0	0	---	0	2	12	0	N/A
02	112	21	1	0	---	0	2	10	0	N/A
03	105	24	0	0	38	---	23	16	1	94
04	124	19	0	0	33	---	18	15	2	116
05	108	25	1	0	29	---	22	15	4	102

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

1. Start with Hello Program
2. Refresh Welcoming Schools Initiative
3. I-Ready for Reading and Math
4. Focused Support Staff assigned to grade level teams
5. Performance Tasks for Reading, Math and Science
6. AR for all grade levels
7. Science and Math Resource Teachers
8. ELOPE enrichment clubs after school
9. Morning and Afternoon FSA camps
10. Utilize Dolphin Dollars to promote positive behavior

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0931&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?

- General Educations Teachers (Access to Florida Standards Progression, i-Ready, Elementary Learning Canvas course, CPALMS-for materials appropriate for grade level instruction)
- Reading Coach (Meets with grade level teams to create & review lesson plans, observes instruction to offer support & feedback)
- Administration (teachers are required to have lesson plans visible for walk-throughs, monitors copy request for teacher instructional materials and student independent work to make sure they are grade level appropriate)

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?

- i-Ready (reading-K-5 & math-K-5) data (diagnostic)
- Standards Mastery (grades 2-5)
- BAS (K-5)
- Core Curriculum Assessments (1-5)
- FLKRS (quarterly letter names & sounds, concepts of print-K)

Teachers are responsible for data collection. School leadership team is responsible for reviewing data with teachers.

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

- Response to Intervention (RTI)
- When students are identified as not meeting grade level expectations parents are notified through teacher conferences and students are discussed at data chats, PLCs, and discussed at CPST meetings if necessary
- During RTI meetings, student data is discussed as well as appropriate interventions and student progress of already implemented interventions
- Team is consistently referencing the K-5 or 6-12 Identification/Intervention Reading Decision Chart to determine next steps for intervention

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

SWD:

- News 2 You
- modified Zoom curriculum
- chunking information
- small group pull-out
- Utilizing the inclusion model within the general education classroom
- Front loading
- Specialized instruction in all academics
- Strategies deemed appropriate based on students' individual needs as outlined in the IEP and recommended through the psychological evaluation

Tier 2

- Balanced Literacy-grade level instruction in whole group, individualized instruction in small group, differentiated centers)
- Foundations
- Phonics for Reading
- Quick Reads
- Super QAR
- LLI

Frequency-based on needs of student & response to intervention

Title of Implementer-Classroom teacher

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

- District training for BAS administration, Balanced Literacy, & small group guided reading
- District training for LLI
- In house training for guided reading, BAS, and interactive read-aloud provided by Literacy Coach
- BAS calibration meetings to ensure fidelity
- Science Curriculum Training
- Monthly PLCs to review best practices

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

Activities

- ELL camp
- ESOL parent night
- ELLlevation implementation
- Imagine Learning
- Push-in staff member that assists students in the ELL program

Resources

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Tier 1 ELA/Reading Strategies	Tuesday	2nd	8/7/2019 - 5/5/2020	2:20 PM - 3:10 PM	Pre K, K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Peters_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0931_09232019_Peters_SAM_19.pdf)	Rowena Thomas	9/23/2019
Peters-MTSS-Rtl-Action-Plan-2019_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0931_09242019_Peters-MTSS-Rtl-Action-Plan-2019_2020.pdf)	Susanna Deutsch	9/24/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd, 4th	9/19/2019 - 5/21/2020	8:10 AM - 3:10 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/2020/0931_09232019_SEL-Action-Plan-2019-2020.pdf)	Susanna Deutsch	9/23/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
PetersSchool-wide-Behavior-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0931_05202019_PetersSchool-wide-Behavior-Plan.pdf)	Desiree Montalvo	5/20/2019
Peters-feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0931_05312019_Peters-feedback-Form.pdf)	Kerry-Ann Tracey	5/31/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	635	344	54.17	190	29.92	89	14.02	12	1.89
2017 - 2018	659	366	55.54	183	27.77	88	13.35	22	3.34

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	%
2018 - 2019	683	355	51.98	198	28.99	113	16.54	17	2.49

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	130	63	48.46	45	34.62	17	13.08	5	3.85
2018 - 2019	01	105	56	53.33	36	34.29	11	10.48	2	1.90
2018 - 2019	02	112	58	51.79	32	28.57	22	19.64	0	0.00
2018 - 2019	03	104	52	50.00	27	25.96	23	22.12	2	1.92
2018 - 2019	04	124	78	62.90	26	20.97	16	12.90	4	3.23
2018 - 2019	05	108	48	44.44	32	29.63	24	22.22	4	3.70

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 52.0% 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 19.0% of students in the chronic absenteeism category, which was within 2% of the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 2.5% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Peters-Elementary-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0931_09252019_Attendance-Plan-Peters-Elementary-2020.pdf)	Susanna Deutsch	9/25/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
ASCP-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0931_09252019_ASCP-2019.pdf)	Gracie Beish	9/25/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan--2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0931_09242019_Equity-Diversity-Action-Plan--2019-2020.pdf)	Susanna Deutsch	9/24/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_Peters-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0931_09232019_BPIE_Peters-2019.pdf)	Susanna Deutsch	9/23/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Peters-SAC-Composition-9_12_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0931_10012019_Peters-SAC-Composition-9_12_19.pdf)	September	None	10/1/2019
SAC-Minutes_Agenda-9_12_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0931_10012019_SAC-Minutes_Agenda-9_12_19.pdf)	September	SAC ByLaws	10/1/2019
0931_SAC-BYlaws-09_12_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0931_09192019_0931_SAC-BYlaws-09_12_19.pdf)	September	SAC ByLaws	9/19/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
PTE-PArent-Survey-Results-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0931_09122019_PTE-PArent-Survey-Results-2019.pdf)	Susanna Deutsch	9/12/2019
PetersStudentSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0931_09232019_PetersStudentSurvey2019.pdf)	Susanna Deutsch	9/23/2019
PetersStaffSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0931_09232019_PetersStaffSurvey2019.pdf)	Susanna Deutsch	9/23/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
0931_09212019_Peters_Face-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0931_09252019_0931_09212019_Peters_Face-Plan.pdf)	Susanna Deutsch	9/25/2019

☆ School Info



School Name	Plantation ES (0941)	School Grade (2018 - 2019)	
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	
School of Excellence	<input type="checkbox"/> No	ESSA School	
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0941_10182019_0941_10182019_SIP-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
KG	114	27	0	0	---	N/A	0	0	0	N/A
01	94	14	0	0	---	0	0	0	0	N/A
02	98	18	2	0	---	0	0	2	0	N/A
03	117	21	2	0	40	---	5	15	6	109
04	88	22	2	0	39	---	7	5	5	85
05	102	18	2	0	44	---	3	3	6	92

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	97	20	4	0	---	0	3	0	0	N/A
01	120	21	0	0	---	0	2	8	0	N/A
02	94	19	1	0	---	0	1	4	0	N/A
03	97	17	4	0	37	---	29	27	2	92
04	104	17	9	0	36	---	17	1	0	96
05	98	22	7	0	34	---	35	33	6	94

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

The school employs various strategies and programs to improve student performance through the early warning system in BASIS 3.0. Students are identified as to their academic achievement levels through baseline data. Teachers assess students in K-5 using the Benchmark Assessment System in Reading. Teachers implement intervention strategies in the six areas of reading and pinpoint instruction to align with student needs. Once teachers pinpoint the area of need, they refer to the multi-tiered system of support to align the intervention. They also record the Tier II intervention to provide more intense reading instructional time. The intervention is recorded in BASIS 3.0. The teacher then monitors progress for 6 weeks through data collection to determine whether the student is responding to the intervention. The CPST/RTI team meets to discuss whether the student is making sufficient progress with the intervention or whether the student needs a more intensive intervention to make academic progress.

The intervention strategies used include the following: small group instruction with scaffolded support, differentiated learning centers, computer-assisted learning, one-on-one instruction, extended time, interdisciplinary literacy and Leveled Literacy Instruction.

Regarding behavior, teachers utilize their classroom management system to address Tier 1 and Tier 2 behaviors. For Tier 2 behavior, resources outside of the classroom are utilized to correct behaviors. Our Socio-Emotional Learning curriculum/class is instrumental in addressing challenging behaviors. Incentive programs and mentoring programs have been useful in assisting students with socio-emotional challenges.

Teachers will employ rigorous Tier I instruction that employs the gradual release model, which works towards student independence. This instruction includes frequent modeling, interactive Read Alouds, Accountable Talk, Close Reads, Shared reading and writing to ensure that all students are receiving rigorous Tier I instruction. Teachers will also ensure they are reaching all learners by employing visual, kinesthetic and auditory delivery models.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0941&district=06>)

K-12 Comprehensive Reading Plan

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

The classroom teacher is primarily responsible for standards-aligned instruction. The Literacy coaches provide support to the teachers through modeling, resources and curriculum materials. Teachers collaborate and plan their lessons based on the standards and the instructional focus calendar. The alignment to the standards is monitored through cycle and checkpoint assessments utilizing School City and iReady.

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 through;

- Benchmark Assessment System, K-5
- iReady diagnostic
- Cycle assessments and checkpoints
- Imagine Literacy for ELL students
- Letter names, sounds and concepts of print for Kindergarten
- FLKRS for Kindergarten
- IPT and WIDA for ELL
- SWD Student data is monitored in all the assessments mentioned above

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?

When students are not progressing according to the Reading Decision Chart, we implement Tier Two interventions to address the deficiency through a targeted program based on the area of their deficiency. A progress monitoring assessment is used to monitor the effectiveness of the intervention. Students that are showing progress are transitioned back to Tier 1. Students that are not showing progress are moved to Tier 3 interventions. Throughout this process, the student is placed in Response to Intervention (RTI) and data is collected on their progress.

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

The following instructional practices are utilized daily:

- Intentional Read Alouds
- Share reading
- Guided reading
- Mini-reading lessons
- Small group instruction
- Double dose Tier 3 students
- Explicit phonics instruction
- Multiple opportunities for reading
- Think Aloud

Resources for SWD, Tier 2 and Tier 3 students:

- Leveled Literacy Intervention (LLI)
- Foundations
- Phonics for Reading
- Reading Mastery (SWD)
- Road to the Code
- Imagine Literacy (ELL)
- Phonics Spelling and Word Study (PSW)

Interventions are delivered by an intervention specialist, literacy coach, and classroom teacher. It is conducted daily outside the reading block.

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

Professional Learning:

- Teach Like a Champion book study
- Driven by Data book study
- Canvas Learning Management System
- Recordex Training
- StemScopes Science
- Microsoft Digital Tools
- Hands-On Learning
- Project-based learning
- Differentiated Centers
- Learning Styles

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

We utilize the following activities for ELL students:

- Leveled Literacy Intervention (LLI)
- Foundations
- Phonics for Reading
- Reading Mastery
- Road to the Code
- Imagine Literacy
- English in my Pocket
- Instruction that addresses all learning styles-visual, kinesthetic and auditory delivery models.

Resources

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

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Collaborative Planning-PLC's	Monday		8/26/2019 - 6/1/2020	2:00 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Plantation_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0941_08302019_Plantation_SAM_19.pdf)	Rowena Thomas	8/30/2019
MTSS-Rtl-Action-Plan-Template-2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0941_09252019_MTSS-Rtl-Action-Plan-Template-2019.docx)	Vinson Jones	9/25/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	9/12/2019 - 5/28/2020	9:00 AM - 1:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0941_09252019_SEL-Action-Plan-2019.docx)	Vinson Jones	9/25/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
PLE-Behavior-Plan-2019_2020-PDF.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0941_05102019_PLE-Behavior-Plan-2019_2020-PDF.pdf)	Deborah Brown	5/10/2019
Plantation-Elementary-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0941_05312019_Plantation-Elementary-Feedback-Form.pdf)	Kerry-Ann Tracey	5/31/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	630	336	53.33	164	26.03	97	15.40	33	5.24
2017 - 2018	663	337	50.83	179	27.00	111	16.74	36	5.43
2018 - 2019	610	309	50.66	179	29.34	97	15.90	25	4.10

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	97	54	55.67	20	20.62	18	18.56	5	5.15
2018 - 2019	01	120	64	53.33	33	27.50	16	13.33	7	5.83
2018 - 2019	02	94	41	43.62	33	35.11	16	17.02	4	4.26
2018 - 2019	03	97	54	55.67	26	26.80	14	14.43	3	3.09
2018 - 2019	04	104	51	49.04	36	34.62	13	12.50	4	3.85
2018 - 2019	05	98	45	45.92	31	31.63	20	20.41	2	2.04

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 50.7% 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 20.0% 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 4.1% of students were recorded as Severe Chronic Absenteeism, which was less than the District average of 5.26%. Our goal is to maintain an average below 5% and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Elementary-Template-SIP_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0941_10042019_Attendance-Plan-Elementary-Template-SIP_2019.pdf)	Vinson Jones	10/4/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Guidance-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0941_09262019_Guidance-Plan-19-20.pdf)	Vinson Jones	9/26/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0941_10032019_Equity-Diversity-Action-Plan-2019.pdf)	Vinson Jones	10/3/2019

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/2020/0941_10012019_BPIE_2018.pdf)	Deborah Brown	10/1/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-ByLaws-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0941_10212019_SAC-ByLaws-2019.pdf)	October	SAC ByLaws	10/21/2019
Sept.-SAC-2019-Agenda-Sign-Minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0941_10212019_Sept.-SAC-2019-Agenda-Sign-Minutes.pdf)	October	Monitored	10/21/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
PlantationESParentSurvey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0941_09242019_PlantationESParentSurvey.pdf)	Vinson Jones	9/24/2019
PlantationES-StaffSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0941_09242019_PlantationES-StaffSurvey2019.pdf)	Vinson Jones	9/24/2019
PlantationES-StudentSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0941_09242019_PlantationES-StudentSurvey2019.pdf)	Vinson Jones	9/24/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Customer-Service-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0941_10032019_Customer-Service-2019.pdf)	Vinson Jones	10/3/2019
Face-Plan-Plantation-Elementary-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0941_10152019_Face-Plan-Plantation-Elementary-2019.pdf)	Vinson Jones	10/15/2019

☆ School Info



School Name	Plantation Park ES (1251)	School Grade (2018 - 2019)
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)
School of Excellence	<input type="checkbox"/> No	ESSA School
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/1251_09052019_1251_2019_2020_Plantation-Park)	

☆ 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	84	10	0	0	---	N/A	0	0	0	N/A
01	84	6	0	0	---	0	0	1	0	N/A
02	89	12	0	0	---	0	1	5	0	N/A
03	114	13	3	0	25	---	3	12	0	112
04	102	11	0	0	17	---	1	1	0	99
05	95	13	2	0	25	---	1	0	0	95

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	62	8	1	0	---	0	1	0	0	N/A
01	92	7	0	0	---	0	0	3	0	N/A
02	85	8	3	0	---	0	1	1	0	N/A
03	104	7	2	0	17	---	4	3	0	100
04	105	6	1	0	20	---	5	0	0	103
05	107	8	0	0	13	---	0	0	0	104

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

Students' academic performance are monitored at least weekly and discussed in grade level team meetings. Additionally, grade level teams meet with administration and support staff to share students' data at our monthly CPST and data chats. Students' academic performance are tracked using such reports as BAS, i-Ready, teacher-made assessments, and district assessments. Targeted students are discussed and resources aligned to students' needs during weekly CPST meetings.

Some of the instructional materials used to target students' academic needs in Reading include Explode the Code, Phonics for Reading, Quick Reads, Words Their Way, i-Ready Toolbox, LLI, Rise/Rise-Up, i-Ready LAFS, The Comprehension Toolkit, Write in Reader, Vocabulary.com, and Jan Richardson Strategies. Some of the instructional materials used to target students' needs in Math include i-Ready MAFS, Engage NY, i-Ready.com, and Go Math! Reteacher and Intensive Intervention.

We monitor to ensure teachers implement highly effective instructional strategies to ensure all students receive quality and impactful Tier 1 instruction every day. Direct training and support is provided to teachers as a part of the schoolwide continuous improvement model.

School Report Card

FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1251&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
For the 2019-2020 school year, our school will focus on improving student achievement performance on the FSA ELA (Reading). Specifically, we will increase overall proficiency to 73% (+2 points), and Students with Disabilities will increase proficiency to 50% (+4 points).	Professional Development (PD) in Balanced Literacy which includes PD in Small Group Guided Reading, Interactive Read Alouds, Shared Reading, and Differentiated Independent Practice and Instruction	Mardi Dilks, Literacy Coach	6/30/2020	Professional Development (PD) in Balanced Literacy which includes PD in Small Group Guided Reading, Interactive Read Alouds, Shared Reading, and Differentiated Independent Practice and Instruction	\$6,000.00	I-Observation Data, Sign-In Sheets from Professional Development, Assessments and Running Records	

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?

Each classroom teacher is responsible to ensure instruction is aligned to grade-level standards. Evidence: CARE Cycle plans, monthly data chats, classroom walk-throughs/observations, student journals, Grade 3 keystones.

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?

1. Monthly CPST Meetings are held to discuss PMP/lowest 30% students and share graphs. (Classroom teachers and Collaborative Problem Solving Team, CPST)
2. Lowest 30%/PMP Students are grouped by grade level in i-Ready for monitoring. (CPST)
3. BAS, Letter names, sounds, and concepts of print (Classroom teachers, Literacy Coach)

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?

Monthly meetings with teachers and the CPST. The Literacy Coach pre-screens students for Phonics for Reading and REWARDS and places students in those programs as needed. K-1st teacher screen for Explode the Code as needed. Comprehension interventions used are?: LLI, RISE, RISE-Up, Comprehension Toolkit.

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?

See interventions listed in previous answer.

- * Phonics interventions: 2-3x/week (classroom teacher)
- * Comprehension interventions: 2-3x/week (classroom teacher or ESE Resource teacher)

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)?

Small Group Guided Reading district training with Aaron LaPlante.

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

- * Students who are A1/Level 1 use the program Imagine Learning in place of i-Ready.
- * Kindergarten and 1st grade ELL students work daily with our ELL support person on strategies and comprehension skills.
- * Each grade level has a support person who is able to assist students with ELL strategies and comprehension 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/urll/Broward1819-K12RP.pdf>)
- BCPS Literacy Field Guide for Educators (<http://www.bcps-literacyguide.com/>)
- World-Class Instructional Design and Assessment for ELL (<https://wida.wisc.edu/>)
- Can Do Descriptors for ELL (<https://wida.wisc.edu/teach/can-do/descriptors>)
- SWD Support Resources (<https://browardschools.instructure.com/courses/661066>)
- Framework For ELL Achievement ESSA (V2) (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Framework-for-ELL-Achievement_ESSA-V2.pptx)
- Supplemental Title III Materials List (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Supplemental-Title-III-Materials-List.doc)
- Tier I Core Instructional Factors for ELLs (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Tier-1-Core-Instructional-Factors-for-ELLs.pdf)

☆ **Safe and Supportive Environment**



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
PLC 19-20 1251 ELA K, PLC 19-20 1251 ELA 1, PLC 19-20 1251 ELA 2, PLC 19-20 1251 ELA 3, PLC 19-20 1251 ELA 4, PLC 19-20 1251 ELA 5	Tuesday	2nd	8/27/2019 - 5/26/2020	2:25 PM - 3:10 PM	Pre K, K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Plantation-Park_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1251_08302019_Plantation-Park_SAM_19.pdf)	Rowena Thomas	8/30/2019
PPE-MTSS-Rtl-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1251_09112019_PPE-MTSS-Rtl-Action-Plan-2019-2020.pdf)	Suzan DeMeo	9/11/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th	9/4/2019 - 5/27/2020	8:30 AM - 1:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
PPE-SEL-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1251_09092019_PPE-SEL-Action-Plan-2019-2020.pdf)	Suzan DeMeo	9/9/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
1251_04162019_SPBP_1251-PPE-2019_20v1_4_8_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1251_04232019_1251_04162019_SPBP_1251-PPE-2019_20v1_4_8_19.pdf)	Christina Jones	4/23/2019
Plantation-Park-Elem.-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1251_05242019_Plantation-Park-Elem.-Feedback-Form.pdf)	Miriam Gayle	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	582	383	65.81	135	23.20	58	9.97	6	1.03
2017 - 2018	588	369	62.76	145	24.66	67	11.39	7	1.19
2018 - 2019	554	361	65.16	143	25.81	45	8.12	5	0.90

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	62	38	61.29	16	25.81	7	11.29	1	1.61
2018 - 2019	01	92	62	67.39	23	25.00	5	5.43	2	2.17
2018 - 2019	02	84	50	59.52	26	30.95	8	9.52	0	0.00
2018 - 2019	03	104	74	71.15	22	21.15	8	7.69	0	0.00
2018 - 2019	04	105	72	68.57	26	24.76	6	5.71	1	0.95
2018 - 2019	05	107	65	60.75	30	28.04	11	10.28	1	0.93

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 65.2% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 9.0% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 0.9% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
PPE-Attendance-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1251_09102019_PPE-Attendance-Plan-2019-2020.pdf)	Suzan DeMeo	9/10/2019
PPE-Attendance-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1251_10152019_PPE-Attendance-Plan-2019-2020.pdf)	Suzan DeMeo	10/15/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
PPE-ASCP-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1251_09102019_PPE-ASCP-2019-2020.pdf)	Suzan DeMeo	9/10/2019
PPE-ASCP-signature-page-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1251_09102019_PPE-ASCP-signature-page-2019-2020.pdf)	Suzan DeMeo	9/10/2019

Equity Plan

File Name	File Uploaded By	Upload Date
PPE-Equity-Diversity-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1251_09092019_PPE-Equity-Diversity-Action-Plan-2019-2020.pdf)	Suzan DeMeo	9/9/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
PPE-BPIE-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1251_09102019_PPE-BPIE-Plan-2019-2020.pdf)	Suzan DeMeo	9/10/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
PPE-Sign-In-Sheets_October-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1251_10132019_PPE-Sign-In-Sheets_October-2019.pdf)	October	Monitored	10/13/2019
PPE-Minutes_September-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1251_10132019_PPE-Minutes_September-2019.pdf)	October	Monitored	10/13/2019
PPE-Agenda_October-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1251_10102019_PPE-Agenda_October-2019.pdf)	October	Developed	10/10/2019
PPE_ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1251_10102019_PPE_ByLaws.pdf)	October	SAC ByLaws	10/10/2019
PPE_Composition-Report.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1251_10102019_PPE_Composition-Report.pdf)	October	Developed	10/10/2019
PPE-Committee-Minutes_Science_September.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1251_09232019_PPE-Committee-Minutes_Science_September.pdf)	September	Monitored	9/23/2019
PPE-Committee-Minutes_Math_September.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1251_09232019_PPE-Committee-Minutes_Math_September.pdf)	September	Monitored	9/23/2019
PPE-Committee-Minutes_Literacy_September.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1251_09232019_PPE-Committee-Minutes_Literacy_September.pdf)	September	Monitored	9/23/2019
PPE-Sign-In-Sheets_September-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1251_09232019_PPE-Sign-In-Sheets_September-2019.pdf)	September	Monitored	9/23/2019
PPE-Agenda_September-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1251_09232019_PPE-Agenda_September-2019.pdf)	September	Monitored	9/23/2019

Advanced eProve Survey Results

File Name	File Uploaded By	Upload Date
PPE-eProve-Parent-Survey-Results-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1251_09102019_PPE-eProve-Parent-Survey-Results-2019.pdf)	Suzan DeMeo	9/10/2019
PPE-eProve-Staff-Survey-Results-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1251_09102019_PPE-eProve-Staff-Survey-Results-2019.pdf)	Suzan DeMeo	9/10/2019
PPE-eProve-Student-Survey-Results-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1251_09102019_PPE-eProve-Student-Survey-Results-2019.pdf)	Suzan DeMeo	9/10/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
PPE-Face-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1251_09102019_PPE-Face-Plan-2019-2020.pdf)	Suzan DeMeo	9/10/2019

☆ School Info



School Name	Sandpiper ES (3061)	School Grade (2018 - 2019)	B
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> No	ESSA School	<input type="checkbox"/> No
Executive Summary	 Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3061_09102019_Executive-Summary-updated.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	104	22	0	0	---	N/A	1	2	0	N/A
01	98	12	1	0	---	0	1	4	0	N/A
02	85	13	0	0	---	0	0	1	0	N/A
03	105	16	0	0	27	---	1	7	0	98
04	85	8	3	0	23	---	0	0	1	79
05	107	15	0	0	27	---	1	1	2	99

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	121	21	2	0	---	0	0	0	0	N/A
01	115	22	0	0	---	0	0	2	0	N/A
02	102	10	0	0	---	0	2	4	0	N/A
03	87	13	1	0	25	---	17	17	0	79
04	89	10	0	0	28	---	28	28	0	85
05	84	8	0	0	9	---	9	9	1	72

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

Students' academic performance are monitored at least weekly and discussed in grade level team meetings. Additionally, grade level teams meet with administration and support staff to share students' data at our monthly CPST and data chats. Students' academic performance are tracked using such reports as BAS, i-Ready, teacher-made assessments, and district assessments. Targeted students are discussed and resources aligned to students' needs during weekly CPST meetings.

Some of the instructional materials used to target students' academic needs in Reading include Explode the Code, Phonics for Reading, Quick Reads, Words Their Way, i-Ready Toolbox, LLI, Rise/Rise-Up, i-Ready LAFS, The Comprehension Toolkit, Write in Reader, Vocabulary.com, and Jan Richardson Strategies. Some of the instructional materials used to target students' needs in Math include i-Ready MAFS, Engage NY, i-Ready.com, and Go Math! Reteacher and Intensive Intervention.

We monitor to ensure teachers implement highly effective instructional strategies to ensure all students receive quality and impactful Tier 1 instruction every day. Direct training and support is provided to teachers as a part of the schoolwide continuous improvement model.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3061&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
To improve student reading and math performance and proficiency.	Use accountability funds to purchase rewards and incentives for students.	Principal	6/1/2020		\$2,871.00	Assistant Principal	Students will increase reading and math proficiency from the previous year's scores.
Enhance the reading program at the school and improve early childhood literacy.	Using online resources such as iReady and Canvas to improve reading instruction in addition to using anchor charts, academic vocabulary, and student interventions.	Administration and Literacy coach	6/1/2020	Ongoing professional development and PLC meetings.		Monitoring of student performance through reading assessments, progress monitoring, and quarterly data chats.	Improve and increase Early childhood literacy by 4%.
Enhance the academic programs at the school and improve student achievement in reading and math by 3% and science by 4%.	Students will receive incentive rewards for their mastery use of iReady Reading, iReady math, Reflex math, and Accelerated Reader to extend learning opportunities. We will continue to progress monitor science standards mastery to identify areas to strengthen.	Administration and Literacy coach	6/1/2020	Teachers will be trained in Reading, Math, and Science to utilize enrichment programs with fidelity.		We will collect ongoing monitoring reports on a monthly basis.	To increase classroom instruction and learning gains at all grade levels. Students increased performance in reading, math, and science and the lowest quartile increased as well.

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 collects data through walk throughs, classroom observations, BSA results and data chats. Literacy Coach collects the progress monitoring data on iReady Diagnostic, Standards Mastery, BAS protocols. Administration and Support Staff review the data.

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 on previous year's FSA, iReady Diagnostic, Standards Mastery, BAS protocols and BSA results. Administration and Support Staff collect and review the data. Tracking charts for subgroups are created by administration.

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

Literacy Coach trained all teachers on the Identification/Intervention Reading Decision Chart. Subsequent PLC's have been conducted to ensure the calibration of BAS protocols and understanding and implementation of these guidelines. Teachers bring BAS protocols and subtests to RTI meetings. Interventions and progress monitoring assessments are selected based on the data.

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

What: Foundations, Wilson Reading, Phonics for Reading, Multi-Sequenced Speed Drills, Super QAR and LLI

When and by whom: Support facilitator during pullout or push in AND by classroom teacher 4-5 days weekly.

Literacy Coach and Curriculum and Instruction Program Specialist are working together to create a seamless environment for our SWDs. Through this collaboration select primary teachers participated in an overview of Foundations and are using the program as a prevention model in addition to using it as a double dose intervention. These teachers are using the program daily.

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

Our teachers utilize what they have learned in various educational opportunities. To list a few: small group, differentiated instruction, responsive literacy instruction, inclusion strategies, using technology in the classroom, utilization of motivational programs, linking assessments to instruction and intervention.

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

Our teachers use ESOL strategies in conjunction with individualized reading strategies. These level ones are using Imagine Learning to assist in their growth. Our ESOL contact shares professional development opportunities with the staff. Additionally, a paraprofessional pushes into the classes to assist the level 1s in particular and any ELL student requiring help. Our school theme this year is "Around the World in 180 Days." The purpose is to communicate that we are all from many places and we can share our experiences to make our learning more meaningful.

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
Vertical Team Inclusive Scheduling for 2020-2021	Tuesday	2nd	6/9/2020 - 6/9/2020	7:00 AM - 7:30 AM	3, 4, 5
Vertical Team Inclusive Scheduling for 2020-2021	Tuesday	4th	5/26/2020 - 5/26/2020	2:15 PM - 3:00 PM	3, 4, 5
Reading Writing Home School Connection	Tuesday	2nd	5/12/2020 - 5/12/2020	7:00 AM - 7:30 AM	Pre K, K, 1, 2
Reading Writing Home School Connection	Tuesday	4th	4/28/2019 - 4/28/2019	2:15 PM - 3:00 PM	3, 4, 5
Instructional Focus Calendars/Elementary Learning Canvas Course	Tuesday	2nd	4/14/2020 - 4/14/2020	7:00 AM - 7:30 AM	Pre K, K, 1, 2
Instructional Focus Calendars/Elementary Learning Canvas Course	Tuesday	4th	3/24/2020 - 3/24/2020	2:15 PM - 3:00 PM	3, 4, 5
Instructional Focus Calendars/Elementary Learning Canvas Course	Tuesday	2nd	3/10/2020 - 3/10/2020	7:00 AM - 7:30 AM	Pre K, K, 1, 2
Independent Reading	Tuesday	4th	2/25/2020 - 2/25/2020	2:15 PM - 3:00 PM	3, 4, 5
Independent Reading	Tuesday	2nd	2/11/2020 - 2/11/2020	7:00 AM - 7:30 AM	Pre K, K, 1, 2
Guided Reading Responsive Literacy Continuum	Tuesday	4th	1/28/2020 - 1/28/2020	2:15 PM - 3:00 PM	3, 4, 5
Guided Reading Responsive Literacy Continuum	Tuesday	2nd	1/14/2020 - 1/14/2020	7:00 AM - 7:30 AM	Pre K, K, 1, 2
Shared Reading	Tuesday	4th	12/24/2019 - 12/24/2019	2:15 PM - 3:00 PM	3, 4, 5
Shared Reading	Tuesday	2nd	12/10/2019 - 12/10/2019	7:00 AM - 7:30 AM	Pre K, K, 1, 2
Independent Reading PLC	Tuesday	4th	11/26/2019 - 11/26/2019	2:15 PM - 3:00 PM	3, 4, 5
Interactive Read Aloud	Tuesday	2nd	11/12/2019 - 11/12/2019	7:00 AM - 7:30 AM	Pre K, K, 1, 2
Instructional Focus Calendars/Elementary Learning Canvas Course	Tuesday	4th	10/22/2019 - 10/22/2019	2:15 PM - 3:00 PM	3, 4, 5
Embedded Social Studies Standard in ELA and Tool Kit Reteach for ELA	Tuesday	2nd	10/8/2019 - 10/8/2019	7:00 AM - 7:30 AM	Pre K, K, 1, 2
Early Identification Chart/BAS Protocols/Early Identification Subtests	Tuesday		9/24/2019 - 9/24/2019	2:15 PM - 3:00 PM	3, 4, 5
Early Identification Chart/BAS Protocols/Early Identification Subtests	Tuesday		9/10/2019 - 9/10/2019	2:15 PM - 3:00 PM	Pre K, K, 1, 2

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
MTSS-Rtl-Action-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3061_08272019_MTSS-Rtl-Action-Plan-2019-20.pdf)	Melissa Hernandez	8/27/2019
Sandpiper_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3061_08302019_Sandpiper_SAM_19.pdf)	Rowena Thomas	8/30/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 3rd	8/26/2019 - 6/1/2020	8:15 AM - 1:45 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-1920.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3061_08212019_SEL-Action-Plan-1920.docx)	Louise Molinelli	8/21/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Sandpiper-ES-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3061_05282019_Sandpiper-ES-Feedback-Form-2019-20.pdf)	Kristina Dever	5/28/2019
behavior-plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3061_08232019_behavior-plan-2019-20.pdf)	Melissa Hernandez	8/23/2019

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	566	335	59.19	154	27.21	58	10.25	19	3.36
2017 - 2018	599	336	56.09	175	29.22	76	12.69	12	2.00
2018 - 2019	598	349	58.36	159	26.59	80	13.38	10	1.67

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	121	62	51.24	35	28.93	23	19.01	1	0.83
2018 - 2019	01	115	68	59.13	24	20.87	19	16.52	4	3.48

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	02	102	62	60.78	30	29.41	9	8.82	1	0.98
2018 - 2019	03	87	49	56.32	24	27.59	12	13.79	2	2.30
2018 - 2019	04	89	54	60.67	25	28.09	9	10.11	1	1.12
2018 - 2019	05	84	54	64.29	21	25.00	8	9.52	1	1.19

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 58.4% of students in this category, which was more than 2% above the District average (55.7%). Our goal is to maintain or further improve regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 15.1% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 1.7% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Elementary-.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3061_09262019_Attendance-Plan-Elementary-.docx)	Melissa Hernandez	9/26/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
ASCP2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3061_08212019_ASCP2019-20.pdf)	Louise Molinelli	8/21/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan--2019-Sandpiper.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3061_09272019_Equity-Diversity-Action-Plan--2019-Sandpiper.pdf)	Michelle Gomez	9/27/2019

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/2020/3061_09222019_BPIE_2018.pdf)	Christian Godoy	9/22/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Committee-Membership-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3061_10172019_Committee-Membership-2019-2020.pdf)	September	None	10/17/2019
Oct-SAC-SAF-signin.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3061_10172019_Oct-SAC-SAF-signin.pdf)	October	Monitored	10/17/2019
SAC-Sign-in-Sept.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3061_10092019_SAC-Sign-in-Sept.pdf)	September	Developed	10/9/2019
SAC-Agenda-Sept.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3061_10092019_SAC-Agenda-Sept.pdf)	September	Developed	10/9/2019
SAC-ByLaws2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3061_10092019_SAC-ByLaws2019-20.pdf)	September	SAC ByLaws	10/9/2019
SAC-SAF-Dates-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3061_09102019_SAC-SAF-Dates-2019-20.pdf)	September	Developed	9/10/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
SandpiperParentSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3061_09252019_SandpiperParentSurvey2019.pdf)	Armelle Johnson	9/25/2019
SandpiperStudentSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3061_09252019_SandpiperStudentSurvey2019.pdf)	Armelle Johnson	9/25/2019
SandpiperStaffSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3061_09252019_SandpiperStaffSurvey2019.pdf)	Armelle Johnson	9/25/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3061_09242019_Customer-Service.pdf)	Melissa Hernandez	9/24/2019
ProgramsAndServicesChecklist.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3061_09242019_ProgramsAndServicesChecklist.pdf)	Melissa Hernandez	9/24/2019
FACE-Resource-Space.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3061_09242019_FACE-Resource-Space.jpg)	Melissa Hernandez	9/24/2019
FACE-TEAM.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3061_09242019_FACE-TEAM.pdf)	Melissa Hernandez	9/24/2019
Cultural-Awareness-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3061_09242019_Cultural-Awareness-.pdf)	Melissa Hernandez	9/24/2019

File Name	File Uploaded By	Upload Date
Catchthem-Being-Great-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3061_09242019_Catchthem-Being-Great-(1).pdf)	Melissa Hernandez	9/24/2019
_bucketfillers.png (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3061_09242019__bucketfillers.png)	Melissa Hernandez	9/24/2019
shout-out-samples.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3061_09242019_shout-out-samples.pdf)	Melissa Hernandez	9/24/2019
_Providing-Quality-Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3061_09242019__Providing-Quality-Customer-Service.pdf)	Melissa Hernandez	9/24/2019
1st-faculty-meeting---2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3061_09242019_1st-faculty-meeting---2019-2020.pdf)	Melissa Hernandez	9/24/2019
Sign-In-Sheet-Customer-Service-Training.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3061_09242019_Sign-In-Sheet-Customer-Service-Training.pdf)	Melissa Hernandez	9/24/2019
Face-Plan-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3061_09242019_Face-Plan-.pdf)	Melissa Hernandez	9/24/2019

☆ School Info



School Name	Sawgrass ES (3401)	School Grade (2018 - 2019)	
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	
School of Excellence	<input type="checkbox"/> Yes	ESSA School	
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3401_10012019_Sawgrass-Elementary-Executive-5)		

☆ 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	165	27	0	0	---	N/A	0	4	0	N/A
01	221	20	0	0	---	0	1	4	0	N/A
02	194	12	0	0	---	0	1	12	0	N/A
03	197	22	0	0	43	---	1	4	0	182
04	169	16	1	0	33	---	1	2	4	157
05	177	22	1	0	39	---	2	2	4	165

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	142	21	0	0	---	0	3	4	0	N/A
01	160	12	0	0	---	0	2	6	0	N/A
02	228	17	1	0	---	0	3	5	0	N/A
03	183	14	0	0	21	---	5	3	0	169
04	174	24	1	0	52	---	42	41	0	163
05	160	20	0	0	31	---	30	29	3	151

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

Sawgrass Elem will address the early warning indicators identified on the percent of students in Level 1 in ELA or Math. We are implementing the following intervention strategies to improve academic performance with the use of Quarterly Data Chats, Small group push-in and pull out support, the RtI process, and iReady and online reading and math program.

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

Strategies:

Differentiated instruction; additional ½ hour of reading intervention instruction outside of literacy instruction block; peer tutoring; pull-out small groups with literacy coaches; afterschool

book club; academic camps in both reading and math; high school Book Buddies; Latinos in Action Mentor Group; Summer Reading Incentive Program;

Home access to

reading and math technology

Reading:

Grade 1, Grade 2: LLI

Grade 3 - Phonics for Reading, Quick Reads, Journeys Write-In Readers

Grade 4-5 – LLI, Journeys Write In Readers, Quick Reads, Just Words, N ewswela

Math:

Kindergarten- hands-on activities based on student needs; Math Journals, Reflex math

Grade 1-5 – Go Math Reteach, Go Math Intensive, Go Math Strategic Lessons; Math Journals, Reflex Math, i-Ready Math, Small Group Push-In instruction (Grades 3 - 5)

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3401&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?

There are many staff members that are responsible to ensure that instruction is aligned to grade level standards. Teams plan together following the district Instructional Focus Calendar. Plans are kept throughout the year and collected. In Pinnacle Gradebook, grades are aligned with grade level curriculum and teachers keep uniform grades across their grade level. Administrative Observations (Marzano) are done regularly to look for standards displayed in the room that align with instruction. These observations range from walk-throughs to 30 - 40 minute formal observations. At Sawgrass Elementary we have 2 Literacy Coaches, 1 Math Coach, and a Autism Coach that are experts in their field. They are certainly involved in making sure instruction is properly aligned. With many Highly Qualified intructors and a support staff, we are all responsible to ensure that we are providing quality instruction for all students at Sawgrass Elementary.

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?

Monitoring data includes i-Ready Mastery Check information & i-Ready textbook assessments. The BAS is also used to provide data on each students ever changing reading scores. Classroom teachers are responsible for collecting dataand reviewing it regularly to guide instruction. The RTI Team (Counselor, Physcologist, & Administration) review this data on a regular basis to ensure the students needs are bring met. If data shows that needs are not being met, additional resources and strategies are discussed and implemented.

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

To ensure the fidelity of students not progressing towards the school and district goals we provide a wide range of resources. This school year we were able to add on a Math Resource teacher who is able to both pull out and push in support to classrooms with students not progressing towards the school and district goals. On top of push in/pull out support and RtI we additionally open our ELO enrichment camp for those struggling students in either the lowest 30% or those who are ELL students.

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

Sawgrass Elementary has a vast array of instructional resources to meet the needs of our SWD population as well as our Tier 2 & Tier 3 students. LLI is utilized by a well-trained staff member who regularly pulls Tier 2 & Tier 3 learners. Sawgrass ESE Instructors also provide regular support for our SWD students and work closely with grade level teachers to follow the instructional focus calendar. Resources offered to students include: i-Ready Reading & Math, Reflex Math, TumbleBooks, Newsela, CANVAS, Brainpop, ReadWorks online, and Accelerated Reader (AR). There is also a wide range of math manipulatives to enhance instruction. The Math resource teacher is conducting Push-In, small group instruction to fill the gaps for struggling students. This is happening daily for those students most in need and data is reviewed regularly to guide instruction.

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

PLC's are held bi-weekly at Sawgrass Elementary. In 4th and 5th grade where we are departmentalized, teachers of like subject matter (Reading & Writing vs. Science & Math) meet to discuss best practices and look at data to guide the alignment of instruction to meet all students needs. All grade levels meet to support and foster a team environment. Guided Reading has been a topic of discussion and skilled trainers have come out to facilitate learning. We also have an excellent "Core Connections" trainer come out to teach effective writing instruction at all grade levels.

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

Imagine Learning is being used by our A1 ELL learners. We also offer dictionaries to help bilingual students across the curriculum. ELL students are being instructed in small group for both ELA and Math. Manipulatives are being used to enhance instruction and hand-on center activities help review skills. Sawgrass teachers use Mountain Math as a regular center rotation. There are a variety of online resources that help ELL's and all students with reading skills. ELL's students are BAS'd regularly to help organize reading groups to be taught on their instructional level. iReady Reading is used at least 45 minutes per week between school and home. Sawgrass offers ELL students the opportunity to come to our computer lab from 7:00 AM - 7:45 AM to have access to i-Ready before school begins.

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
Sawgrass Elementary 2019-2020 Professional Learning Communities	Monday Tuesday Wednesday Thursday	1st, 2nd, 3rd	9/2/2019 - 5/14/2020	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Sawgrass_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3401_08302019_Sawgrass_SAM_19.pdf)	Rowena Thomas	8/30/2019
Rtl-Schedule-9-12--19.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3401_10012019_Rtl-Schedule-9-12--19.docx)	Johnna wesie	10/1/2019

Rtl Team Meeting Schedule

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

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
3401_10182018_SEL-Action-Plan-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3401_10012019_3401_10182018_SEL-Action-Plan-2019-20.docx)	Johnna wesie	10/1/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
3401_04302019_Sawgrass-SBPB-19---20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3401_05022019_3401_04302019_Sawgrass-SBPB-19---20.pdf)	Nicole Finkel	5/2/2019
Sawgrass-ES-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3401_05282019_Sawgrass-ES-Feedback-Form-2019-20.pdf)	Kristina Dever	5/28/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	1212	719	59.32	356	29.37	113	9.32	24	1.98
2017 - 2018	1158	696	60.10	335	28.93	108	9.33	19	1.64
2018 - 2019	1047	618	59.03	312	29.80	100	9.55	17	1.62

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	142	81	57.04	39	27.46	19	13.38	3	2.11
2018 - 2019	01	160	104	65.00	44	27.50	8	5.00	4	2.50
2018 - 2019	02	228	144	63.16	67	29.39	12	5.26	5	2.19
2018 - 2019	03	183	115	62.84	52	28.42	15	8.20	1	0.55
2018 - 2019	04	174	90	51.72	57	32.76	25	14.37	2	1.15
2018 - 2019	05	160	84	52.50	53	33.13	21	13.13	2	1.25

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 59.0% of students in this category, which was more than 2% above the District average (55.7%). Our goal is to maintain or further improve regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 11.2% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 1.6% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Elementary-Sawgrass-19-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3401_10012019_Attendance-Plan-Elementary-Sawgrass-19-20.docx)	Johnna wesie	10/1/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
3401_School-Counseling-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3401_09302019_3401_School-Counseling-Plan.pdf)	Johnna wesie	9/30/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Sawgrass-ES---Equity-Plan-2018-A.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3401_09242019_Sawgrass-ES---Equity-Plan-2018-A.docx)	Johnna wesie	9/24/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-Template-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3401_10012019_BPIE-Plan-Template-2019-20.pdf)	Johnna wesie	10/1/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-AGENDA-10.16.19---Copy.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3401_10272019_SAC-AGENDA-10.16.19---Copy.docx)	October	Monitored	10/27/2019
SACByLawsSawgrass2019.20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3401_10272019_SACByLawsSawgrass2019.20.pdf)	October	SAC ByLaws	10/27/2019
SAC-AGENDA-9.11.19.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3401_10092019_SAC-AGENDA-9.11.19.docx)	October	Monitored	10/9/2019
SAC-Composition-Report.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3401_10092019_SAC-Composition-Report.docx)	October	None	10/9/2019
SAC-Minutes-9.11.2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3401_10012019_SAC-Minutes-9.11.2019.docx)	October	SAC ByLaws	10/1/2019
SACAttendance9.11.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3401_10012019_SACAttendance9.11.19.pdf)	October	SAC ByLaws	10/1/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
SawgrassBilingual-ParentSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3401_10012019_SawgrassBilingual-ParentSurvey2019.pdf)	Armelle Johnson	10/1/2019
SawgrassStudentSurveys2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3401_10012019_SawgrassStudentSurveys2019.pdf)	Armelle Johnson	10/1/2019
SawgrassBilingual-ParentSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3401_10012019_SawgrassBilingual-ParentSurvey2019.pdf)	Armelle Johnson	10/1/2019
SawgrassStaffSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3401_10012019_SawgrassStaffSurvey2019.pdf)	Armelle Johnson	10/1/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Cultural-Awareness-Final.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3401_10012019_Cultural-Awareness-Final.pdf)	Johnna wesie	10/1/2019

File Name	File Uploaded By	Upload Date
Face-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3401_10012019_Face-Plan-2019-2020.pdf)	Johnna wesie	10/1/2019
Catchthem-Being-Great-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3401_10012019_Catchthem-Being-Great-2019-2020.pdf)	Johnna wesie	10/1/2019
Flocked-Pic.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3401_10012019_Flocked-Pic.docx)	Johnna wesie	10/1/2019
Customer-Service-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3401_10012019_Customer-Service-2019-2020.pdf)	Johnna wesie	10/1/2019
Parent-Survey-Results.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3401_10012019_Parent-Survey-Results.docx)	Johnna wesie	10/1/2019

☆ School Info



School Name	Tropical ES (0731)	School Grade (2018 - 2019)	A
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> No	ESSA School	<input type="checkbox"/> No
Executive Summary	 Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0731_09242019_Executive-Summary-2019.docx) 		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	159	19	1	0	---	N/A	2	4	0	N/A
01	177	26	0	0	---	0	2	6	0	N/A
02	161	12	0	0	---	0	1	4	0	N/A
03	188	16	0	0	34	---	0	5	0	179
04	153	19	1	0	36	---	6	9	12	148
05	153	7	0	0	29	---	1	2	4	145

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	149	25	0	0	---	0	0	4	0	N/A
01	176	16	2	0	---	0	3	14	0	N/A
02	182	20	1	0	---	0	2	5	0	N/A
03	175	15	3	0	24	---	8	6	0	165
04	195	22	2	0	33	---	12	6	0	187
05	154	8	2	0	28	---	10	1	5	146

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

Throughout the year, students in RtI are closely monitored for growth. Intervention strategies implemented by the school to improve academic performance of students identified by early indicators include:

- ELA (Core - Journeys)
 Leveled Literacy Intervention
 Journeys Toolkit
 Journeys Write-in Reader
 Phonics for Reading
 Rewards
 QuickReads
 Great Leaps
 Wilson Foundations
 Targeted i-Ready Lessons
 Intensive Skill Instruction

- Math (Core - Go Math)
 Targeted i-Ready Lessons
 Go Math Strategic Intervention
 Go Math Intensive Intervention
 Go Math Reteach

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0731&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
The percent of students with disability showing learning gains on the Florida Standards Assessment will increase from 44% to 47%.	Intensive small group instruction provided by our support facilitators while using resources that will meet the needs of the students.	Jennifer Boyd	6/11/2019	n/a	\$0.00	i-Ready Diagnostics/FSA	
Increase the percentage of students in the lowest quartile that made learning gains in Math from 54% to 57%.	Standards-based progress monitoring assessments (monthly); Instructional Focus Calendar and Standards Based Professional Learning	Susan Antunez	6/1/2020	Standards Based Math Professional Learning	\$0.00	i-Ready & FSA Data	
Increase the percentage of students making learning gains in ELA from 66% to 69%.	Implement the Balanced Literacy Model	Janet Chrystie	6/1/2020	Balanced Literacy Professional Learning	\$0.00	i-Ready & FSA Data	
The percent of proficient students on the Science FCAT NGSSS will increase by three percent, from 56% to 59%.	Integration of content area concepts in the ELA block	Janet Chrystie	6/7/2018	Teaching Science to Support Literacy Training	\$0.00	i-Ready & FSA Data	

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 and support team are responsible for ensuring that classroom instruction is aligned to grade-level standards. While coaches are supporting the teachers in the development of lesson plans, they analyze the lesson, task and assessment to make sure they are aligned to the standards. During observations, instruction is evaluated to ensure that the lessons are aligned to the standards.

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

During the school year, we use i-Ready Diagnostic assessments, Standards Mastery Assessments and Benchmark Assessment System as progress monitoring data to analyze student academic growth. Our literacy and math coaches collect the data and review the data on a regular basis with administration and teachers.

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

Students that are not progressing towards individual and grade level goals, are monitored by the Response to Intervention Team. The team analyzes data, identifies interventions using the Reading Decision Chart and closely monitors student progress. The team continually analyzes data during the implementation of the intervention to ensure that the student is making growth.

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 core program that is used is Journeys. To supplement Journeys, we use the Scholastic, Social Studies and Science Guided reading texts. For interventions, we use Leveled Literacy Intervention, Wilson Foundations, Phonics for Reading & Rewards. For math we use the Go Math Reteach, Strategic and Intensive components. These resources are implemented by interventionists, classroom teachers and support facilitators. Dependent on student need and the Tier Level, the student may receive the intervention for three days or more.

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

The school has offered various professional learning opportunities in order to assist teachers in making sure that instruction is following the framework of Universal Design for Learning by adhering to the three principles, representation, action and expression and engagement, when developing lesson plans in order to make sure lessons are accessible to all students. While coaches work with the teams to develop a cycle of instruction, they make sure the Universal Design for Learning practices are evident. Additionally, teachers have participated in the Small Group Guided Reading and Balanced Literacy Training, which have assisted them in determining how to best meet the needs of all of the students in their classrooms. Numerous of our teachers are currently participating in CGI, Cognitive Guided Instruction, professional learning, a student-centered approach to learning math, which emphasizes on providing students with choice on how they would like to represent their knowledge.

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

Teachers are provided with professional learning, provided by our ESOL Contact, on strategies teachers can utilize to assist their students in accessing the grade-level curriculum. Additionally, ELL students are invited to attend the Language Enrichment Camp, funded by Title III, on a yearly basis.

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
Integrated ELA and Math PLCs	Wednesday	1st, 2nd, 3rd, 4th	8/28/2019 - 5/20/2020	2:25 PM - 3:25 PM	Pre K, K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Tropical_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0731_08302019_Tropical_SAM_19.pdf)	Rowena Thomas	8/30/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	9/24/2019 - 5/26/2020	8:30 AM - 3:30 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0731_09052019_SEL-Plan-2019-20.pdf)	Teresita Miranda	9/5/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Tropical-Behavior-Plan2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0731_05172019_Tropical-Behavior-Plan2019-20.docx)	Tyney Hogan	5/17/2019
Tropical-Elementary-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0731_05302019_Tropical-Elementary-Feedback-Form-2019-20.pdf)	Rowena Thomas	5/30/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	919	573	62.35	253	27.53	78	8.49	15	1.63
2017 - 2018	1015	610	60.10	296	29.16	93	9.16	16	1.58
2018 - 2019	1028	584	56.81	329	32.00	100	9.73	15	1.46

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	149	73	48.99	49	32.89	20	13.42	7	4.70
2018 - 2019	01	176	102	57.95	57	32.39	15	8.52	2	1.14
2018 - 2019	02	181	102	56.35	59	32.60	17	9.39	3	1.66
2018 - 2019	03	175	115	65.71	42	24.00	18	10.29	0	0.00
2018 - 2019	04	193	102	52.85	67	34.72	22	11.40	2	1.04
2018 - 2019	05	154	90	58.44	55	35.71	8	5.19	1	0.65

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 56.8% of students in this category, which was within 2% of the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 11.2% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 1.5% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Tropical-Attendance-Plan-Elementary-SIP19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0731_10232019_Tropical-Attendance-Plan-Elementary-SIP19-20.pdf)	Teresita Miranda	10/23/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Counseling-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0731_09112019_Counseling-Plan-2019.pdf)	Teresita Miranda	9/11/2019

Equity Plan

File Name	File Uploaded By	Upload Date
TropicalEquityPlan2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0731_09302019_TropicalEquityPlan2019.docx)	Teresita Miranda	9/30/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
0731_10182018_BPIE-2018.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0731_09252019_0731_10182018_BPIE-2018.pdf)	Teresita Miranda	9/25/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAF_Signin_agenda_minutes_November-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0731_11072019_SAF_Signin_agenda_minutes_November-2019.pdf)	November	None	11/7/2019
SAC_Signin_agenda_minutes_November-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0731_11072019_SAC_Signin_agenda_minutes_November-2019.pdf)	November	Monitored	11/7/2019
SAC-Composition-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0731_10172019_SAC-Composition-2019-2020.pdf)	October	Developed	10/17/2019
SAF_Signin_agenda_minutes_October-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0731_10032019_SAF_Signin_agenda_minutes_October-2019.pdf)	October	None	10/3/2019
SAC-October-2nd.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0731_10022019_SAC-October-2nd.pdf)	October	Monitored	10/2/2019
SAF_Signin_agenda_minutes_September-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0731_09262019_SAF_Signin_agenda_minutes_September-2019.pdf)	September	None	9/26/2019
SAC_Signin_agenda_minutes_September-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0731_09262019_SAC_Signin_agenda_minutes_September-2019.pdf)	September	Monitored	9/26/2019
SAF-Bylaw-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0731_09252019_SAF-Bylaw-2019-20.docx)	September	SAF ByLaws	9/25/2019
SAC-ByLaws-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0731_09252019_SAC-ByLaws-2019.pdf)	September	SAC ByLaws	9/25/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
TropicalParentSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0731_09252019_TropicalParentSurvey2019.pdf)	Armelle Johnson	9/25/2019
TropicalStudentSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0731_09252019_TropicalStudentSurvey2019.pdf)	Armelle Johnson	9/25/2019
TropicalStaffSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0731_09252019_TropicalStaffSurvey2019.pdf)	Armelle Johnson	9/25/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Programs-and-Services-Checklist-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0731_09252019_Programs-and-Services-Checklist-2019-2020.docx)	Teresita Miranda	9/25/2019
Customer-Service-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0731_09302019_Customer-Service-2019-20.docx)	Teresita Miranda	9/30/2019
Catchthem-Being-Great-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0731_09302019_Catchthem-Being-Great-2019-20.docx)	Teresita Miranda	9/30/2019
Cultural-Awareness-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0731_09302019_Cultural-Awareness-2019-20.docx)	Teresita Miranda	9/30/2019
Face-Plan-Template-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0731_09302019_Face-Plan-Template-2019-20.docx)	Teresita Miranda	9/30/2019
FACE-Resource-Team-Members-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0731_09302019_FACE-Resource-Team-Members-2019-20.docx)	Teresita Miranda	9/30/2019
Welcome-Center-9_2019.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0731_10032019_Welcome-Center-9_2019.jpg)	Teresita Miranda	10/3/2019

☆ School Info



School Name	Welleby ES (2881)	School Grade (2018 - 2019)	B
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> No	ESSA School	<input type="checkbox"/> No
Executive Summary	Executive Summary		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	121	20	0	0	---	N/A	0	1	0	N/A
01	139	18	1	0	---	0	0	5	0	N/A
02	146	16	0	0	---	0	1	4	0	N/A
03	138	12	0	0	27	---	1	6	0	131
04	127	13	0	0	21	---	0	0	1	121
05	127	17	0	0	29	---	0	0	0	122

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	110	19	0	0	---	0	0	1	0	N/A
01	120	12	1	0	---	0	1	5	0	N/A
02	132	24	2	0	---	0	2	3	0	N/A
03	145	12	1	0	28	---	10	6	0	141
04	127	11	0	0	26	---	26	26	0	120
05	126	8	0	0	28	---	27	27	1	123

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

This year, the district identified students that are working two or more grades below grade level in ELA/Reading. This data identified that there are a significant amount of 4th and 5th grade students that were identified in this group. Deeper analysis identified that these students are students with disabilities (SWD) and are in the lowest performing group (Low 25%). Targeted students will receive Intensive Reading Instructions for an additional 25 minutes per day. Students will receive pull out support from the ESE support facilitator as indicated in their Individual learning plan (IEP) as well as targeted support from their classroom teacher and/or Reading Resource teacher. Students will be monitored weekly with teacher anecdotal, bi-weekly through assessment data (School City & i-Ready), and six week RTI follow up meetings. Students will receive Extended Learning Opportunity (ELO) when camps begin later in the Fall & Spring.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=2881&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June of 2020, students' in grades 4th and 5th identified in the lowest quartile group, will increase their developmental scale score on the FSA ELA/Reading, from 51% to 60%.	Teachers will use baseline data to identify students' instructional needs and provide high quality instruction using researched-based strategies and supplemental resources. In addition, students will receive intensive reading instruction that will target the students' specific reading deficiencies intended to close the instructional gap.	Teressa Wade, Kesha Mack, and Frances Fuce-Ollivierre	5/27/2019	LLI	ELO funds were used to support Extended Learning Opportunities (ELO). \$5,000.00	iReady, BAS, & School City	
By June of 2020, students' in grades 3rd through 5th will increase proficiency on the FSA ELA/Reading, from 63% to 66%.	Teachers will use baseline data to identify students' instructional needs and provide high quality instruction using researched-based strategies and supplemental resources.	Teressa Wade, Kesha Mack, and Frances Fuce-Ollivierre	5/27/2019	Small Group Guided Reading and Responsive Literacy Intervention	ELO funds were used to support Extended Learning Opportunities (ELO). \$5,000.00	iReady, BAS, & School City	

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 are responsible for ensuring classroom instruction is aligned to grade level standards. Grade level teams use instructional focus calendars which maps out the grade-level standards that will be targeted as well as the duration of time for the instructions, and selects the best resources and materials to assist students with academic achievement. Instructional support team assists teachers with this process and ensures that the appropriate resources are aligned with grade level expectations. Instructional coaches provides teachers with progress monitoring tools to track students' progress. The data is analyzed for trends and patterns by the support team and findings are shared with teachers during PLC's and/or team leader planning meetings.

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 alignment with the district, our ongoing progress monitoring tool that we are using in ELA is the Benchmark Assessment System (BAS) in grades K-5. This assessment is issued to all students in grades K-3 three times a year, and students in grades 4-5 who scored a level 1 or 2 on the FSA the previous year three times a year. For math we are using the Go Math Chapter Assessments that goes along with the Go Math Curriculum. At our school, we also use the School City platform to create ELA and Math assessments for progress monitoring of the Florida Standards. Finally, we uses the district benchmark assessment sin science to assess student progress with science standards.

Data is collected and compiled by the literacy and math coaches, reviewed with the support team, and then shared with the instructional staff. Grade level teams, in conjunction with administration and support staff, identify areas of success and areas which need additional focus. Differentiation strategies are planned to ensure each child is receiving the support they need and special attention is given to lowest 30%, ESE, and ESOL students. School City monitors the progress of students by grade level and sub-groups for ELA, Science, and Math.

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

Students who are not progressing towards individual and grade-level goals are initially identified by the classroom teacher. The teacher then creates a Tier 1 intervention and enters it into BASIS under RtI. The intervention is implemented with fidelity. If the intervention is not assisting the student with making adequate progress within 3-6 weeks, a new tier 1 intervention is implemented following the same procedure. After three unsuccessful rounds of tier 1 teacher interventions, a tier 2 intervention is entered into the system, and the child is discussed in a formal RtI meeting and carefully monitored using iReady, School City, and/or BAS.

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 are provided with information on students with IEPs in their class. They review the plan, specifically focusing on the accommodations, and implement them with fidelity during instructions. Additionally, for students who are in Tier 2 or Tier 3 in RtI, teachers provide a small group intervention lesson 3 -5 days a week depending on the intensity of intervention. Weekly assessments from iReady are given as "Teacher Assigned" and teachers collect this data for review at future RtI meetings. Approximately every 6 weeks, the RtI team meets to review the data and discuss the progress (or lack of progress) made by each student and decisions are made jointly by the team and families on next steps.

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

All teachers have been trained to administer the BAS assessment. Some teachers have also been trained to respond accurately to assessment data (RLI), that assist teachers with identifying deficiencies and providing targeted interventions. Teachers have also received training on Small Group Guided Reading. This design model helps teachers to provide students with a complete comprehensive literacy model for learning. In addition, this training assist teachers with being able to balance the demands of the standard as well as the needs of the students. Teachers meet weekly during either PLC's or team meetings to analyze data for instructions and the sharing of best practices.

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

Students will utilize Imagine Learning technology resource to support students' individual growth needs. In addition, teachers will use Ellevation resource tools to ensure adequate strategies and resources. Students are provided with dictionaries in their native language as well as the use of manipulatives in Math to assist with more abstract concepts. Teachers will review the students' I Can statements in order to provide the appropriate levels of complexity and scaffolding.

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 2881 19-20	Tuesday		9/10/2019 - 9/10/2019	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
ELA 2881 19-20	Tuesday		9/24/2019 - 9/24/2019	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
ELA 2881 19-20	Tuesday		10/1/2019 - 10/1/2019	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
ELA 2881 19-20	Tuesday		10/8/2019 - 10/8/2019	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
ELA 2881 19-20	Friday		10/18/2019 - 10/18/2019	9:00 AM - 11:00 AM	Pre K, K, 1, 2, 3, 4, 5
ELA 2881 19-20	Tuesday		10/29/2019 - 10/29/2019	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
ELA 2881 19-20	Tuesday		11/5/2019 - 11/5/2019	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
ELA 2881 19-20	Tuesday		12/10/2019 - 12/10/2019	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
ELA 2881 19-20	Tuesday		12/17/2019 - 12/17/2019	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
ELA 2881 19-20	Monday		1/6/2020 - 1/6/2020	9:00 AM - 11:00 AM	Pre K, K, 1, 2, 3, 4, 5
ELA 2881 19-20	Tuesday		1/21/2020 - 1/21/2020	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
ELA 2881 19-20	Tuesday		2/11/2020 - 2/11/2020	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
ELA 2881 19-20	Tuesday		2/25/2020 - 2/25/2020	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
ELA 2881 19-20	Tuesday		3/3/2020 - 3/3/2020	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
ELA 2881 19-20	Tuesday		3/17/2020 - 3/17/2020	9:00 AM - 11:00 AM	Pre K, K, 1, 2, 3, 4, 5
ELA 2881 19-20	Tuesday		4/7/2020 - 4/7/2020	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
ELA 2881 19-20	Tuesday		4/21/2020 - 4/21/2020	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Welleby_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2881_08302019_Welleby_SAM_19.pdf)	Rowena Thomas	8/30/2019
MTSS-Rtl-Action-Plan-Welleby.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2881_10022019_MTSS-Rtl-Action-Plan-Welleby.docx)	Kesha Mack	10/2/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 3rd	9/4/2019 - 5/27/2020	8:00 AM - 1:30 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
SEL-Action-Plan-Welleby-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2881_10032019_SEL-Action-Plan-Welleby-2019-2020.docx)	Kesha Mack	10/3/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2019_20-SPBP-Welleby.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2881_05212019_2019_20-SPBP-Welleby.pdf)	Desiree Montalvo	5/21/2019
Welleby-ES_feedback-form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2881_05302019_Welleby-ES_feedback-form-2019-20.pdf)	Nichole Johnson	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	824	510	61.89	201	24.39	94	11.41	19	2.31
2017 - 2018	821	504	61.39	221	26.92	80	9.74	16	1.95
2018 - 2019	758	468	61.74	193	25.46	82	10.82	15	1.98

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	110	63	57.27	25	22.73	17	15.45	5	4.55
2018 - 2019	01	120	73	60.83	33	27.50	12	10.00	2	1.67
2018 - 2019	02	131	79	60.31	28	21.37	21	16.03	3	2.29
2018 - 2019	03	145	92	63.45	36	24.83	15	10.34	2	1.38
2018 - 2019	04	126	80	63.49	35	27.78	9	7.14	2	1.59
2018 - 2019	05	126	81	64.29	36	28.57	8	6.35	1	0.79

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 61.7% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 12.8% 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.

Attendance Type	School Goal
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 2.0% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Welleby.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2881_09292019_Attendance-Plan-Welleby.pdf)	Kesha Mack	9/29/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Welleby-ASCP-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2881_10032019_Welleby-ASCP-2019-20.pdf)	Kesha Mack	10/3/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-Welleby-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2881_10022019_Equity-Diversity-Action-Plan-Welleby-(1).docx)	Kesha Mack	10/2/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
2881_10252018_Welleby-BPIE-2018-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2881_09292019_2881_10252018_Welleby-BPIE-2018-2019.pdf)	Kesha Mack	9/29/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2881_10252019_SAC-ByLaws.pdf)	October	SAC ByLaws	10/25/2019
SAC-Sept-Sign-In.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2881_10032019_SAC-Sept-Sign-In.pdf)	October	Developed	10/3/2019
9-25-SAC-agenda-and-minutes-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2881_09292019_9-25-SAC-agenda-and-minutes-(1).docx)	September	Monitored	9/29/2019
Committee-Membership.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2881_09292019_Committee-Membership.pdf)	September	None	9/29/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
WellebyBilingual-ParentSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2881_10012019_WellebyBilingual-ParentSurvey2019.pdf)	Armelle Johnson	10/1/2019
WellebyStudentSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2881_10012019_WellebyStudentSurvey2019.pdf)	Armelle Johnson	10/1/2019
WellebyParentSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2881_10012019_WellebyParentSurvey2019.pdf)	Armelle Johnson	10/1/2019
WellebyStaffSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2881_10012019_WellebyStaffSurvey2019.pdf)	Armelle Johnson	10/1/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-Welleby.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2881_10032019_Face-Plan-Welleby.docx)	Kesha Mack	10/3/2019